

**Local Education Agency (LEA) Teacher Equity Plan  
2023-2024 School Year**

**Mercer Area School District**  
LEA Name

**2-5-2024**  
Date

**2-5-2024**  
Revised Date

**Gregory Acre**  
Name of Contact Person

**724-662-5102**  
Contact Person's Phone Number

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Contact Person's E-Mail Address

## 1. LEA EQUITY WORKSHEET:

- School Name
  - Mercer Area Middle School
- School Accountability Status i.e. Focus, Priority, Reward, or undesignated
  - Undesignated
- School poverty percentage
  - 47.9%
- School minority percentage
  - Asian – 1.4%
  - Black – 0.0%
  - Hispanic – 0.0%
  - Multiracial – 2.9%
  - White – 95.7%
- Number and percentage of appropriately certified teachers
  - 14; 100%
- Number and percentage of out of field teachers
  - 0; 0%
- Number and percentage of “not new teachers” (one who has taught in a public school for three or more full academic years).
  - 12; 85.7%
- Number and percentage of “new teachers” (one who has taught in a public school for less than three full academic years)
  - 2; 14.3%
- Number and percentage of ineffective classroom teachers (defined as failing on the PDE 82-1 form. For LEAs not using this form include numbers and percentages of classroom teachers receiving the lowest rating)
  - 0; 0%

- School Name
  - Mercer Area Elementary School
- School Accountability Status i.e. Focus, Priority, Reward, or undesignated
  - Undesignated
- School poverty percentage
  - 50.3%
- School minority percentage
  - Asian – 0.5%
  - Black – 0.9%
  - Hispanic – 1.2%
  - Multiracial – 5.0%
  - White – 92.4%
- Number and percentage of appropriately certified teachers
  - 48; 100%
- Number and percentage of out of field teachers
  - 0; 0%
- Number and percentage of “not new teachers” (one who has taught in a public school for three or more full academic years).
  - 45; 93.8%
- Number and percentage of “new teachers” (one who has taught in a public school for less than three full academic years)
  - 3; 6.2%
- Number and percentage of ineffective classroom teachers (defined as failing on the PDE 82-1 form. For LEAs not using this form include numbers and percentages of classroom teachers receiving the lowest rating)
  - 0; 0%

- School Name
  - Mercer Area High School
- School Accountability Status i.e. Focus, Priority, Reward, or undesignated
  - Undesignated
- School poverty percentage
  - 43.7%
- School minority percentage
  - Asian – 0.3%
  - Black – 0.3%
  - Hispanic – 1.2%
  - Multiracial – 3.9%
  - White – 94.3%
- Number and percentage of appropriately certified teachers
  - 20; 100%
- Number and percentage of out of field teachers
  - 0; 0%
- Number and percentage of “not new teachers” (one who has taught in a public school for three or more full academic years).
  - 17; 85.0%
- Number and percentage of “new teachers” (one who has taught in a public school for less than three full academic years)
  - 3; 15.0%
- Number and percentage of ineffective classroom teachers (defined as failing on the PDE 82-1 form. For LEAs not using this form include numbers and percentages of classroom teachers receiving the lowest rating)
  - 0; 0%



**2. Provide a general summary of findings outlining where possible inequities exist. Address these areas as they specifically relate to Title I school data:** Based upon the information gathered and contained below from Mercer Area Middle School, Mercer Area High School and Mercer Area Elementary School, there does not appear to be inequities existent in any building. With zero staff members in either building taught by out-of-field or ineffective teachers, students are not deprived of inadequate educators. Additionally, both buildings have a minimal number of “inexperienced” staff members who have less than three years of public school teaching experience. This is consistent with staff assignments at the middle school and high school, which share teachers within their building.

- **School Name**
  - **Mercer Area Middle School**
- School Accountability Status i.e. Focus, Priority, Reward, or undesignated
  - Undesignated
- School poverty percentage
  - 47.9%
- School minority percentage
  - Asian – 1.4%
  - Black – 0.0%
  - Hispanic – 0.0%
  - Multiracial – 2.9%
  - White – 95.7%
- Number and percentage of appropriately certified teachers
  - 14; 100%
- Number and percentage of out of field teachers
  - 0; 0%
- Number and percentage of “not new teachers” (one who has taught in a public school for three or more full academic years).
  - 12; 85.7%
- Number and percentage of “new teachers” (one who has taught in a public school for less than three full academic years)

- 2; 14.3%
- Number and percentage of ineffective classroom teachers (defined as failing on the PDE 82-1 form. For LEAs not using this form include numbers and percentages of classroom teachers receiving the lowest rating)
  - 0; 0%
- **School Name**
  - **Mercer Area Elementary School**
- School Accountability Status i.e. Focus, Priority, Reward, or undesignated
  - Undesignated
- School poverty percentage
  - 50.3%
- School minority percentage
  - Asian – 0.5%
  - Black – 0.9%
  - Hispanic – 1.2%
  - Multiracial – 5.0%
  - White – 92.4%
- Number and percentage of appropriately certified teachers
  - 48; 100%
- Number and percentage of out of field teachers
  - 0; 0%
- Number and percentage of “not new teachers” (one who has taught in a public school for three or more full academic years).
  - 45; 93.8%
- Number and percentage of “new teachers” (one who has taught in a public school for less than three full academic years)
  - 3; 6.2%
- Number and percentage of ineffective classroom teachers (defined as failing on the PDE 82-1 form. For LEAs not using this form include numbers and percentages of classroom teachers receiving the lowest rating)

- 0; 0%

- **School Name**

- **Mercer Area High School**

- School Accountability Status i.e. Focus, Priority, Reward, or undesignated

- Undesignated

- School poverty percentage

- 43.7%

- School minority percentage

- Asian – 0.3%

- Black – 0.3%

- Hispanic – 1.2%

- Multiracial – 3.9%

- White – 94.3%

- Number and percentage of appropriately certified teachers

- 20; 100%

- Number and percentage of out of field teachers

- 0; 0%

- Number and percentage of “not new teachers” (one who has taught in a public school for three or more full academic years).

- 17; 85.0%

- Number and percentage of “new teachers” (one who has taught in a public school for less than three full academic years)

- 3; 15.0%

- Number and percentage of ineffective classroom teachers (defined as failing on the PDE 82-1 form. For LEAs not using this form include numbers and percentages of classroom teachers receiving the lowest rating)

- 0; 0%



**3. Provide a brief description of strategies the LEA is 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.**

Mercer Area Middle School is configured to include 7<sup>th</sup> and 8<sup>th</sup> grade students within the Mercer Area School District. Mercer Area High School is configured to include 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students within the Mercer Area School District. Mercer Area High School (grades 9-12), Mercer Area Middle School (grades 7 & 8) and Mercer Area Elementary School (grades K-6) all receive Title I funding (schoolwide). There are zero (0) educators at Mercer Area Middle School that have been designated as ineffective. The staff members within the middle-high school building that are assigned to teach courses with middle school students (grades 7 & 8) has a high number of experienced teachers (85.7% of the staff with three or more years of public school experience). An examination of the minority percentages clearly shows an overwhelming majority of students who fit into the category of *white*. The diversity that is quantified at Mercer Middle School is through socio-economic diversity, with more than 47% of the 7<sup>th</sup> and 8<sup>th</sup> grade population identified in the poverty designation. Students who are designated as low-income and minority children are completely incorporated in all school settings with their peers. Additionally, students who are identified as low-income and minority are equally dispersed amongst the classes within different content areas in both 7<sup>th</sup> and 8<sup>th</sup> grade to ensure a heterogeneous class dynamic.

Mercer Area Elementary school is the sole elementary facility within the Mercer Area School District. Mercer Area High School (grades 9-12), Mercer Area Elementary School (grades K-6) and Mercer Area Middle School (grades 7-8) all receive Title I funding. There are zero (0) educators at Mercer Area Elementary School that have been designated as ineffective. The elementary building has a high number of experienced teachers (93.8% of the staff with three or more years of public school experience). An examination of our minority percentages clearly shows an overwhelming majority of students who are designated into the category of *white*. The diversity that is quantified at Mercer Elementary is through socio-economic diversity, with more than 50% of the K-6 population designated in the poverty designation. Students who are identified as low-income and minority children are completely incorporated in all school settings with their peers. Additionally, students who are identified as low-income and minority are equally dispersed amongst the classes within a grade level to ensure a heterogeneous class dynamic.

Mercer Area Middle School is configured to include 7<sup>th</sup> and 8<sup>th</sup> grade students within the Mercer Area School District. Mercer Area High School is configured to include 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students within the Mercer Area School District. Mercer Area High School (grades 9-12), Mercer Area Middle School (grades 7 & 8) and Mercer Area Elementary School (grades K-6) all receive Title I funding (schoolwide). There are zero (0) educators at Mercer Area High School that

have been designated as ineffective. The staff members within the middle-high school building that are assigned to teach courses with high school students (grades 9-12) has a high number of experienced teachers (85.0% of the staff with three or more years of public school experience). An examination of the minority percentages clearly shows an overwhelming majority of students who fit into the category of *white*. The diversity that is quantified at Mercer Middle School is through socio-economic diversity, with more than 43.7% of the 9<sup>th</sup>-12<sup>th</sup> grade population identified in the poverty designation. Students who are designated as low-income and minority children are completely incorporated in all school settings with their peers. Additionally, students who are identified as low-income and minority are equally dispersed amongst the classes within different content areas in 9<sup>th</sup>-12<sup>th</sup> grade to ensure a heterogeneous class dynamic.

#### **4. How will the LEA determine whether or not the strategies are effective?**

Staff members will continue to evaluate student data from all sources to make the best determination as to the most effective strategies. Testing data may be examined at the local level (classroom data) to the standardized level (MAP testing, PSSA performance data, Keystone Exam performance data). At the secondary level, students identified as needing additional assistance in mathematics will work with content areas teachers that have been assigned a class period to provide Title I support to the students throughout the academic year. At the elementary level, flexible grouping will be a necessity for our Title I teachers to provide the best levels of support to the students throughout the academic year. In both buildings there will be a reliance upon the many educational student support committees to evaluate data.