

EQUITY PLAN-Narrative Component

General Information	
ORGANIZATION NAME:	Nash County Public Schools
ORGANIZATION CODE:	640
SCHOOL YEAR:	2021-22 School Year
<p>Federal ESSA regulations under Title I, Part A Section 1112(b)(2) requires 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 that exist from data required in this section. To this end, LEAs are expected to have a plan to ensure the equitable distribution of teachers.</p> <p>A. For each area, based on the information in the data component of the Equity Plan, answer the following questions to demonstrate how the LEA will review, evaluate, and provide strategies to eliminate any inequities that exist.</p>	

Teacher Certification
Describe any inequities that exist between schools.
<p>Our District's Equity Committee reviewed HQ Data, Out of Field Teacher data, teacher experience data, and the <i>NC Report Card 2019-20</i> data on Educator Qualifications to determine inequities (if any) existed between our schools - and found the following:</p> <ul style="list-style-type: none"> Schools with high poverty rates have a higher percentage of Beginning Teachers (especially in our CSI schools) due to a higher teacher turnover rate in those schools Schools with high poverty rates also had a higher percentage of "out of field" <u>and</u> provisionally licensed professionals Our higher performing schools had no <u>or</u> a low number out of field teachers Majority of our low poverty schools had no Beginning Teachers
Describe the strategies the LEA will use to eliminate any inequities, should any exist now or in the future.
<p>The district places a lot of emphasis on recruitment and retention across the district, but in particular our high poverty and CSI identified schools. Strategies that have been implemented or are being considered for future implementation include:</p> <p>Hyper focus on NC Teaching Fellows to increase the teacher pipeline for high poverty schools within district</p> <ul style="list-style-type: none"> Identify additional ways to connect with colleges and universities to improve recruitment efforts among graduates Encourage Teacher Assistants to go back to college by helping pay for their tuition Increase incentives for our high performing teachers to teach at our lower performing schools - which we are already doing, but the committee felt an increase in the incentive was needed. Also, increase incentives to high performing Principals that agree to serve in high poverty schools.

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- Encourage our high performing teachers to stay in the classroom by offering them an increase in salary for becoming a Multi-classroom Teacher (that supports other classroom teachers in their school)
- Teacher interns often return to our district for full time employment. Should we allow our teacher interns to serve in high need schools to develop awareness while training with a lead teacher?
- Human resources (Licensure specialist) will continue to identify all core teachers who are not HQ - and inform Principals of the status.
- Offer high quality professional development to meet the needs of staff in our high poverty schools
- Offer additional mentoring and support to our Beginning Teachers - especially those serving in our high need schools

The committee also suggests that our District consider changes to its attendance zones to allow students to go to school that is closest to their home/community while establishing true feeder patterns among schools to allow for better wrap-around support for students and their families.

Have we created inequities by not having true feeders and pulling from different communities?

Describe how the LEA will annually, at minimum, evaluate certification data and strategies listed above.

- Teaching Fellow communication and participation logs/records
- The School Activity Report data will be used to determine if core classes are being taught by highly qualified teachers
- Recruit and evaluate teachers serving advanced teaching roles (Multi-classroom teachers) within the district
- Prioritize recruitment and retention efforts for hard-to-fill schools by offering (or increasing) incentive bonuses for highly qualified teachers and effective Principals
- Mentor logs and the addition of a comprehensive Beginning Teacher support program (surveys/evaluation data)
- Professional development plan aligned to the needs of the staff in a school

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Teacher Experience

Describe any inequities that exist between schools.

After reviewing the current year and historical Beginning Teacher numbers by school, the iDashboard data on teacher experience, and the 2018-19 Low performing/TSI/CSI school identifications, we found:

- there are a large # of Beginning teachers at high poverty schools
- our high needs schools have a higher teacher turnover rate
- our higher performing schools have fewer teachers “out of field” and fewer Beginning Teachers
- Seven (7) of the eleven (11) inner city schools (in Rocky Mount) have high Beginning Teacher rates with high BT rates (RM)

Describe the strategies the LEA will use to eliminate any inequities, should any exist now or in the future.

Ways in which our Equity Committee feels we can eliminate/reduce inequities in our schools include:

- Diversify school staff to improve school climate - which can improve retention of staff
- Add/increase incentives for highly qualified teachers to serve in struggling schools.
- Add/increase incentives/bonuses to highly qualified Principals to serve in struggling schools (which can lead to improved retention rates)
- For Beginning teachers who prove to be successful based on growth and proficiency, establish an agreement to pay up to \$5,000 on student loans
- Extend our teacher connect programs
- Re-establish our Teacher Assistant TO Teacher pipeline by providing support (financial/scheduling)
- In addition to recruitment bonuses, consider adding “longevity” bonuses to Highly qualified teachers who work in our high poverty-struggling schools

Describe how the LEA will annually, at minimum, evaluate experience data and strategies listed above.

Evaluation and monitoring will include:

- Teacher demographics/Years of experience
- Financial/HR planning meetings to discuss additional bonuses/incentives (budgets, recruitment/retention plan, BT student loan payments, longevity)
- Re-establish our Teacher Assistant TO Teacher plan: communication, budgets, registrations

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Teacher Effectiveness

Describe any inequities that exist between schools.

In reviewing the latest EVAAS data available (which is from the 2018-19 school year), we found:

- a low number of teachers across the district exceeded growth
- Nineteen (19) of our twenty nine (29) schools are identified as Targeted Support Improvement (TSI) schools. Five (5) of our twenty nine (29) schools are identified as Comprehensive Support Improvement (CSI) schools. Five (5) schools did not have an identification.

Despite one exception, the majority of our CSI schools had a lower percentage of teachers that met or exceeded growth than at our highest performing schools.

NOTE: The committee was concerned about the age of the EVAAS data and would prefer to make any definite plans/goals until the 2020-21 data has arrived.

Describe the strategies the LEA will use to eliminate any inequities, should any exist now or in the future.

Despite the age of the EVAAS data, the committee identified some strategies that may benefit the effectiveness of our instructional staff:

- Horizontal and Vertical PLCs (across the district and in schools)
 - ** Schools can learn from each other
 - ** High performing schools can still learn (cultural responsiveness)
- Continue to refine the progress monitoring/student data tracking in our schools - that includes students tracking and sharing their own data and how it measures up to the goals they set for themselves
- Set the expectation that teachers be in the positive growth (0 and above) in EVAAS: NCDPI/SAS trainings emphasized that low performing districts have to make positive growth to dig out of their low performing status.
- Continue discussions on equity vs. equality and acknowledging biases and other barriers to learning. Create a professional development plan to continue our focus on equity - and how “equal” is not enough for our at-risk students.

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Describe how the LEA will annually, at minimum, evaluate effectiveness data and strategies listed above.

Teacher effectiveness will be monitored and evaluated by:

- dissecting and discussing the 2020-21 EVAAS growth results when available. Specifically, are we seeing the same or similar results as we did with the 2018-19 EVAAS data? Also, review the growth index for teachers meeting growth to determine if it was positive growth or negative growth.
- Collection and review of District and School PLC meeting agendas and minutes.
- Data Tracking/Data Protocols (that include students setting their own goals and monitoring their progress towards reaching those goals)
- Continue Equity training/Discussions: Agenda item on monthly Principal meetings and during Instructional Coach roundtables.