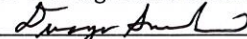


North Carolina Equity Report- Narrative Component

Federal ESSA regulations under Title I, Part A Section 1112(b)(2) require that all local educational agencies (LEAs) that receive Title I-A funds develop a plan for how the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. This section of ESSA requires that all LEAs that receive Title I-A funds create and submit plans describing how the LEA will improve gaps identified from the data analysis. To this end, LEAs are expected to have the plan to ensure the equitable distribution of teachers.

The Equity Report includes both the Data and Narrative Component. Both must be complete to satisfy the requirement of the Federal Regulation. The excel file must be complete to satisfy the data component. PSUs must use data pulled after October 1 to complete this report. The report will be available from October 1-December 1 and is due no later than December 1, 2024.

Name of Person Completing the Survey: Dwayne Snowden PSU Name: Onslow County Schools PSU Number: 670

Preparer attestation: Your signature below indicates that this survey was reviewed by a committee of stakeholders before submission 

Teacher Certification - Percentage of Out of Field teachers

For each area, based on an analysis of data from the Equity Gap Calculation Tool, answer the following questions to demonstrate how the PSU will develop, review, and evaluate strategies to eliminate any teacher quality inequities.

1. **Do inequities between schools and/or grade spans related to out of field teachers exist within the PSU?**
If there is at least a 10% difference in the number of out of field teachers in any school based on the Equity Gap Calculation tool, then an inequity is present, and it must be noted. ☒ Yes ☐ No
2. **If yes, please describe the inequities that exist between school types. If no, please enter "No" in the field below.** Examples of school types include: Title I to non-Title I, high minority to low minority enrollment rates and urban to rural locales.

When comparing high minority/high poverty and low minority/poverty enrollment rates, there are instances in which the high minority/poverty schools had a large percentage of out of field teachers over 10%. Those include Southwest Middle (32.35%), Northwoods Park Middle (26.32%), Northwoods Elementary (23.53%), Jacksonville Commons Elementary (20.59%) and Bell Fork Elementary (20.0%). However, within both the elementary and middle school grade spans, there were also high minority/high poverty schools with significantly lower percentages of out-of-field teachers.

3. **If yes, please describe the inequities that exist between grade spans. Single site schools must describe any inequities between grade spans. If no inequities exist between grade spans, please enter "No" in the field below.** Grades spans should match the grade spans indicated on the Equity Gap Calculation Tool - K-5, 6-8, 9-12.

While the percentage of out-of-field teachers is higher at the middle level than at elementary or high, there are no inequities between levels of 10% or greater.

4. **Identify at least one strategy the LEA will use to eliminate the inequities related to teacher certification that will be described below.**

- ☐ Active recruiting strategies
- ☒ Certification Pathways to Full Licensure with Colleges and Universities
- ☐ Collaboration with colleges and universities
- ☐ Hiring qualified and experienced teachers for each classroom
- ☒ Licensure checks as a part of the hiring process
- ☐ New Teacher Support Programs
- ☐ Reimbursement for tuition and testing requirements
- ☐ Retention bonuses
- ☐ Signing bonuses
- ☐ Tuition assistance for Instructional Assistants
- ☐ Other

5. If other is selected, please describe the strategy.

N/A

6. **Describe the steps the LEA will employ to execute strategy #1. (Required)**

OCS uses multiple strategies to eliminate inequities related to teacher certification. Licensure is checked as part of the hiring process for all teachers. If a teacher is hired with out-of-field licensure, HR works with the teachers to ensure they are aware of the requirements to obtain clear licensure and to help establish pathways to licensure with colleges and universities.

7. **Describe how the LEA will evaluate the effectiveness of strategy #1. (Required)**

Human Resources conducts an annual survey of first year teachers. Feedback is used to improve the program. Human Resources staff meets once a month with site Beginning Teacher Coordinators to review licensure status and testing requirements. Assistance is provided with test prep as many new teachers and provisionally licensed teachers need to pass NC state licensure tests. The district PD Director plans tips for new teachers, mini modules, and book studies for BT Coordinators to facilitate with new teachers.

8. **Describe the steps the LEA will employ to execute strategy #2. (Optional)**

If a teacher is hired with out-of-field licensure, HR works with the teachers to ensure they are aware of the requirements to obtain clear licensure and to help establish pathways to licensure with colleges and universities

9. **Describe how the LEA will evaluate the effectiveness of strategy #2. (Optional)**

Human Resources conducts an annual survey of first year teachers. Feedback is used to improve the program. Human Resources staff meets once a month with site Beginning Teacher Coordinators to review licensure status and testing requirements. Assistance is provided with test prep as many new teachers and provisionally licensed teachers need to pass NC state licensure tests. The district PD Director plans tips for new teachers, mini modules, and book studies for BT Coordinators to facilitate with new teachers.

10. **Describe the steps the LEA will employ to execute strategy #3. (Optional)**

11. **Describe how the LEA will evaluate the effectiveness of strategy #3. (Optional)**
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Teacher Experience - Percentage of Beginning Teachers

For each area, based on an analysis of data from the Equity Gap Calculation Tool, answer the following questions to demonstrate how the PSU will develop, review, and evaluate strategies to eliminate any teacher quality inequities.

12. **Do inequities between schools and/or grade spans related to teacher experience exist within the PSU.** If there is at least a 10% difference in the number of beginning teachers in any school on the Equity Gap Calculation Tool, then an inequity is present, and it must be noted. Beginning teachers are defined as those with 3 years or less experience.

☒ **Yes.** ☐ **No**

13. **If yes, please describe the inequities that exist between school types. If no, please enter "No" in the field below.** Examples of school types include Title I to non-Title I, high minority to low minority enrollment rates and urban to rural locales.

While there are exceptions, higher poverty and high minority schools at the elementary level tended to have higher percentages of beginning teachers. However, at the only non-Title I school in the district, Dixon Elementary, the percentage of beginning teachers was (25.53%). In fact, seven Title I schools had lower percentages of beginning teachers than the non-Title I school.

14. **If yes, please describe the inequities that exist between grade spans. Single site schools must describe any inequities between grade spans. If no inequities exist between grade spans, please enter "No" in the field below.** Grades spans should match the grade spans indicated on the Equity Gap Calculation Tool - K-5, 6-8, 9-12.

Among Title I schools the percentage of beginning teachers ranged from (12.66%) at Swansboro Elementary to (50.00%) at Bell Fork Elementary. At the middle school level, Hunters Middle School had the highest rate (50.49%) with Southwest Middle a close second (50.00%). There is also a gap 14.4% between the non-title I high schools and the Title I middle schools.

15. **Identify at least one of the strategies the LEA will use to eliminate the inequities related to teacher experience.**

- ☐ Active recruiting strategies
- ☒ Collaboration with colleges and universities
- ☐ Hiring qualified and experienced teachers for each classroom
- ☒ New Teacher Support Programs
- ☐ Retention bonuses
- ☐ Signing bonuses
- ☐ Tuition assistance for Instructional Assistants
- ☐ Other

16. If other is selected, please describe the strategy.

17. **Describe the steps the LEA will employ to execute strategy #1. (Required)**

Every new teacher is assigned an experienced mentor. The goal of this strategy is that teachers remain in the profession and at their current schools until they are no longer considered a beginning teacher. The district offers a robust beginning teacher support program. Each school has an onsite Beginning Teacher Coordinator, who works with beginning teachers and their mentors, meeting with them on a regular basis. The district provides a structure for this support by meeting once a month with BT Coordinators. The district offers beginning teachers specific professional development throughout the year.

18. Describe how the LEA will evaluate the effectiveness of strategy #1. (Required)

Onslow County Schools annually surveys inexperienced teachers to determine with clarity what their needs are. Schools and the district monitor Teacher Working Conditions results data carefully and make district goals based upon survey results as well as limiting extracurricular assignments with beginning teachers.

19. Describe the steps the LEA will employ to execute strategy #2. (Optional)

Onslow County Schools partners with UNC-Wilmington to support four schools with high percentages of beginning teachers through the New Teacher Support Program. This program is designed to provide additional coaching and support for beginning teachers at selected sites.

20. Describe how the LEA will evaluate the effectiveness of strategy #2. (Optional)

UNC-Wilmington and the district conduct evaluations of the beginning teacher support sessions. Survey and retention data are utilized to determine the effectiveness of support for beginning teachers.

21. Describe the steps the LEA will employ to execute strategy #3. (Optional)

22. Describe how the LEA will evaluate the effectiveness of strategy #3. (Optional)

Teacher Effectiveness - Percentage of Effective Teachers

For each area, based on the analysis of data from the Equity Gap Calculation Tool, answer the following questions to demonstrate how the PSU will develop, review, and evaluate strategies to eliminate any teacher quality inequities.

- 23. How is teacher effectiveness measured within the PSU?** Please select the how effectiveness is measured from the list below. Be sure to maintain any documentation that can demonstrate how effectiveness is measured.

- ☐ Combination of EVAAS and NCEES Ratings
☒ EVAAS Ratings
☐ NCEES Ratings
☐ Other

- 24.** If Other was selected above, please explain how teacher effectiveness is measured within the PSU.

- 25. Do inequities between schools and/or grade spans related to teacher experience within the PSU.** If there is at least a 10% difference in the number of effective teachers in any school according to the Equity Gap Calculation tool, then an inequity is present, and it must be noted. Beginning teachers are defined as those with 3 years or less experience.

☐ Yes. ☒ No.

- 26. If yes, please describe the inequities that exist between school types. If no, please enter "No" in the field below.** Examples of school types include Title I to non-Title I, high minority to low minority enrollment rates and urban to rural locales.

The percent of ineffective teachers based on three-year EVAAS trends ranged from 0% to 8.11% across all school types and grade spans. No differences of greater than 10% is present for ineffective teachers.

27. **If yes, please describe the inequities that exist between grade spans. Single site schools must describe any inequities between grade spans. If no inequities exist between grade spans, please enter "No" in the field below.** Grades spans should match the grade spans indicated on the Equity Gap Calculation Tool - K-5, 6-8, 9-12.

The percent of ineffective teachers based on three-year EVAAS trends ranged from 0% to 8.11% across all school types and grade spans. No differences of greater than 10% is present for ineffective teachers.

28. **Identify at least one strategy the LEA will use to eliminate the inequities related to teacher effectiveness.**

- ☐ Collaboration with colleges and universities
- ☒ Instructional Coaching
- ☒ Professional Learning Opportunities
- ☐ Peer Mentoring
- ☐ Other

29. If other is selected, please describe the strategy.

30. **Describe the steps the LEA will employ to execute strategy #1. (Required)**

All Title I schools employ a Title I Instructional Coach to support teacher effectiveness.

31. **Describe how the LEA will evaluate the effectiveness of strategy #1. (Required)**

Teacher surveys are used to provide feedback on instructional support and principals monitor teacher effectiveness data.

32. **Describe the steps the LEA will employ to execute strategy #2. (Optional)**

A wide variety of professional learning opportunities are provided by both the school and district to support teacher effectiveness.

33. **Describe how the LEA will evaluate the effectiveness of strategy #2. (Optional)**

Teachers complete surveys after each district professional development and principals monitor teacher effectiveness data.

34. **Describe the steps the LEA will employ to execute strategy #3. (Optional)**

35. **Describe how the LEA will evaluate the effectiveness of strategy #3. (Optional)**

Stakeholder Involvement

36. **List the Names and Positions of Equity Planning Stakeholders.**

Dr. C.J. Korenek, Associate Superintendent of Student Services and Human Resources
 Dr. Mark Bulris, Executive Director of Elementary Services
 Dwayne Snowden, Director of Federal Programs
 Lisa Thompson, Director of Research and Accountability

37. **Identify the date when the 2024-2025 Equity Plan was developed.** December 5th, 2024

38. **Identify the date when the 2024-2025 Equity Plan will be reviewed.** April 1st, 2025

39. Identify the date when the 2024-2025 Equity Plan will be evaluated. June 30th, 2025

40. How will the 2024-2025 Equity Plan be shared with the school staff?

- ☐ Public Forum
- ☐ Staff Newsletter
- ☒ School Website
- ☒ Other

41. If Other was selected above, please explain how the equity plan will be shared with school staff.

A copy will be e-mailed to school principals.

****The Equity Report includes both the Data and Narrative Component. Both must be completed to satisfy the requirements of the Federal Regulation.**

The report is due no later than December 1, 2024.