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: Charlotte "Nadja" Trez, Executive Director, Federal Programs & ELL
PSU Name: Charlotte-Mecklenburg Schools .
PSU Number: 600

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: _Charlotte   Nadja   VMz_

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.

- **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**

- **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

When looking at Out-of-Field Teachers serving Title I and Non-Title I schools, we found the following:
- 3.7% of teachers in Non-Title 1 Schools are Out-of-Field.
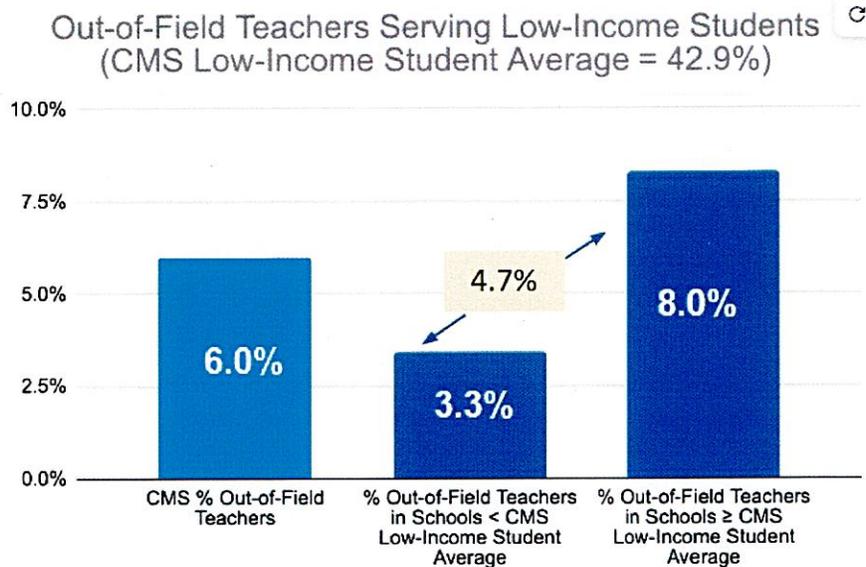- 8.1% of teachers in Title 1 Schools are Out-of-Field.

- The difference between Out-of-Field teachers in Non-Title I and Title I schools is 4.4%.

There is not an Equity Gap when it comes to Out-of-Field teachers serving Title I and Non-Title I schools as this is less than the 10% threshold that DPI would consider to be an Equity Gap. There is also no Equity Gap between grade spans.

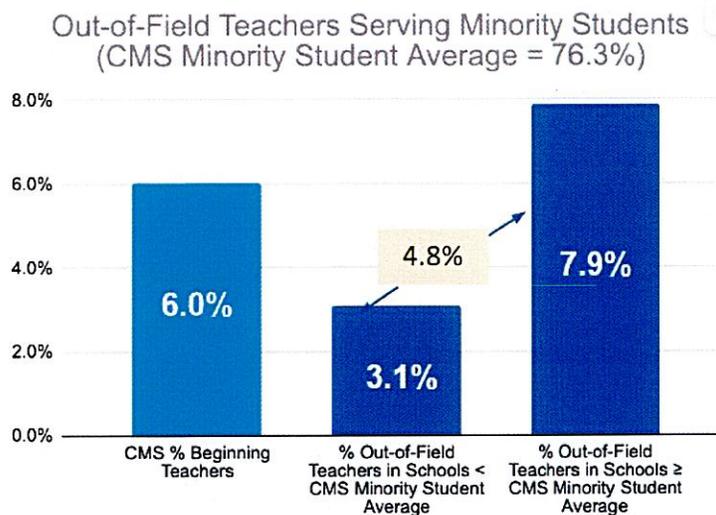**Out-of-Field Teachers in Title I vs. Non-Title I Schools**
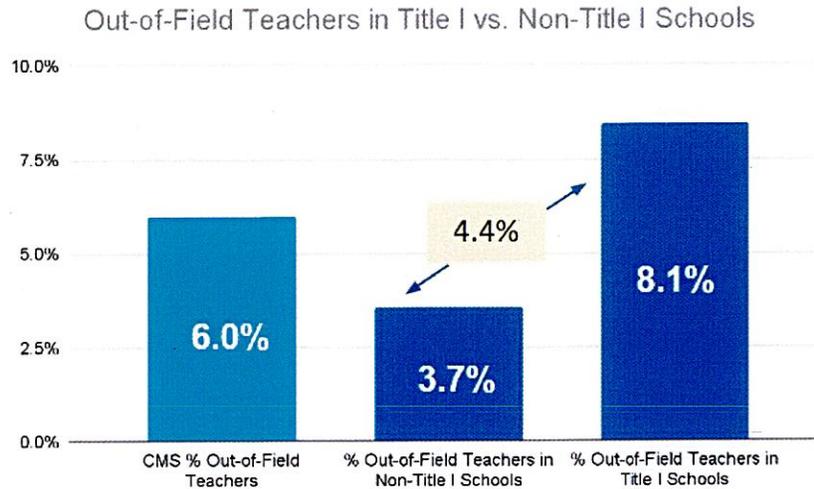
We also looked at Out-of-Field teachers in schools with high percentages of Low-Income students. In CMS, the average low-income student population is 42.9%.

- In schools who serve students below the CMS low-income student average, 3.3% of those teachers are Out-of-Field.
- In schools who serve students above the CMS low-income student average, 8.0% of those teachers are Out-of-Field.
- The difference between those school types is less than 10%, so there is not an Equity Gap when it comes to Out-of-Field teachers serving low-income students. There is also no Equity Gap between grade spans when looking at low-income students.

Out-of-Field Teachers Serving Low-Income Students (CMS Low-Income Student Average = 42.9%)

We then looked at Out-of-Field teachers in schools with high percentages of Minority students. In CMS, the average Minority student population is 76.3%.

- In schools who serve students below the CMS minority student average, 3.1% of those teachers are Out-of-Field.
- In schools who serve students above the CMS minority student average, 7.9% of those teachers are Out-of-Field.
- The difference between those school types is less than 10%, so there is not an Equity Gap when it comes to Out-of-Field teachers serving minority students. There is also no Equity Gap between grade spans when looking at minority students.

Out-of-Field Teachers Serving Minority Students
(CMS Minority Student Average = 76.3%)

CMS % Beginning Teachers	**% Out-of-Field Teachers in Schools < CMS Minority Student Average**	**% Out-of-Field Teachers in Schools ≥ CMS Minority Student Average**
6.0%	3.1%	7.9% (4.8%)

- **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

From a district-level standpoint, there is not a difference that meets the 10% Equity Gap criteria. So, we decided to look at individual schools. What we found was that there are 17 individual schools with greater than a 10% difference in the number of Out-of-field Teachers when compared to the CMS Average. Included for each school is the school type (Title I or Non-Title I), their average low-income student population, their average minority student population, and the percentage of teachers who are out-of-field.

School Name	Title I	Grade Level Span	Percentage: Low-income Students	Percentage: Minority Students	Percentage: Out-of-Field Teachers	% Out of Field Difference from CMS Average
Charlotte-Mecklenburg Schools			42.9%	76.3%	6.0%	
Harper Middle College High	N	HIGH	33.6%	77.9%	25.0%	19.0%
Thomasboro Academy	Title I	ELEM	65.3%	97.0%	25.0%	19.0%
Turning Point Middle	Title I	MIDDLE	81.7%	98.3%	25.0%	19.0%
South Pine Academy	Title I	ELEM	61.1%	96.3%	21.4%	15.4%
Devonshire Elementary	Title I	ELEM	58.7%	97.3%	21.2%	15.2%
Marie G Davis School	Title I	ELEM	84.8%	98.3%	20.8%	14.9%
Bruns Avenue Elementary	Title I	ELEM	80.1%	97.0%	20.6%	14.6%

Allenbrook Elementary	Title I	ELEM	63.7%	98.0%	20.0%	14.0%
Newell Elementary	Title I	ELEM	62.1%	97.7%	20.0%	14.0%
Ranson Middle	Title I	MIDDLE	66.6%	98.4%	19.6%	13.6%
Renaissance West STEAM Academy	Title I	ELEM	77.9%	97.5%	19.6%	13.6%
Northeast Middle	Title I	MIDDLE	55.4%	89.6%	19.4%	13.5%
Winterfield Elementary	Title I	ELEM	54.2%	93.5%	18.2%	12.2%
McClintock Middle	Title I	MIDDLE	48.4%	87.8%	17.2%	11.2%
Hawthorne Academy of Health Sciences	Title I	HIGH	58.6%	94.3%	16.7%	10.7%
Eastway Middle	Title I	MIDDLE	50.8%	95.1%	16.3%	10.3%
West Mecklenburg High School	Title I	HIGH	59.2%	94.9%	16.0%	10.0%

In conclusion:

- From a **district level, no Equity Gaps** were found regarding Out-of-Field Teachers serving Title I schools, low-income students, or minority students.

- There are **17 schools with at least a 10% difference** when comparing their Out-of-Field Teacher % with the CMS average. All but one of those schools are Title I. There were **20 schools in SY 24-25.**

- The **percentage of Out-of-Field teachers decreased from SY 24-25 to SY 25-26** when considering the district average, school Title I status, school Low-Income student percentage, and school minority student percentage.

- 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.

- **Describe the steps the LEA will employ to execute strategy #1.** Hiring qualified and experienced teachers for each classroom

Charlotte- Mecklenburg Schools (CMS) has created a central office division for Recruitment, Retention and Talent Development. The creation and implementation of this division allows CMS to intentionally focus on recruiting high quality teachers and the supporting Beginning Teachers (BTs) such as Out-of-Field Teachers, through a variety of strategic supports including:

- Diversifying recruitment methods
- Differentiated support to recruit highly qualified candidates

Diversifying recruitment methods

To diversify recruitment and candidate attraction strategies, we leverage a combination of digital marketing tools, an updated career webpage, and streamlined recruiter connections through the CMS career webpage. Our digital marketing campaigns utilize targeted social media ads, engaging video content, and data-driven outreach to reach a broader and more diverse audience. The redesigned career webpage offers an intuitive, mobile-friendly experience that highlights CMS's culture, benefits/ compensation, and career pathways, making it easier for candidates to explore opportunities and apply. Additionally, our new recruiter connection system simplifies communication, allowing prospective candidates to quickly connect with a CMS recruiter for personalized guidance and support.

We also tailor messaging to resonate with different educator segments, including new teachers, second-career professionals, and veteran educators. For experienced teachers, our Advanced Teaching Roles program is a key differentiator, offering leadership opportunities and competitive wages that attract talent from across North Carolina and beyond. These roles not only reward expertise but also provide a clear pathway for career growth within CMS. By combining strategic messaging with robust digital tools and a user-friendly recruitment process, we ensure that CMS remains a top destination for educators at every stage of their career.

Differentiated support to recruit highly qualified candidates

To ensure all schools have access to the candidates they need, we differentiate hiring support by providing tailored resources and expertise throughout the recruitment process. One key strategy is engaging retired principals who bring deep knowledge of school culture and instructional priorities. These experienced leaders assist with screening and interviewing candidates, then help connect them to schools that align with their skills, preferences and licensure areas. This personalized approach not only accelerates hiring but also improves candidate-school fit, leading to stronger retention and satisfaction.

Additionally, we maintain an updated, easy-to-access candidate list organized by licensure area, giving principals a streamlined tool to identify qualified educators quickly. This system ensures that teachers are placed in roles that match their certification and expertise, reducing gaps in critical subject areas. By combining expert guidance with efficient data tools, CMS empowers school leaders to make informed hiring decisions and guarantees equitable access to talent across all campuses.

- **Describe how the LEA will evaluate the effectiveness of strategy #1.** Hiring qualified and experienced teachers for each classroom

Each year, CMS conducts a comprehensive evaluation of its recruitment and candidate attraction strategies to ensure continuous improvement and alignment with district staffing needs. We measure the impact of each recruitment method—including digital marketing campaigns, career webpage engagement, and recruiter connections—by tracking key performance indicators such as reach, engagement, and conversion rates. Metrics include social media impressions, click-through rates, career site traffic, and the number of candidates who connect with recruiters and advance to interviews.

In addition to channel-specific data, we analyze the overall candidate pipeline by comparing the number of candidates engaged to the number hired. This ratio provides insight into the efficiency of our recruitment process and the quality of candidate-school matches. Diversity benchmarks and feedback from principals and candidates are also reviewed to ensure equity and effectiveness. These evaluations, conducted annually, allow CMS to refine strategies, strengthen outreach, and maintain a competitive edge in attracting top teaching talent.

- **Describe the steps the LEA will employ to execute strategy #2.** Licensure checks as a part of the hiring process

Teacher Residency and Alternative Licensure Program

- Residents fill critical vacancies in high-need subject areas while working under a North Carolina Residency License as they progress toward full licensure.
- Alternative pathway to licensure, preparing residents to teach in the grades and subjects with the greatest demand.
- Targets recruitment for middle and high school math, science, and English/Language Arts, as well as elementary and EC General Curriculum teachers.

In addition, our Alternative Licensure team provides individualized support to every educator entering through non-traditional pathways. They meet regularly with these candidates to ensure compliance and connect them with the resources needed to obtain their next licensure, fostering long-term success and retention within CMS.

- **Describe how the LEA will evaluate the effectiveness of strategy #2.** Licensure checks as a part of the hiring process

CMS Licensure Department

- Support them with applying for licenses with NCDPI.
- NCDPI's Priority Processing.
- Tracking applications and submitting a list of applications for priority processing to NCDPI.
- Monthly audits of processed applications.

- **Describe the steps the LEA will employ to execute strategy #3.** New Teacher Support Programs

Charlotte- Mecklenburg Schools (CMS) has created a central office division for Recruitment, Retention and Talent Development. The creation and implementation of this division allows CMS to intentionally focus on recruiting high quality teachers and the supporting Beginning Teachers (BTs) such as Out-of-Field Teachers, through a variety of strategic supports including:

1. Implementation of the Beginning Teacher Support Program (BTSP)
    a. Mentor Selection
    b. Observations/ Evaluations
    c. Continuing License
    d. Professional Development Plans (PDPs)
    e. Technical Assistance
    f. Cumulative file for Beginning Teachers
2. Competencies for Beginning Teacher Development
3. Mentor Program
4. Tiered school and teacher support
    a. Six (6) Title 1 Beginning Teacher Coordinators
5. Beginning Teacher Development and Coaching Plan as part of individual School Improvement Plans
6. Onboarding and orientation for new and beginning teachers

Beginning Teacher Support Program (BTSP) - includes out of field teachers

The Charlotte-Mecklenburg School District (CMS) implements the Beginning Teacher Support Program (BTSP) to provide comprehensive support to beginning teachers (BTs)and Out-of Field Teachers, ensuring they have the tools and opportunities necessary for success. CMS adheres to the BTSP requirements outlined in the State Board of Education

(SBE) policy TCED-016 and aligns with the mission and goals of the State Board. This support aims to enhance teacher success, promote professional growth, and improve teacher retention. The district leverages resources such as the State of the Teaching Profession report and the Teacher Working Conditions Survey to guide retention strategies and program improvements.

The BTSP is overseen by the BTSP Coordinator and the Beginning Teacher Development and Support (BTD&S) Team, who collaborate to implement BT induction and mentor programs. These teams serve as key resources for BTs, reporting to the Director of BTD&S within the CMS division of Recruitment, Retention and Talent Development. Each school principal has completed a School Retention and Development plan in their 25-26 School Improvement Plan (SIP) to outline the coaching and support needs for BTs, Mentors and Teacher Leaders. The Human Resources Performance Management Team is tasked with providing and overseeing data related to the completion of observations and evaluations according to the district's established timeline. This responsibility was implemented following corrective actions required after state monitoring visits in 2017 and 2022. As part of the requirements outlined in GS 115C-269.35 for assessing the performance of Educator Preparation Programs (EPPs), first-year teachers must complete the Recent Graduate Survey sent to them by the state in the spring of their first year and principals are required to complete the Employer Survey during the BTs first year. Both surveys are to be submitted by the end of the teacher's first year to meet state evaluation requirements.

Formal Orientation

New BTs, including Out of Field teachers, receive onboarding to CMS services and professional learning opportunities through the Crown Academy professional development held each August or on the week that their employment begins. This orientation is conducted by multiple departments within CMS. As part of onboarding, teachers also receive a school-based orientation in which school administrators, Mentor Contacts, and Master Teachers at the school level provide school-specific training to familiarize BTs with the school culture and handbook expectations.

The BTSP Coordinator provides state mandated BTSP training during Crown Experience, covering the mission and goals of the State Board, the teacher evaluation process, and the steps to achieving a Continuing License. Teachers entering CMS through alternative routes must attend 10 days (80 hours) of training as required by NCDPI. Teach for America and CMS Teacher Residency participants complete specialized 6-week pre-service training focusing on classroom management, differentiation, NC State Standards and instructional delivery that meet this requirement. This pre-service training includes both, direct classroom experience and professional skill building sessions which provide opportunities to implement skills learned during the skill building PD sessions in the classroom prior to beginning their first year as a BT. Even though these educators participate in the pre-service training provided by their programs they are also required to participate in the Crown Onboarding Experience professional development.

Observations/Evaluations

In accordance with the Excellent Schools Act and GS 115C-333, each BT must be observed at least three times a year by a qualified school administrator or designee, and at least once by a teacher/peer. The observations must include:

- A pre-conference for the first observation, which is announced.
- Observations must last at least 45 minutes or one continuous period of instructional time, followed by a post-conference.
- All observers must be properly trained.

Observations will be spaced throughout the year, with at least one observation completed each quarter. The final summative evaluation will be completed by mid-April to comply with continuing employment recommendations before mid-May. The HR Performance Management team will ensure that all required observations and evaluations are completed on time.

Professional Development Plan (PDP)

Each BT must develop a PDP in collaboration with their principal (or designee) and mentor teacher, following their self-assessment or end-of-year summative evaluation. The PDP should:

- •Be based on the North Carolina Professional Teaching Standards and include goals, strategies, and progress assessments to improve professional skills.
- •Be reviewed and updated annually and signed three times per year (beginning, middle, and end of the year) by the BT, mentor, and principal.
- •Formative assessment conferences will reflect the BT's progress toward meeting identified goals. Completion of the PDP will be monitored as part of the BTSP oversight process.

Technical Assistance

The BT receives ongoing support from the mentor, particularly in areas such as:

- •Wellness, instructional, and organizational guidance.
- •Release time for the mentor to observe the BT's classroom and offer feedback. When available, funding is used to allow the BT to observe other teachers and debrief with their mentor.
- •Regular meetings between the mentor and BT to track progress, documented via electronic verification logs in MyTalent.

Specific training is provided throughout the BT's first three years, including the Crown Experience for beginning teachers, Polishing the Crown professional learning for beginning teachers and affinity groups to develop teachers and build community. School-based PD can also be requested as needed.

Cumulative File for Beginning Teachers

Cumulative files for Beginning Teachers (BTs) are maintained and accessible through various electronic systems, including NCDPI's Home Base system. These files typically include, but are not limited to, the following documents:

- •Observation forms
- •Professional Development Plan (PDP)
- •Summative evaluations for the first three years
- •Transcript of professional development activities
- •Other relevant documents that track the BT's professional growth and skills development

Cumulative File Transfer for Beginning Teachers

When a BT leaves the district, their participation in the Beginning Teacher Support Program (BTSP) can be released upon request by the BT or the designated Local Education Agency (LEA), charter school, or non-public institution. If the BT exits the profession before achieving a Continuing License, their BTSP participation records will be retained electronically within the district.

Competencies for Beginning Teacher Development

To facilitate professional growth and coaching, the RRTD division maintains a structure for professional learning, onboarding and coaching, which is structured around the CMS Beginning Teacher Competencies identified below. The competencies are developed in a growth model to allow professional development and coaching to increase the knowledge, skills and application of competencies over the first three years of teaching experience.

Foundational Competencies

Communication: Demonstrates effective written and oral communication skills. Expresses ideas confidently and

articulately and can effectively communicate across different environments, situations and audiences. Can navigate difficult conversations and manage conflict in a professional and productive manner.

Ethical Practice and Core Values: Displays morals aligned to district values and ethical behavior practices that include respect, professionalism, inclusivity and integrity.

Growth Mindset: Sees challenges in learning as opportunities for continuous improvement. Focuses on own capacity to impact situations rather than on external barriers.

High Expectations: Demonstrates the belief that every student can perform at high levels and assumes accountability for reaching outcomes despite obstacles.

Building Relationships: Understands that relationships serve as the foundation of teaching and demonstrates their ability to build relationships with both adults and children. Acts respectfully, professionally, and collaboratively with students, families, and staff.

Functional Competencies

Data-Driven Decision Making: Ability to use multiple sources of data to make classroom decisions and contribute to school wide decisions.

Classroom Management: Demonstrates ability to develop a positive and supportive classroom culture. Remains productive and focused on teaching when confronted with challenges.

Content Knowledge: Demonstrates strong knowledge of content, pedagogy and instructional strategies. Conveys ideas and information clearly, and can differentiate learning.

Lesson Planning: Identifies developmental levels of individual students and planning instruction accordingly and uses resources needed to address the strengths and weaknesses of students.

School Fit: Demonstrates interests, teaching styles, and promotes experiences that align to the school's culture and needs, including magnet programming, language, and community makeup.

School Principals and Mentor Contacts not only use the competencies to provide development and coaching support but also to recognize and reward beginning teacher performance on a monthly basis.

Beginning Teacher Mentor Program - includes Out of Field teachers

Each school principal appoints a Mentor Contact, who, together with the principal, assigns mentors to BTs and acts as a liaison within the school. Mentor contacts must be (or one of) the Assistant Principals of the school. Mentor Contacts receive monthly district-level training to effectively carry out their responsibilities. They organize monthly school-based support meetings for BTs and their mentors, supported by the BTD&S team.

Mentor Teacher Training and Selection Criteria

Charlotte-Mecklenburg Schools (CMS) is committed to a school-based service model for supporting Beginning Teachers (BTs). This model ensures compliance with all relevant guidelines for the selection and training of mentors:

1. **Mentor Selection:** CMS selects highly qualified, experienced teachers to serve as mentors, in line with state guidelines.
   - Mentors must be teachers who have been rated "proficient" or higher in formal evaluations as part of the North Carolina Teacher Evaluation System, or retired teachers.
   - The principal is responsible for selecting the mentor who best meets the needs of the new teacher, with priority given to mentors rated "distinguished" or "accomplished."
   - If a "proficient" teacher or a retired teacher is selected, the principal and Human

Resources will document the reasons for this choice.

2. **Mentor Assignment:** Mentors who meet State Board requirements and have received appropriate training are assigned to BTs by the principal or a designee. Mentors are required to sign a commitment document. CMS has adopted the NCDPI Mentoring model for training since 2010.

3. **Mentor Professional Development:** Mentors have access to ongoing professional development opportunities, and as part of the School-Based Mentor Program Plan. Mentor contacts attend monthly professional learning during their Assistant Principal meetings to learn about best practices for mentor programs and to utilize data to update the Beginning Teacher Development and Coaching school plan.

Tiered school and teacher support

The Recruitment, Retention and Talent Development division has executed a cross departmental approach to support schools with the greatest needs in developing BT's. This system is informed by three years of trend data including leadership tenure, the number of BTs, teacher retention rates and number of residency teachers. The cross-departmental approach allows us to tier schools and customize support accordingly. The Beginning Teacher Development and Support team, CMS Teaching Residency and Teacher Leader Pathways teams support schools in teams in order to build sustainability of coaching and support of BTs with Advanced Teaching Roles at the school level and in alignment with the above competencies. The school support team includes six (6) Title 1 Beginning Teacher Coordinators who are dedicated to supporting BTs at Title I schools. Their support includes providing professional development to BTs and/or mentors, developing BT support plans with the Mentor Contact or Principal, and directly coaching individual teachers.

Retention and Development Plan as part of individual School Improvement Plans

All schools intentionally plan for the support and development of Beginning Teachers using the Retention and Development Plan. The plan is created in conjunction with the School Improvement plan and is focused on the growth, development and coaching plans for BT's to impact overall school improvement. Each plan includes an individual coaching plan for each BT in the school building. 179 schools in CMS are Teacher Leader Pathway (TLP) schools that enable highly effective teachers to expand their reach and demonstrate leadership by teaching more students or by teaching students and coaching other teachers. These positions allow the most effective teachers to coach and develop Beginning Teachers.

Onboarding and orientation for new and beginning teachers

New BTs receive an onboarding to CMS services and professional learning opportunities through the Crown Onboarding Experience held each August or on the week that their employment begins. Teachers receive an 11-day or a 5-day onboarding experience depending on the time of year in which they are hired. The onboarding is conducted by multiple departments within CMS in order for new teachers to receive access to information, services and specific content. The onboarding process is focused on the above competencies and provides teachers with the foundational information needed before they are teaching with students. As part of onboarding, teachers also receive a school-based orientation where school administrators, Mentor Contacts, and facilitators at the school level provide school specific training to familiarize BT's with the school culture and handbook expectations.

The BTSP Coordinator provides state mandated BTSP training during Crown Experience, covering the mission and goals of the State Board, the teacher evaluation process, and the steps to achieving a Continuing License. New hires joining after the Crown Experience receive this training through an online professional development module. Teachers entering CMS through alternative routes must attend 10 days (80 hours) of training as required by NCDPI. In order to continue the development of Beginning Teacher Competencies an extension of

onboarding is provided to BT's, with priority provided to those serving a Title 1 school. The extension is provided in two ways:

1. Affinity Groups: Teachers with common needs receive professional development and form a learning community.
2. Differentiated Professional Learning: All CMS teachers are required to complete asynchronous PD hours each school year. This experience has been differentiated to align with Beginning Teacher competencies and allow for in-person modalities.

- **Describe how the LEA will evaluate the effectiveness of strategy #3.** New Teacher Support Programs

CMS Licensure Department

CMS Licensure monitors and supports out-of-field teachers to meet their deadlines for qualifications on licensure. This strategy will be evaluated by continuing to ensure all out-of-field teachers meet licensure requirements.

Verification of Eligibility for a Continuing License

The BTSP Director, along with CMS Alternative Licensure Director, HR Licensure Director, and Mentor Contacts, will track the progress of all beginning teachers (BTs), including out-of-field, throughout the three-year induction period to ensure all state board-approved exams are passed. At the end of each school year, BTs and Out-of-Field teachers who have completed three years of teaching experience and met all BTSP requirements will be eligible to receive a Continuing License through the Licensure Division of the North Carolina Department of Public Instruction (NCDPI).

Systematic Evaluation of the Beginning Teacher Support Plan

The Beginning Teacher Support Program (BTSP) is evaluated using several indicators:

1. Needs Assessment of Beginning Teachers, Mentors and Mentor Contacts- These surveys are developed collaboratively by all stakeholders and are distributed by the Beginning Teacher Development & Support (BTD&S) team via an online survey platform. The collected data is used to refine and improve training for Mentors, Mentor Contacts and BT's.
2. Onboarding Impact - The Crown Onboarding Experience is evaluated by attendance measures (aim for 100% of teachers to attend) an immediate perception survey at the conclusion of the onboarding experience.
3. BTSP Peer Review- Human Resources collaborate to provide the necessary documentation for the state-required BTSP Peer Review. This review will enable us to work with other districts to ensure that we have the proper evidence supporting each BTSP standard.
4. Beginning Teacher Evaluation- The BTD&S reviews the observation and evaluation data of Beginning Teachers to determine effectiveness and areas for improvement of all BT's.
5. Core Action Walks- Utilization of district core action walks to review the ability of BTs to apply learning from onboarding, professional development, and coaching.
6. School Support Log- The RRTD division tracks and monitors the execution of tiered school support using a school support log. This allows us to know if support is being provided at the schools with the most need, our Title 1 schools. Coaching notes and indicators of growth for individual teachers are tracked on the support log.

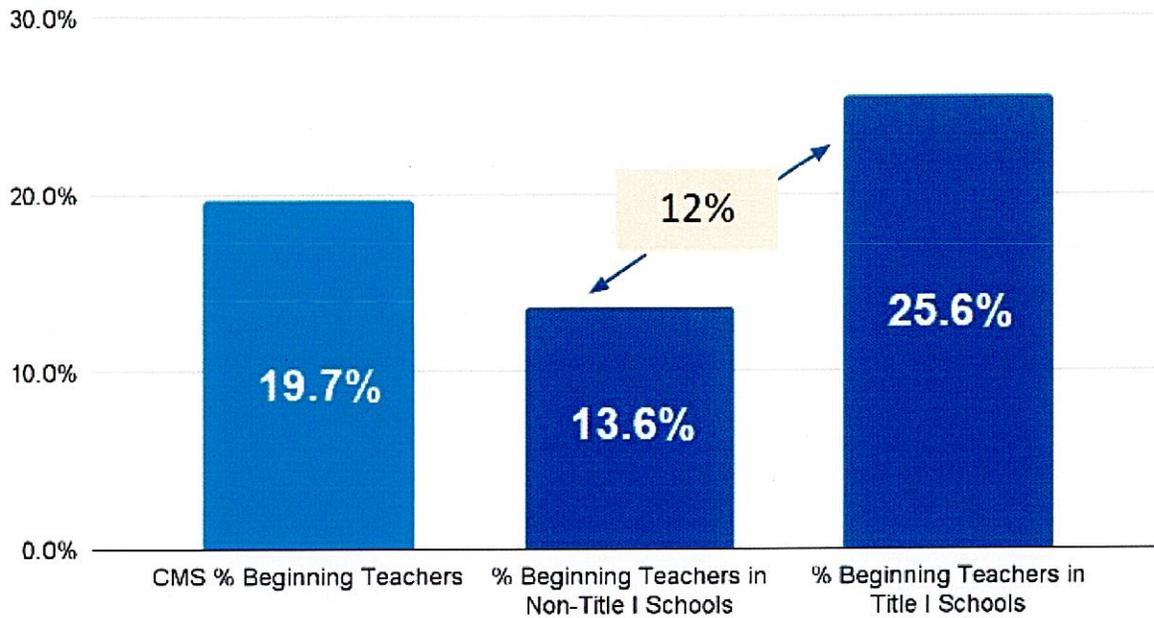## TEACHER EXPERIENCE - Percentage of Beginning Teachers

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.

- **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**

- **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. **Yes**

- **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 first chart highlights the percentage difference between beginning teachers in Title I and non-Title I schools, categorized by school type. This data reveals an inequity, with Title I schools having over a 10% higher proportion of beginning teachers compared to non-Title I schools. For the 2025-2026 school year, Charlotte-Mecklenburg Schools (CMS) has 8,612 teachers, of which 1,696 are beginning teachers, representing 19.7% of the overall teaching staff. Analysis indicates a 12% disparity in the number of beginning teachers between Title I and non-Title I schools, a trend that persists across elementary (12.5%) and middle school (14.5%) grade spans. The high school grade span does not show a gap (9.1%).

Beginning Teachers in Title I vs. Non-Title I Schools

Bar chart:
- CMS % Beginning Teachers: 19.7%
- % Beginning Teachers in Non-Title I Schools: 13.6%
- % Beginning Teachers in Title I Schools: 25.6%
- Difference annotation: 12%

Beginning Teachers - Title I vs. Non-Title I (by Grade Span)

| Level	% Beginning Teachers in Title I Schools	% Beginning Teachers in Non-Title I Schools	Difference
ES (K-5)	25.3%	12.8%	12.5%
MS (6-8)	31.3%	16.8%	14.5%
HS (9-12)	21.6%	12.5%	9.1%

Here, we have included last year's data regarding the % of Beginning Teachers as it relates to school Title I status. Note that last year, we did not see an Equity Gap in the MS grade span. This school year, we do not see an Equity Gap in the HS grade span.

Beginning Teachers - Title I vs. Non-Title I (by Grade Span)

Level	SY 25-26			SY 24-25		
	% Beginning Teachers in Title I Schools	% Beginning Teachers in Non-Title I Schools	Difference	% Beginning Teachers in Title I Schools	% Beginning Teachers in Non-Title I Schools	Difference
ES (K-5)	25.3%	12.8%	12.5%	24.9%	13.8%	11.1%
MS (6-8)	31.3%	16.8%	14.5%	26.7%	18.6%	8.1%
HS (9-12)	21.6%	12.5%	9.1%	25.7%	15.1%	11.9%

The district also looked at Beginning teachers in schools with high percentages of Low-Income students.
- In schools who serve students below the CMS low-income student average, 12.8% of those teachers are Beginning.
- In schools who serve students above the CMS low-income student average, 24.6% of those teachers are Beginning.
- The difference between those school types is 12.0%, so there is an Equity Gap when it comes to Beginning teachers serving low-income students.

Beginning Teachers Serving Low-Income Students
(CMS Low-Income Student Average = 42.9%)
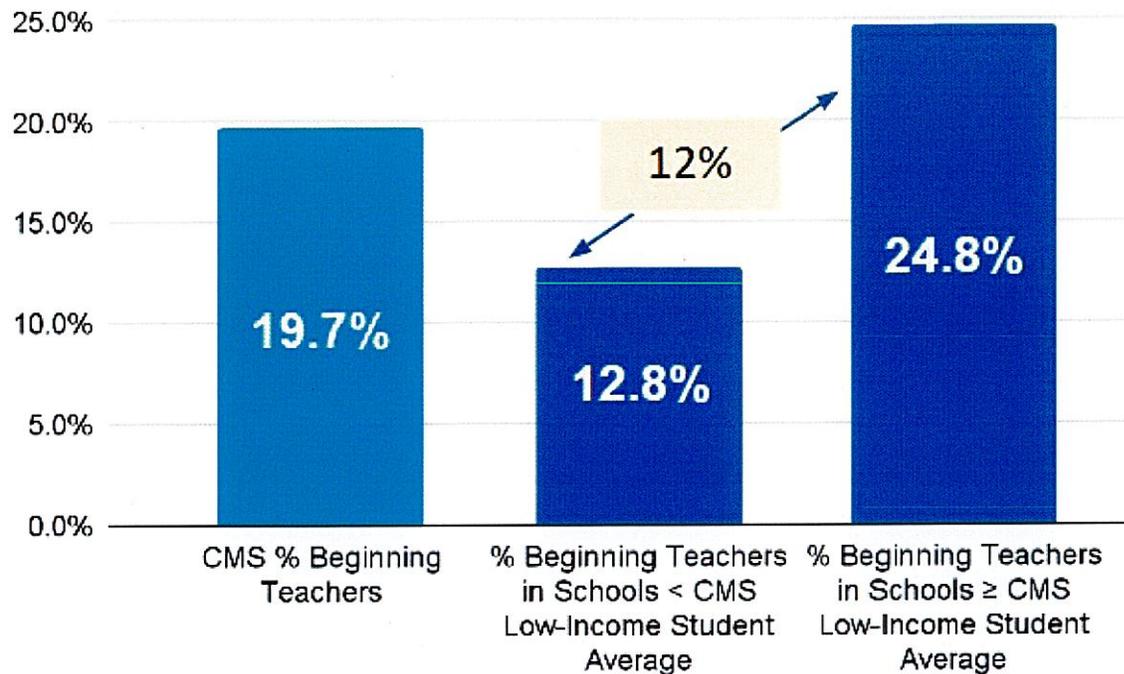
The district also found Equity Gaps when looking at Beginning Teachers serving low-income students in regards to grade span, particularly at the Elementary and Middle School levels.

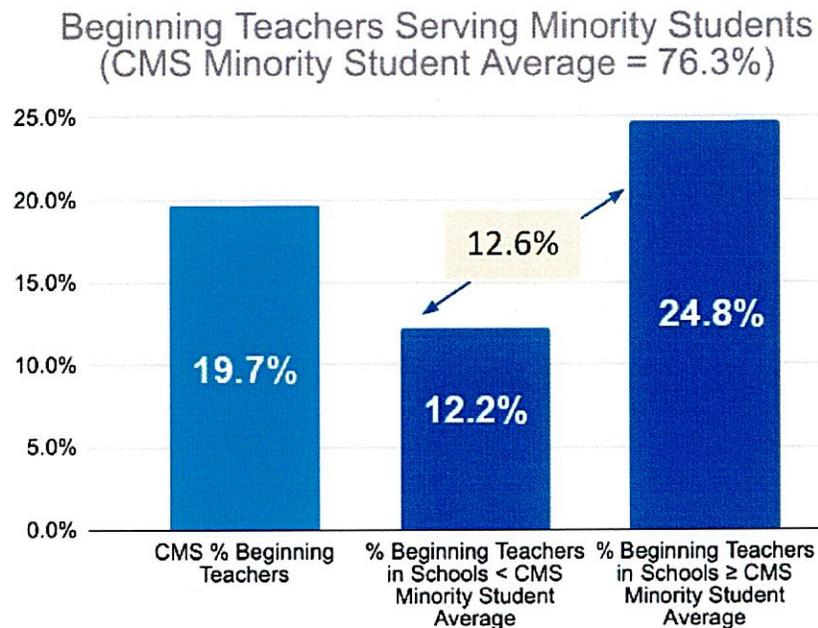### Beginning Teachers Serving Low-Income Students (by Grade Span)

Level	Low-Income ≥ 42.9%	Low-Income < 42.9%	Difference
ES (K-5)	25.3%	12.2%	13.1%
MS (6-8)	30.2%	16.8%	13.4%
HS (9-12)	20.3%	11.3%	9.0%

Here, we have included last year's data regarding the % of Beginning Teachers as it relates to school Low-Income student percentage. Note that last year, we saw Equity Gaps in all grade spans. This school year, we no longer see an Equity Gap in the HS grade span.

Beginning Teachers Serving Low-Income Students
(by Grade Span)

Level	SY 25-26			SY 24-25		
	% Beginning Teachers in Low-Income ≥ 42.9%	% Beginning Teachers in Low-Income < 42.9%	Difference	% Beginning Teachers in Low-Income ≥ 42.1%	% Beginning Teachers in Low-Income < 42.1%	Difference
ES (K-5)	25.3%	12.2%	13.1%	25.2%	12.8%	12.4%
MS (6-8)	30.2%	16.8%	13.4%	27.1%	16.9%	10.2%
HS (9-12)	20.3%	11.3%	9.0%	22.9%	12.3%	10.6%

We then looked at Beginning teachers in schools with high percentages of Minority students.

The difference between those school types is 12.6%, so there is an Equity Gap when it comes to Beginning teachers serving minority students.

Beginning Teachers Serving Minority Students
(CMS Minority Student Average = 76.3%)

There are also Equity Gaps when looking at Beginning Teachers serving schools with high numbers of Minority students in regards to all Grade Spans.

Beginning Teachers Serving Minority Students (by Grade Span)

Level	Minority Enrollment ≥ 76.3%	Minority Enrollment < 76.3%	Difference
ES (K-5)	25.2%	12.2%	13.0%
MS (6-8)	29.8%	15.7%	14.1%
HS (9-12)	20.5%	9.9%	10.6%

Here, we have included last year's data regarding the % of Beginning Teachers as it relates to school Minority student percentage. Last year, we did not see an Equity Gap at the MS grade span. This school year, we see Equity Gaps at all grade spans.

Beginning Teachers Serving Minority Students (by Grade Span)

Level	SY 25-26			SY 24-25		
	% Beginning Teachers with Minority ≥ 76.3%	% Beginning Teachers with Minority < 76.3%	Difference	% Beginning Teachers with Minority ≥ 74.3%	% Beginning Teachers with Minority < 74.3%	Difference
ES (K-5)	25.2%	12.2%	13.0%	25.5%	13.7%	11.8%
MS (6-8)	29.8%	15.7%	14.1%	26.6%	16.9%	9.7%
HS (9-12)	20.5%	9.9%	10.6%	21.7%	10.7%	11.0%

In conclusion, we found Equity Gaps in regards to our Beginning Teachers serving:

- Title I Schools vs. Non-Title I Schools
  - Equity Gaps in the Elementary and Middle School grade spans, but not High School.
- Low-income students
  - Equity Gaps in the Elementary and Middle School grade spans, but not High School.
- Minority students
  - Equity Gaps at every Grade Span.

- **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: Click or tap here to enter text.

- **Describe the steps the LEA will employ to execute strategy #1.** Active recruiting strategies

Charlotte- Mecklenburg Schools (CMS) has created a central office division for Recruitment, Retention and Talent Development. The creation and implementation of this division allows CMS to intentionally focus on recruiting high quality teachers and the supporting Beginning Teachers (BTs) such as Out-of-Field Teachers, through a variety of strategic supports including:

- Diversifying recruitment methods
- Differentiated support to recruit highly qualified candidates

Diversifying recruitment methods

To diversify recruitment and candidate attraction strategies, we leverage a combination of digital marketing tools, an updated career webpage, and streamlined recruiter connections through the CMS career webpage. Our digital marketing campaigns utilize targeted social media ads, engaging video content, and data-driven outreach to reach a broader and more diverse audience. The redesigned career webpage offers an intuitive, mobile-friendly experience that highlights CMS's culture, benefits/ compensation, and career pathways, making it easier for candidates to explore opportunities and apply. Additionally, our new recruiter connection system simplifies communication, allowing prospective candidates to quickly connect with a CMS recruiter for personalized guidance and support.

We also tailor messaging to resonate with different educator segments, including new teachers, second-career professionals, and veteran educators. For experienced teachers, our Advanced Teaching Roles program is a key differentiator, offering leadership opportunities and competitive wages that attract talent from across North Carolina and beyond. These roles not only reward expertise but also provide a clear pathway for career growth within CMS. By combining strategic messaging with robust digital tools and a user-friendly recruitment process, we ensure that CMS remains a top destination for educators at every stage of their career.

Differentiated support to recruit highly qualified candidates

To ensure all schools have access to the candidates they need, we differentiate hiring support by providing tailored

resources and expertise throughout the recruitment process. One key strategy is engaging retired principals who bring deep knowledge of school culture and instructional priorities. These experienced leaders assist with screening and interviewing candidates, then help connect them to schools that align with their skills, preferences and licensure areas. This personalized approach not only accelerates hiring but also improves candidate-school fit, leading to stronger retention and satisfaction.

Additionally, we maintain an updated, easy-to-access candidate list organized by licensure area, giving principals a streamlined tool to identify qualified educators quickly. This system ensures that teachers are placed in roles that match their certification and expertise, reducing gaps in critical subject areas. By combining expert guidance with efficient data tools, CMS empowers school leaders to make informed hiring decisions and guarantees equitable access to talent across all campuses.

- **Describe how the LEA will evaluate the effectiveness of strategy #1.** Active recruiting strategies

Each year, CMS conducts a comprehensive evaluation of its recruitment and candidate attraction strategies to ensure continuous improvement and alignment with district staffing needs. We measure the impact of each recruitment method—including digital marketing campaigns, career webpage engagement, and recruiter connections—by tracking key performance indicators such as reach, engagement, and conversion rates. Metrics include social media impressions, click-through rates, career site traffic, and the number of candidates who connect with recruiters and advance to interviews.

In addition to channel-specific data, we analyze the overall candidate pipeline by comparing the number of candidates engaged to the number hired. This ratio provides insight into the efficiency of our recruitment process and the quality of candidate-school matches. Diversity benchmarks and feedback from principals and candidates are also reviewed to ensure equity and effectiveness. These evaluations, conducted annually, allow CMS to refine strategies, strengthen outreach, and maintain a competitive edge in attracting top teaching talent.

- **Describe the steps the LEA will employ to execute strategy #2.** New Teacher Support Programs

Charlotte- Mecklenburg Schools (CMS) has created a central office division for Recruitment, Retention and Talent Development. The creation and implementation of this division allows CMS to intentionally focus on recruiting high quality teachers and the supporting Beginning Teachers (BTs) such as Out-of-Field Teachers, through a variety of strategic supports including:

1. Implementation of the Beginning Teacher Support Program (BTSP)
   a. Mentor Selection
   b. Observations/ Evaluations
   c. Continuing License
   d. Professional Development Plans (PDPs)
   e. Technical Assistance
   f. Cumulative file for Beginning Teachers
2. Competencies for Beginning Teacher Development
3. Mentor Program
4. Tiered school and teacher support
   a. Seven (7) Title 1 Beginning Teacher Coordinators
5. Beginning Teacher Development and Coaching Plan as part of individual School Improvement Plans
6. Onboarding and orientation for new and beginning teachers

Beginning Teacher Support Program (BTSP) - includes out of field teachers

The Charlotte-Mecklenburg School District (CMS) implements the Beginning Teacher Support Program (BTSP) to provide comprehensive support to beginning teachers (BTs)and Out-of Field Teachers, ensuring they have the tools and opportunities necessary for success. CMS adheres to the BTSP requirements outlined in the State Board of Education (SBE) policy TCED-016 and aligns with the mission and goals of the State Board. This support aims to enhance teacher success, promote professional growth, and improve teacher retention. The district leverages resources such as the State of the Teaching Profession report and the Teacher Working Conditions Survey to guide retention strategies and program improvements.

The BTSP is overseen by the BTSP Coordinator and the Beginning Teacher Development and Support (BTD&S) Team, who collaborate to implement BT induction and mentor programs. These teams serve as key resources for BTs, reporting to the Director of BTD&S within the CMS division of Recruitment, Retention and Talent Development. Each school principal has completed a School Retention and Development plan in their 25-26 School Improvement Plan (SIP) to outline the coaching and support needs for BTs, Mentors and Teacher Leaders. The Human Resources Performance Management Team is tasked with providing and overseeing data related to the completion of observations and evaluations according to the district's established timeline. This responsibility was implemented following corrective actions required after state monitoring visits in 2017 and 2022. As part of the requirements outlined in GS 115C-269.35 for assessing the performance of Educator Preparation Programs (EPPs), first-year teachers must complete the Recent Graduate Survey sent to them by the state in the spring of their first year and principals are required to complete the Employer Survey during the BTs first year. Both surveys are to be submitted by the end of the teacher's first year to meet state evaluation requirements.

Formal Orientation

New BTs, including Out of Field teachers, receive onboarding to CMS services and professional learning opportunities through the Crown Academy professional development held each August or on the week that their employment begins. This orientation is conducted by multiple departments within CMS. As part of onboarding, teachers also receive a school-based orientation in which school administrators, Mentor Contacts, and Master Teachers at the school level provide school-specific training to familiarize BTs with the school culture and handbook expectations.

The BTSP Coordinator provides state mandated BTSP training during Crown Experience, covering the mission and goals of the State Board, the teacher evaluation process, and the steps to achieving a Continuing License. Teachers entering CMS through alternative routes must attend 10 days (80 hours) of training as required by NCDPI. Teach for America and CMS Teacher Residency participants complete specialized 6-week pre-service training focusing on classroom management, differentiation, NC State Standards and instructional delivery that meet this requirement. This pre-service training includes both, direct classroom experience and professional skill building sessions which provide opportunities to implement skills learned during the skill building PD sessions in the classroom prior to beginning their first year as a BT. Even though these educators participate in the pre-service training provided by their programs they are also required to participate in the Crown Onboarding Experience professional development.

Observations/Evaluations

In accordance with the Excellent Schools Act and GS 115C-333, each BT must be observed at least three times a year by a qualified school administrator or designee, and at least once by a teacher/peer. The observations must include:

- A pre-conference for the first observation, which is announced.
- Observations must last at least 45 minutes or one continuous period of instructional time, followed by a post-conference.
- All observers must be properly trained.

Observations will be spaced throughout the year, with at least one observation completed each quarter. The final summative evaluation will be completed by mid-April to comply with continuing employment recommendations before mid-May. The HR Performance Management team will ensure that all required observations and evaluations are completed on time.

Professional Development Plan (PDP)
Each BT must develop a PDP in collaboration with their principal (or designee) and mentor teacher, following their self-assessment or end-of-year summative evaluation. The PDP should:

- Be based on the North Carolina Professional Teaching Standards and include goals, strategies, and progress assessments to improve professional skills.
- Be reviewed and updated annually and signed three times per year (beginning, middle, and end of the year) by the BT, mentor, and principal.
- Formative assessment conferences will reflect the BT's progress toward meeting identified goals. Completion of the PDP will be monitored as part of the BTSP oversight process.

Technical Assistance
The BT receives ongoing support from the mentor, particularly in areas such as:

- Wellness, instructional, and organizational guidance.
- Release time for the mentor to observe the BT's classroom and offer feedback. When available, funding is used to allow the BT to observe other teachers and debrief with their mentor.
- Regular meetings between the mentor and BT to track progress, documented via electronic verification logs in MyTalent.

Specific training is provided throughout the BT's first three years, including the Crown Experience for beginning teachers, Polishing the Crown professional learning for beginning teachers and affinity groups to develop teachers and build community. School-based PD can also be requested as needed.

Cumulative File for Beginning Teachers
Cumulative files for Beginning Teachers (BTs) are maintained and accessible through various electronic systems, including NCDPI's Home Base system. These files typically include, but are not limited to, the following documents:
- Observation forms
    - Professional Development Plan (PDP)
    - Summative evaluations for the first three years
    - Transcript of professional development activities
    - Other relevant documents that track the BT's professional growth and skills development

Cumulative File Transfer for Beginning Teachers
When a BT leaves the district, their participation in the Beginning Teacher Support Program (BTSP) can be released upon request by the BT or the designated Local Education Agency (LEA), charter school, or non-public institution. If the BT exits the profession before achieving a Continuing License, their BTSP participation records will be retained electronically within the district.

Competencies for Beginning Teacher Development
To facilitate professional growth and coaching, the RRTD division maintains a structure for professional learning, onboarding and coaching, which is structured around the CMS Beginning Teacher Competencies identified below. The

competencies are developed in a growth model to allow professional development and coaching to increase the knowledge, skills and application of competencies over the first three years of teaching experience.

Foundational Competencies

Communication: Demonstrates effective written and oral communication skills. Expresses ideas confidently and articulately and can effectively communicate across different environments, situations and audiences. Can navigate difficult conversations and manage conflict in a professional and productive manner.

Ethical Practice and Core Values: Displays morals aligned to district values and ethical behavior practices that include respect, professionalism, inclusivity and integrity.

Growth Mindset: Sees challenges in learning as opportunities for continuous improvement. Focuses on own capacity to impact situations rather than on external barriers.

High Expectations: Demonstrates the belief that every student can perform at high levels and assumes accountability for reaching outcomes despite obstacles.

Building Relationships: Understands that relationships serve as the foundation of teaching and demonstrates their ability to build relationships with both adults and children. Acts respectfully, professionally, and collaboratively with students, families, and staff.

Functional Competencies

Data-Driven Decision Making: Ability to use multiple sources of data to make classroom decisions and contribute to school wide decisions.

Classroom Management: Demonstrates ability to develop a positive and supportive classroom culture. Remains productive and focused on teaching when confronted with challenges.

Content Knowledge: Demonstrates strong knowledge of content, pedagogy and instructional strategies. Conveys ideas and information clearly, and can differentiate learning.

Lesson Planning: Identifies developmental levels of individual students and planning instruction accordingly and uses resources needed to address the strengths and weaknesses of students.

School Fit: Demonstrates interests, teaching styles, and promotes experiences that align to the school's culture and needs, including magnet programming, language, and community makeup.

School Principals and Mentor Contacts not only use the competencies to provide development and coaching support but also to recognize and reward beginning teacher performance on a monthly basis.

Beginning Teacher Mentor Program - includes Out of Field teachers

Each school principal appoints a Mentor Contact, who, together with the principal, assigns mentors to BTs and acts as a liaison within the school. Mentor contacts must be (or one of) the Assistant Principals of the school. Mentor Contacts receive monthly district-level training to effectively carry out their responsibilities. They organize monthly school-based support meetings for BTs and their mentors, supported by the BTD&S team.

Mentor Teacher Training and Selection Criteria

Charlotte-Mecklenburg Schools (CMS) is committed to a school-based service model for supporting Beginning Teachers (BTs). This model ensures compliance with all relevant guidelines for the selection and training of mentors:

1. **Mentor Selection:** CMS selects highly qualified, experienced teachers to serve as mentors, in line with state guidelines.

• Mentors must be teachers who have been rated "proficient" or higher in formal evaluations as part of the North Carolina Teacher Evaluation System, or retired teachers.

• The principal is responsible for selecting the mentor who best meets the needs of the new teacher, with priority given to mentors rated "distinguished" or "accomplished."

• If a "proficient" teacher or a retired teacher is selected, the principal and Human Resources will document the reasons for this choice.

2. **Mentor Assignment:** Mentors who meet State Board requirements and have received appropriate training are assigned to BTs by the principal or a designee. Mentors are required to sign a commitment document. CMS has adopted the NCDPI Mentoring model for training since 2010.

3. **Mentor Professional Development:** Mentors have access to ongoing professional development opportunities, and as part of the School-Based Mentor Program Plan. Mentor contacts attend monthly professional learning during their Assistant Principal meetings to learn about best practices for mentor programs and to utilize data to update the Beginning Teacher Development and Coaching school plan.

Tiered school and teacher support

The Recruitment, Retention and Talent Development division has executed a cross departmental approach to support schools with the greatest needs in developing BT's. This system is informed by three years of trend data including leadership tenure, the number of BTs, teacher retention rates and number of residency teachers. The cross-departmental approach allows us to tier schools and customize support accordingly. The Beginning Teacher Development and Support team, CMS Teaching Residency and Teacher Leader Pathways teams support schools in teams in order to build sustainability of coaching and support of BTs with Advanced Teaching Roles at the school level and in alignment with the above competencies. The school support team includes six (6) Title 1 Beginning Teacher Coordinators who are dedicated to supporting BTs at Title I schools. Their support includes providing professional development to BTs and/or mentors, developing BT support plans with the Mentor Contact or Principal, and directly coaching individual teachers.

Retention and Development Plan as part of individual School Improvement Plans
All schools intentionally plan for the support and development of Beginning Teachers using the Retention and Development Plan. The plan is created in conjunction with the School Improvement plan and is focused on the growth, development and coaching plans for BT's to impact overall school improvement. Each plan includes an individual coaching plan for each BT in the school building. 179 schools in CMS are Teacher Leader Pathway (TLP) schools that enable highly effective teachers to expand their reach and demonstrate leadership by teaching more students or by teaching students and coaching other teachers. These positions allow the most effective teachers to coach and develop Beginning Teachers.

Onboarding and orientation for new and beginning teachers
New BTs receive an onboarding to CMS services and professional learning opportunities through the Crown Onboarding Experience held each August or on the week that their employment begins. Teachers receive an 11-day or a 5-day onboarding experience depending on the time of year in which they are hired. The onboarding is conducted by multiple departments within CMS in order for new teachers to receive access to information, services and specific content. The onboarding process is focused on the above competencies and provides teachers with the foundational information needed before they are teaching with students. As part of onboarding, teachers also receive a school-based orientation where school administrators, Mentor Contacts, and facilitators at the school level provide school specific training to familiarize BT's with the school culture and handbook expectations.

The BTSP Coordinator provides state mandated BTSP training during Crown Experience, covering the mission and goals of the State Board, the teacher evaluation process, and the steps to achieving a Continuing License. New hires joining after the Crown Experience receive this training through an online professional development module. Teachers entering CMS through alternative routes must attend 10 days (80 hours) of training as required by NCDPI. In order to continue the development of Beginning Teacher Competencies an extension of onboarding is provided to BT's, with priority provided to those serving a Title 1 school. The extension is provided in two ways:

1. Affinity Groups: Teachers with common needs receive professional development and form a learning community.
2. Differentiated Professional Learning: All CMS teachers are required to complete asynchronous PD hours each school year. This experience has been differentiated to align with Beginning Teacher competencies and allow for in-person modalities.

- **Describe how the LEA will evaluate the effectiveness of strategy #2. New Teacher Support Programs**

Verification of Eligibility for a Continuing License
The BTSP Director, along with CMS Alternative Licensure Director, HR Licensure Director, and Mentor Contacts, will track the progress of all beginning teachers (BTs), including out-of-field, throughout the three-year induction period to ensure all state board-approved exams are passed. At the end of each school year, BTs and Out-of Field teachers who have completed three years of teaching experience and met all BTSP requirements will be eligible to receive a Continuing License through the Licensure Division of the North Carolina Department of Public Instruction (NCDPI).

Systematic Evaluation of the Beginning Teacher Support Plan
The Beginning Teacher Support Program (BTSP) is evaluated using several indicators:

1. Needs Assessment of Beginning Teachers, Mentors and Mentor Contacts- These surveys are developed collaboratively by all stakeholders and are distributed by the Beginning Teacher Development & Support (BTD&S) team via an online survey platform. The collected data is used to refine and improve training for Mentors, Mentor Contacts and BT's.
2. Onboarding Impact - The Crown Onboarding Experience is evaluated by attendance measures (aim for 100% of teachers to attend) an immediate perception survey at the conclusion of the onboarding experience.
3. BTSP Peer Review- Human Resources collaborate to provide the necessary documentation for the state-required BTSP Peer Review. This review will enable us to work with other districts to ensure that we have the proper evidence supporting each BTSP standard.
4. Beginning Teacher Evaluation- The BTD&S reviews the observation and evaluation data of Beginning Teachers to determine effectiveness and areas for improvement of all BT's.
5. Core Action Walks- Utilization of district core action walks to review the ability of BTs to apply learning from onboarding, professional development, and coaching.
6. School Support Log- The RRTD division tracks and monitors the execution of tiered school support using a school support log. This allows us to know if support is being provided at the schools with the most need, our Title 1 schools. Coaching notes and indicators of growth for individual teachers are tracked on the support log.

- **Describe the steps the LEA will employ to execute strategy #3.   Optional**

- **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.

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.

- **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.

- **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

- **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.

When looking at Teacher Effectiveness with teachers serving Title I and Non-Title I schools, we found the following:
- 2% of teachers in Non-Title 1 Schools are ineffective
- 4.8% of teachers in Title 1 Schools are ineffective.
- The difference between Teacher Effectiveness in Non-Title I and Title I schools is 2.8%.
- There is not an Equity Gap when it comes to Teacher Effectiveness serving Title I and Non-Title I schools as this is less than the 10% threshold. There is also no Equity Gap between grade spans.

## Teacher Effectiveness in Title I vs. Non-Title I Schools
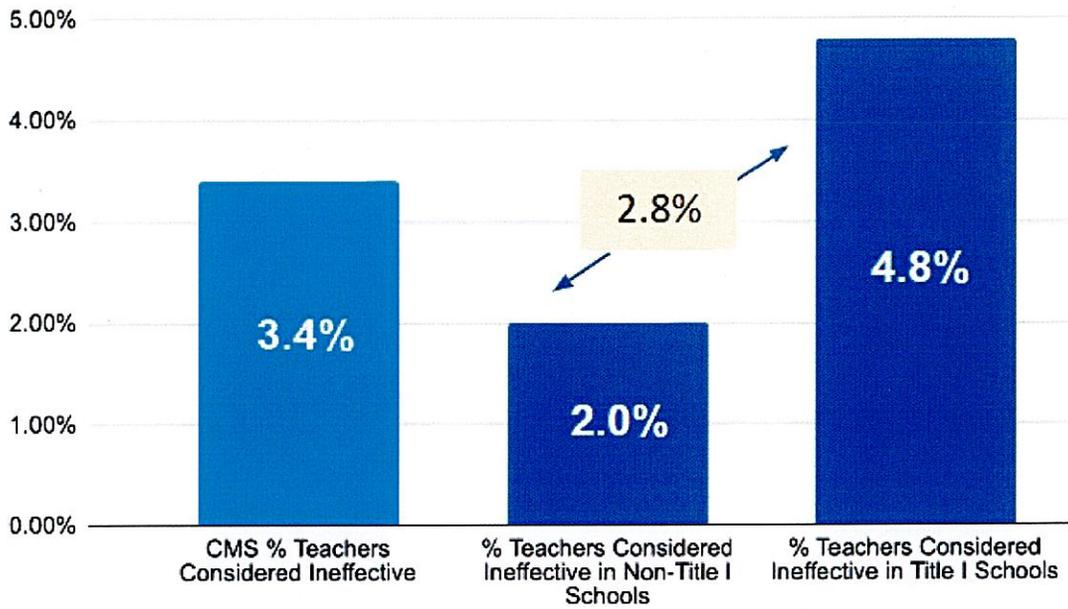
The difference between teachers who are considered ineffective in schools with different low-income student population contexts is 3.1%, which would not be considered an Equity Gap.

Teacher Effectiveness and Low-Income Students (CMS Low-Income Student Average = 42.9%)
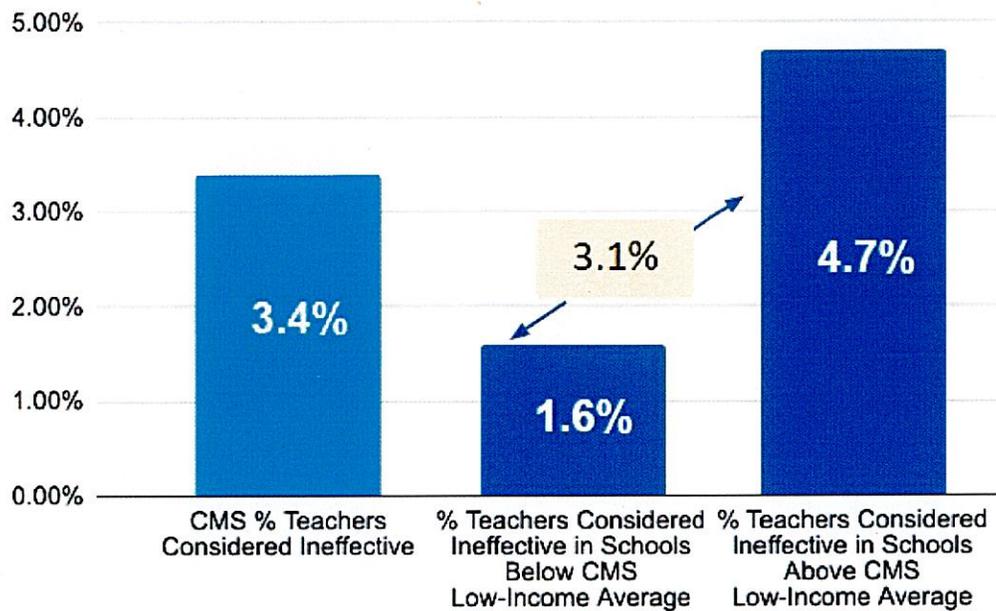
The difference between teachers who are considered ineffective in schools with different minority student population contexts is 3.4%, which would not be considered an Equity Gap.

Teacher Effectiveness and Minority Students (CMS Minority Student Average = 76.3%)
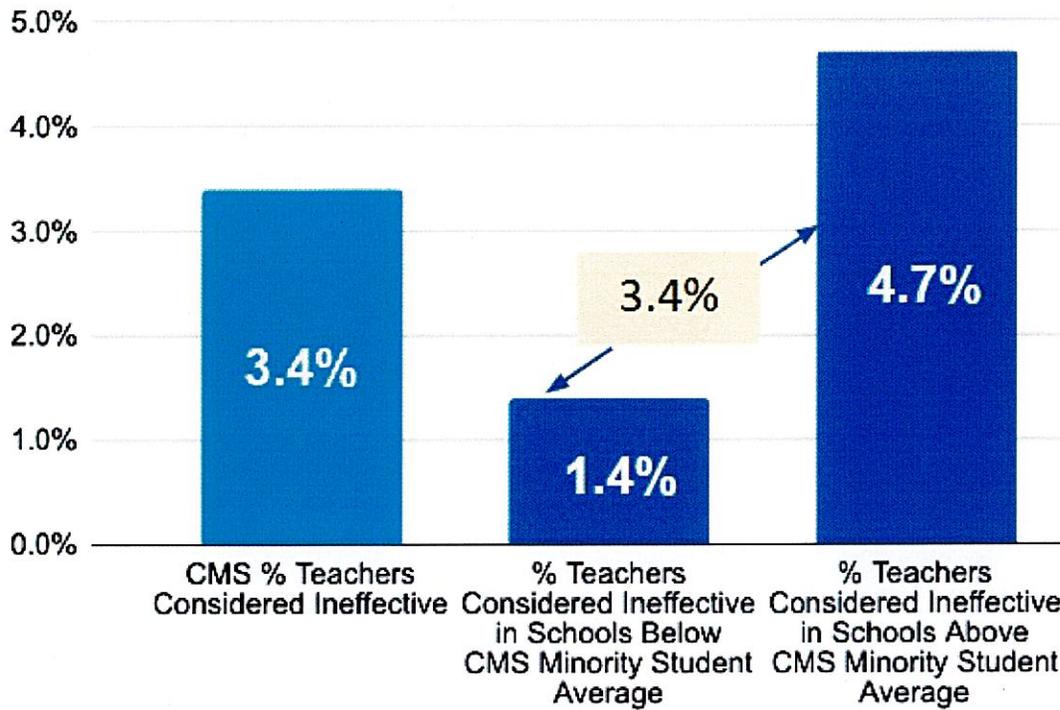
- **If yes, please describe the inequities that exist between grade spans. Single site schools must describe any inequities between grade spans. If no inequities exist between grade spans, please enter "No" in the field below.** Grades spans should match the grade spans indicated on the Equity Gap Calculation Tool - K-5, 6-8, 9-12. No

At the school level, we found Equity Gaps in 13 schools whose percentage of teachers are considered ineffective when compared to the CMS average. Provided here are some of those schools and their corresponding low-income and minority student population percentages.

School Name	Number of Teachers	Number of Teachers	% Teachers Considered	% Student Low-Income	% Student Minority

	Considered Ineffective	Ineffective			
Hornets Nest Elementary	32	9	28.1%	67.0%	95.7%
Turning Point Middle	16	4	25.0%	81.7%	98.3%
Hawthorne Academy of Health Sciences	18	4	22.2%	58.6%	94.3%
Devonshire Elementary	33	7	21.2%	58.7%	97.3%
West Mecklenburg High School	75	15	20.0%	59.2%	94.9%
River Oaks Academy	36	7	19.4%	67.5%	93.5%
Stoney Creek Elementary	45	7	15.6%	66.9%	94.8%
Whitewater Academy	47	7	14.9%	66.1%	92.3%
Long Creek Elementary	35	5	14.3%	64.2%	92.8%
Sterling Elementary	51	7	13.7%	47.1%	97.8%
Reid Park Academy	22	3	13.6%	67.8%	99.1%
University Meadows Elementary	44	6	13.6%	63.7%	93.9%
Walter G. Byers School	22	3	13.6%	81.4%	98.3%

In conclusion:

- From a **district level, no Equity Gaps** were found regarding Ineffective Teachers serving Title I schools, low-income students, or minority students.

- We found **Equity Gaps at 14 individual schools** regarding their percentage of teachers who are ineffective when compared to the CMS average.

- The differences in all areas compared to last school year are marginal.

- **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: Teacher Leadership Pathways

- **Describe the steps the LEA will employ to execute strategy #1.** <mark>Professional Learning Opportunities</mark>

To execute Strategy #1, the LEA will produce and release weekly professional learning videos and newsletters ("Tidbits") that model standards-aligned instruction and highlight upcoming learning targets. Each video will be published at least two weeks in advance of implementation to allow teachers time to preview content, plan instruction, and access scaffolds for all learners. District curriculum specialists will collaborate to ensure that Tidbits address priority standards, integrate instructional best practices, and reflect district initiatives and expectations for equitable, high-quality instruction.

In addition, following each district benchmark assessment window, the LEA will develop and distribute response-to-benchmark resources designed to address unfinished learning and accelerate progress toward mastery of priority standards. These resources will include re-engagement lessons, targeted small-group instructional plans, and scaffolds aligned to identified areas of need. School-based instructional teams will use these materials to guide reteaching, intervention, and progress monitoring within Multi-Tiered Systems of Support (MTSS) structures.

All materials—including Tidbits, benchmark response resources, and aligned instructional supports—will be housed in the district's K–12 Playbook to ensure equitable access for all teachers and instructional staff.

- **Describe how the LEA will evaluate the effectiveness of strategy #1.** <mark>Professional Learning Opportunities</mark>

The LEA will evaluate the effectiveness of Strategy #1 using both quantitative and qualitative measures. Analytics will be collected to track the number of Tidbits views, link clicks, and resource downloads by grade level and content area to determine engagement and reach. Feedback surveys and focus group input will be analyzed to assess clarity, relevance, and the perceived impact of Tidbits and benchmark response materials on classroom practice.

Student performance data from benchmark assessments, progress monitoring tools, and end-of-year measures will be analyzed to determine the effectiveness of the response-to-benchmark resources in closing learning gaps and improving proficiency on priority standards. Curriculum specialists and school leaders will triangulate these data with classroom observation evidence gathered through Core Action Walks (CAWs) to evaluate the alignment between professional learning content and instructional implementation. Findings from these analyses will inform continuous refinement of Tidbits content, resource design, and targeted professional learning supports.

- **Describe the steps the LEA will employ to execute strategy #2.** <mark>Teacher Leadership Pathways</mark>

The Department of Teacher Leadership Pathways (TLP) is a CMS initiative that enables highly effective teachers to expand their reach and demonstrate leadership by teaching more students with the aid of an assistant, or advanced technology, or by teaching students and coaching other teachers.

These positions provide teachers with additional compensation for their leadership. Positions include Multi-Classroom Leaders (Level1 or 2) and Expanded Impact Teachers (Level SE, 1, 2, 3 or 4). Instructional Associates in the Pathway initiative are teaching assistants who work on the same schedule as a teacher, including the opportunity to plan with the teachers they support on teacher workdays.

Principals in Title I schools may use an ADM position exchange, Title I funds, district allocated funds for teacher leader differentials, state allocated funds for differentials or a combination of these to create these specialized advanced teaching positions. Principals in non-Title I schools may use all of the above with the exception of Title 1 funds. This year, 179 schools are participating in twelve distinct cohorts of this initiative as a strategy for recruiting and retaining highly effective teachers and improving student achievement. The Department of Teacher Leadership will continue the school onboarding process to include a mid-year TLP Academy to support schools in addressing learning interruptions and create retention and recruitment strategies for highly effective teachers. The Teacher-Leader Pathway program received $55,000 of grant

funding this year. This money will allow the program to provide teacher-leaders with job-embedded professional development and development of potential teacher leaders in order to develop a strong pipeline.

Under the development of the Recruitment, Retention, and Talent Development Division, financial support has been secured and will continue to provide micro-credentialing professional development for teacher leaders. The micro-credential process provides educators in non-tested subject areas the opportunity to demonstrate their effectiveness through coursework. Additionally, the division supports professional development that targets effective instruction, coaching, and growing adult leadership skills. This initiative supports the development and retention of less experienced teachers while providing an opportunity for Title I schools to retain their most experienced and effective teachers.

- **Describe how the LEA will evaluate the effectiveness of strategy #2.** Teacher Leadership Pathways

The LEA utilizes a third-party research firm to assess the effectiveness of the Teacher-Leader Pathway (TLP). The analysis includes periodically comparing TLP-participating and TLP-supported educators to those not associated with the program. Data points considered include ratings on Standards I & IV of the teacher evaluation tool, EVAAS growth index, and retention rates of teachers coached and those in advanced teaching roles.

The Recruitment, Retention and Talent Development division has executed a cross departmental approach to support schools with the greatest needs in developing teachers. This system is informed by three years of trend data including leadership tenure, the number of BTs, teacher retention rates and number of residency teachers. The cross-departmental approach allows us to tier schools and customize support accordingly. The Beginning Teacher Development and Support team, CMS Teaching Residency and Teacher Leader Pathways teams support schools in teams in order to build sustainability of coaching and support with Advanced Teaching Roles at the school level and in alignment with the above competencies.

- **Describe the steps the LEA will employ to execute strategy #3. Optional**

- **Describe how the LEA will evaluate the effectiveness of strategy #3.   Optional**

STAKEHOLDER INVOLVEMENT

- **List the <u>Names</u> AND <u>Positions</u> of Equity Planning Stakeholders.**
  Charlotte "Nadja" Trez, Executive Director, Federal Programs & ELL
  William King, Director, Federal Programs
  David Flores, Director, Learning and Language Acquisition
  Lindsey Fults, Director, Learning and Language Acquisition
  Aenoy Phommavongsay, Bilingual Resource Teacher
  Ethan Todd, Executive Director, Licensure, Substitutes and Performance Compliance
  Erin Shoemaker, Executive Director, Retention, Recruitment, and Talent Development
  Robert Ellyson, Executive Director, Employment and Performance
  Jennifer Clark, Executive Director, Learning and Teaching
  Lindsey Fults, Director, Learning and Language Acquisition
  Julie King, Director, Federal Programs
  Pa Thao, Executive Director, Learning and Teaching
  Marcus Graham, Federal Programs

Kim Oden, Federal Programs
Rebecca Schell, Executive Director, Strategic Planning
Theodore Mueller, Director, Beginning Teacher Development
Ryan Revak, Executive Director, Strategy and Innovation
Eric Bailey, Manager, EC Programs
CMS All Principals
CMS Equity Committee

Provided Data for Equity Plan Data Report
Catherine Essick, Executive Director, Child Nutrition
Megan Williams, Executive Director, HRIS
Nagel Aisling, Executive Director, Strategic Data and Information Platforms

- **Identify the date when the 2025-2026 Equity Plan was developed. This date should be after the data was aggregated/disaggregated.**
  October 13, 2025 - Requested Data
  October 30, 2025 - Data Collected
  November 3, 2025 - Data Analysis
  November 7, 2025 - Equity Plan Stakeholder Input Session - Central Office
  November 12, 2025 - Equity Plan Stakeholder Input Session - Equity Committee
  November 18, 2025 - Equity Plan Stakeholder Input Session - Principals (2 sessions- all principals)

- **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.** March 27, 2026

- **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 30, 2026

- **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 Click or tap here to enter text.

**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.