

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 through December 1 and is due no later than December 1, 2025.

Submission of the Equity Plan must be through a History Log comment in CCIP. Both components must be submitted within the same History Log comment. Never submit the Narrative without the Calculation Tool even if one part has already been approved. Please view the Webinar if assistance is needed.

Name of Person Completing the Survey: Geneva Riddick-Faulkner

PSU Name: Weldon City Schools

PSU Number: 422

Preparer attestation: Your signature below indicates that this Equity Plan and its data was reviewed by a committee of stakeholders before submission. An **original signature** is required.

Original Signature: Geneva N. Riddick-Faulkner

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.

Choose at least one strategy but no more than three. Even if there are no current inequities, choose strategies that the PSU uses to prevent inequities. Answer ALL questions, even if the answer is No or N/A.

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 the percentage of out-of-field teachers compared to 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. No
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. Yes inequity between 9-12 schools. The early college has 80% out-of-field compared to

the traditional high school which has 53.33% out of field. Two out of the three out-of-field early college staff members are applying to renew their licenses which recently expired.

4. **Identify at least one strategy the LEA will use to eliminate the inequities related to teacher certification that will be described below. Select no more than 3 strategies.**
 - ☐ 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. Please name and describe: Click or tap here to enter text.
5. **Describe the steps the LEA will employ to execute strategy #1. Analyze staffing trends like turnover, hard to staff areas, vacancies, and distribution of experienced teachers. Prioritize candidates with a strong content background and state-approved certification.**
6. **Describe how the LEA will evaluate the effectiveness of strategy #1. The effectiveness will be evaluated by the percent of staff who are certified in-field for the positions in which they are employed.**
7. **Describe the steps the LEA will employ to execute strategy #2. The district will offer tuition and testing requirement reimbursements utilizing Title II funds with tuition reimbursement up to \$1,000.00 and one-time Licensure Testing Reimbursement. The reimbursement policy will be posted on the district's HR website and shared with district staff via email and other methods.**
8. **Describe how the LEA will evaluate the effectiveness of strategy #2. The district will evaluate the effectiveness of the reimbursement strategy by tracking the number of staff needing to satisfy course and/or testing requirements and the number of issued reimbursements annually.**
9. **Describe the steps the LEA will employ to execute strategy #3. Click or tap here to enter text.**
10. **Describe how the LEA will evaluate the effectiveness of strategy #3. Click or tap here to enter text.**

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.

Choose at least one strategy but no more than three. Even if there are no current inequities, choose strategies that the PSU uses to prevent inequities. Answer ALL questions, even if the answer is No or N/A.

11. **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 percentage of experienced teachers compared to 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

12. 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. No
13. 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. No
14. Identify at least one of the strategies the LEA will use to eliminate the inequities related to teacher experience. **Select no more than 3 strategies.**
- ☐ 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. Please name and describe: **Leadership Opportunities**
15. Describe the steps the LEA will employ to execute strategy #1. The LEA will begin by identifying teachers across varying experience levels who show interest or potential in instructional leadership, mentorship, or leading school improvement initiatives. Once the pool is identified, the LEA will develop structured leadership pathways that may include serving as team leads, curriculum writers, mentors for new teachers, data coaches, or facilitators of professional learning communities. The LEA will provide targeted professional development aligned to these roles to ensure teachers feel supported and prepared. School principals and district leaders will then intentionally assign leadership opportunities using a transparent selection process to reduce bias and ensure equitable access. Ongoing coaching, collaboration time, and reflection will be built into the implementation so that teachers have the support they need to grow in leadership and positively impact school culture and instruction.
16. Describe how the LEA will evaluate the effectiveness of strategy #1. The LEA will use both qualitative and quantitative measures to assess whether offering leadership opportunities is reducing inequities related to teacher experience. Quantitative indicators will include retention rates of novice and veteran teachers, distribution of teacher experience across schools, and participation rates in leadership roles disaggregated by years of experience and school assignment. Qualitative indicators will include teacher surveys, focus groups, and principal feedback to determine whether teachers feel supported, valued, and empowered in their leadership roles. Findings will be reviewed annually, and adjustments will be made to strengthen access, support structures, and the overall effectiveness of the strategy.
17. Describe the steps the LEA will employ to execute strategy #2. N/A

18. Describe how the LEA will evaluate the effectiveness of strategy #2. N/A
19. Describe the steps the LEA will employ to execute strategy #3. Click or tap here to enter text.
20. Describe how the LEA will evaluate the effectiveness of strategy #3. Click or tap here to enter text.

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.

Choose at least one strategy but no more than three. Even if there are no current inequities, choose strategies that the PSU uses to prevent inequities. Answer ALL questions, even if the answer is No or N/A.

21. **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. Please name and describe: Click or tap here to enter text.
22. **Do inequities between schools and/or grade spans related to teacher effectiveness within the PSU.** If there is at least a 10% difference in the percentage of effective teachers compared to any school according to the Equity Gap Calculation tool, then an inequity is present, and it must be noted.
- ☒ Yes ☐ No
23. **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. No
24. **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. Inequities are evident across grade spans. The K-5 span shows 72.22% of teachers rated as Effective, the 6-8 span reflects 100% Effective, and the 9-12 span shows 79.17% Effective. Weldon Middle School is the only school serving grades 6-8. Because the school met High Growth, the one teacher without EVAAS and NCEES data (new to the school/district) was designated Effective using schoolwide growth data. The 9-12 span includes two schools. At the early college, 100% of staff are identified as Effective, with one of the five staff members designated Effective based on schoolwide growth data due to the absence of individual EVAAS and NCEES data (new to the school/district). The traditional high school has an effectiveness rate of 73.68% among 19 staff members, with four teachers designated Not Effective based on the schoolwide EVAAS rating of Not Meeting Growth in 2024-2025. When the early college and

traditional high school are combined, the overall 9–12 effectiveness rate is 79.17%. At the elementary school, 13 of 18 teachers (72.22%) are identified as Effective. Four teachers are designated Not Effective based on the schoolwide EVAAS rating of Not Meeting Growth, used in place of unavailable teacher-specific data (new to the school/district).

25. Identify at least one strategy the LEA will use to eliminate the inequities related to teacher effectiveness. **Select no more than 3 strategies.**
- ☐ Collaboration with colleges and universities
 - ☒ Instructional Coaching
 - ☐ Professional Learning Opportunities
 - ☐ Peer Mentoring
 - ☐ Other. Please name and describe: Click or tap here to enter text.
26. Describe the steps the LEA will employ to execute strategy #1. The district will implement a consistent, data-driven coaching cycle that includes setting clear goals based on student learning data, conducting regular classroom observations with immediate feedback and modeling, providing targeted professional learning aligned to coaching goals, and reviewing student progress on common formative assessments.
27. Describe how the LEA will evaluate the effectiveness of strategy #1. Effectiveness of the strategy will be evaluated by monitoring improvements in teacher practice through walkthrough data, tracking student growth data, and collecting feedback from teachers and coaches on how well the coaching cycle supports teacher effectiveness.
28. Describe the steps the LEA will employ to execute strategy #2. Click or tap here to enter text.
29. Describe how the LEA will evaluate the effectiveness of strategy #2. Click or tap here to enter text.
30. Describe the steps the LEA will employ to execute strategy #3. Click or tap here to enter text.
31. Describe how the LEA will evaluate the effectiveness of strategy #3. Click or tap here to enter text.

STAKEHOLDER INVOLVEMENT

32. List the Names AND Positions of Equity Planning Stakeholders. Dr. Tammy Boone – Superintendent ;p Geneva Riddick-Faulkner – Director of Federal Programs and Student Services; Janice Fletcher – Director of Human Resources; Robin Davis - Director of Accountability & CTE; Sherna Julal – Beginning Teacher Coordinator; Dr. Jeannie Roberson – School Executive Roanoke Valley Early College; Dr. Kelvin Edwards, Sr. – School Executive Weldon High School; Angela Tyler – School Executive Weldon Middle School; and Tenesha Lee – School Executive Weldon Elementary School
33. Identify the date when the 2025-2026 Equity Plan was developed. This date should be after the data was aggregated/disaggregated. November 20, 2025
34. Identify the date when the 2025-2026 Equity Plan will be reviewed. A best practice is during the second semester, once the Equity Plan's implementation has begun. April 1, 2026
35. Identify the date when the 2025-2026 Equity Plan will be evaluated. A best practice is to review it near or after the end of the school year. June 2, 2026

36. How will the 2025-2026 Equity Plan be shared with the school staff?

☐ Public Forum

☒ Staff Newsletter

☐ School Website

☒ Other. Please explain how the equity plan will be shared with school staff District website

****The Equity Report includes BOTH the Data and Narrative Component. Both must be completed to satisfy the requirements of the Federal Regulation. When submitting or re-submitting, be sure to submit both components within the same History Log comment. The report is due no later than **December 1, 2025.****