



Boys' Latin of Philadelphia
Charter School

Equity Plan
2024-2025

*Prepared by Dr. Alexis Rylander Bennett
Drafted August 2024
arylander@boyslatin.org*

Boys' Latin of Philadelphia Charter School Equity Worksheet

Section I

School Name	Boys' Latin of Philadelphia Charter School
School Improvement Status	N/A
School Poverty Percent	73%
School Minority Percent	AA 93.04% His 1.93 % Multi-Race 4.77%
Number and Percent of certified teachers	15 certified teachers out of 49 = 30.6 %
Number and Percent out of field teachers	0 and 0 %
Number and Percent of teachers new to the profession	6 or 12.2 %
Number and Percent of teachers not new to the profession	87.8 %
Number and Percentage of ineffective classroom teachers	20.4 %

Section I Continued

List of Schools * Title I	Improvement Status	# & % of poverty children taught by appropriately certified teachers	# & % of minority children taught by appropriately certified teachers	# & % of poverty children taught by Out-of-Field Teachers	# & % of minority children taught by Out-of-Field Teachers
Boys' Latin of Philadelphia Charter School*	N/A	178 or 22.3%	244 or 30.6%	0 or 0%	0 or 0%

List of Schools * Title I	# or % of poverty children taught by teachers new to the profession	# or % of minority children taught by teachers new to the profession	# & % of poverty children taught by ineffective teachers	# & % of minority children taught by ineffective teachers
Boys' Latin of Philadelphia Charter School*	71 or 12.2%	178 or 12.2%	119 or 20.4%	163 or 20.4%

Section II

Task: Do differences exist between schools with higher numbers of minority and poverty students when compared to schools with lower numbers of minority and poverty schools for:

Category	Yes/No	Name of School	Possible Disparity based on Minority	Possible Disparity based on Poverty
Teachers who are appropriately certified	No	Boys' Latin of Philadelphia Charter School*	No	No
Teachers who teach out of their certification area	No	Boys' Latin of Philadelphia Charter School*	No	No
Teachers who are not new to the profession	No	Boys' Latin of Philadelphia Charter School*	No	No
Teachers who are ineffective in their classroom performance	No	Boys' Latin of Philadelphia Charter School*	No	No
Other, Specify:	N/A	Boys' Latin of Philadelphia Charter School*	N/A	N/A

Section III

Task: Briefly describe strategies the LEA is implementing or will be implementing to ensure low-income and minority children enrolled in Title I schools are not served at disproportionate rates by ineffective, out of field or inexperienced teachers.

To ensure that low-income and minority children enrolled in Title I schools are not disproportionately served by ineffective, out-of-field, or inexperienced teachers, Boys' Latin of Philadelphia is implementing several targeted strategies:

1. **Coaching and Feedback Model:** We utilize a robust coaching and feedback system supported by a tracking tool called Bullseye. This system allows our coaching team to review teacher performance data daily. By identifying trends and areas for growth, we provide targeted professional development throughout the year. Trends from coaching sessions are analyzed and used to inform staff-wide professional development, which is addressed on the first Monday of each month.

2. **Certification Audits:** Our central academics team conducts an annual certification audit to ensure that all teachers are current in their content and up-to-date with their certification requirements. This process helps us identify and address any gaps in teacher qualifications and address them promptly.

3. **Partnership with Drexel University:** We have established a partnership with Drexel University that offers fully funded PA certification to teachers. Additionally, teachers have the opportunity to pursue a master's degree at half the cost, providing an accessible pathway for professional growth and ensuring that our staff remains highly qualified and effective.

These strategies are designed to continuously develop our teachers, ensuring that all students, especially those in Title I schools, receive instruction from well-prepared and effective educators.

Section IV

Task: How will the LEA determine whether or not the strategies are effective in addressing disparities in the way teachers are assigned?

Boys' Latin of Philadelphia will determine the effectiveness of its strategies in addressing disparities in teacher assignments through the following methods:

- **Bullseye Tracking System:** The Bullseye system will be used to monitor teacher development over time, allowing us to see improvements in teacher performance and effectiveness as a result of targeted coaching and professional development. We will compare performance data before and after coaching interventions to assess their impact on teacher quality.
- **Student Achievement and Growth Metrics:** We will assess student outcomes, to see if there are correlations between improved teacher effectiveness and student achievement. Metrics such as standardized test scores, growth on NWEA MAP assessments, student performances and local Benchmark assessments.
- **Feedback from School Leaders:** Principals and other school leaders will provide regular feedback on the effectiveness of teacher placements to the Central team members. This will include insights into how well teachers are meeting the needs of our students.
- **Certification and Qualification Compliance:** The annual certification audit will be evaluated not just for compliance but for its impact on teacher quality. We will track the number of teachers who achieve or maintain appropriate certifications and their subsequent performance in the classroom.

By continuously monitoring these indicators, the LEA will be able to adjust strategies as needed to ensure that all students, regardless of background, have access to high-quality teaching.