

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

Name of Person Completing the Survey: JoHannah Miller
PSU Name: Charlotte Secondary School
PSU Number: 60K

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

Teacher Certification - Percentage of Out of Field teachers

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

- 1. Do inequities between schools and/or grade spans related to out of field teachers exist within the PSU?**
If there is at least a 10% difference in the number of out of field teachers in any school based on the Equity Gap Calculation tool, then an inequity is present, and it must be noted. X Yes No
- 2. If yes, please describe the inequities that exist between school types. If no, please enter "No" in the field below.** Charlotte Secondary is a single-site school. We serve students in 6th-12th grades. We are considered a Title I school.
- 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. All teachers at CSS have obtained at least a Bachelor Degree. There are teachers who teach outside of the field. Out of 19 staff, 10 are teaching out of the field. However, we are working with several teachers to become licensed through Alternative Pathways of licensure.
- 4. Identify at least one strategy the LEA will use to eliminate the inequities related to teacher certification that will be described below.**
 - Active recruiting strategies
 - Certification Pathways to Full Licensure with Colleges and Universities
 - Collaboration with colleges and universities
 - Hiring qualified and experienced teachers for each classroom
 - X Licensure checks as a part of the hiring process
 - X New Teacher Support Programs
 - Reimbursement for tuition and testing requirements

- Retention bonuses
- Signing bonuses
- Tuition assistance for Instructional Assistants
- Other

5. If other is selected, please describe the strategy.
6. **Describe the steps the LEA will employ to execute strategy #1.**
To execute this strategy, CSS confirms a teacher’s license as part of the hiring practices. Our Human Resource Manager runs each candidate's name in the NC Licensing System to verify confirmation of a teacher's status. CSS also receives a yearly list from DPI of teachers whose licenses are up for renewal. In order to support the execution of this strategy, CSS will work with unlicensed teachers on Alternative Pathways to become certified. We are currently working with teachers for their Permit to Teach and/or Emergency License.
7. **Describe how the LEA will evaluate the effectiveness of strategy #1.** The effectiveness of this strategy will be evaluated by using a checklist that is located in each employee file. We will also measure the effectiveness of this strategy by increasing the number of licensed teachers via continuous license or through Alternative Pathways.
8. **Describe the steps the LEA will employ to execute strategy #2.** Teachers new to CSS who have less than three years teaching experience on their teacher license will participate in the Beginning Teachers Program. These new teachers will be assigned a mentor and attend professional development. All teachers will meet weekly with administration to align lesson plans, analyze their student data, adjust plans to meet student needs and to unpack standards.
9. **Describe how the LEA will evaluate the effectiveness of strategy #2.** The effectiveness of this strategy will be evaluated using students' formal and informal data, student growth on Map testing, student growth and proficiency on EOG/EOC test.
10. **Describe the steps the LEA will employ to execute strategy #3. (Optional)**
11. **Describe how the LEA will evaluate the effectiveness of strategy #3. (Optional)**

Teacher Experience - Percentage of Beginning Teachers

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

12. **Do inequities between schools and/or grade spans related to teacher experience exist within the PSU.** If there is at least a 10% difference in the number of beginning teachers in any school on the Equity Gap Calculation Tool, then an inequity is present, and it must be noted. Beginning teachers are defined as those with 3 years or less experience. A total of 6 out of 19 teachers at Charlotte Secondary have less than 3 years of teaching experience. Therefore, an inequity does exist.
 X Yes. **No**
13. **If yes, please describe the inequities that exist between school types. If no, please enter "No" in the field below.** Examples of school types include Title I to non-Title I, high minority to low minority enrollment rates and urban to rural locales. Charlotte Secondary is a single-site school. We serve students 6th through 12th grade.

14. **If yes, please describe the inequities that exist between grade spans. Single site schools must describe any inequities between grade spans. If no inequities exist between grade spans, please enter "No" in the field below.** Grades spans should match the grade spans indicated on the Equity Gap Calculation Tool - K-5, 6-8, 9-12. At CSS multiple teachers teach both middle and high school. The inequality exist throughout the school setting.
15. **Identify at least one of the strategies the LEA will use to eliminate the inequities related to teacher experience.**
- Active recruiting strategies
 - Collaboration with colleges and universities
 - Hiring qualified and experienced teachers for each classroom
 - New Teacher Support Programs
 - Retention bonuses
 - Signing bonuses
 - Tuition assistance for Instructional Assistants
 - Other
16. If other is selected, please describe the strategy.
17. **Describe the steps the LEA will employ to execute strategy 1:** CSS actively recruits qualified and or experienced teachers. When vacancies are available, CSS will post job listings on multiple sites. CSS will make every effort to hire certified teachers and teachers with more than 3 years of classroom experience. In addition, CSS will create partnerships with local universities to recruit teachers.
18. **Describe how the LEA will evaluate the effectiveness of strategy 1:** CSS will evaluate the effectiveness of this strategy by the number of licensed teachers we have on staff. The goal will be to maintain 50% or better Full-time licenced teachers on staff. We will also evaluate these strategies with having 50% of full-time teachers have more than 3 years of experience. Documentation of partnerships with local universities will evaluate the effectiveness of this strategy.
19. **Describe the steps the LEA will employ to execute strategy 2:** When funds are available, CSS will provide retention bonus to experienced and/or licensed teachers with 3 or more years of experience.
20. **Describe how the LEA will evaluate the effectiveness of strategy 2:** The effectiveness of this strategy will be evaluate if CSS provided teachers with a retention bonus.
21. **Describe the steps the LEA will employ to execute strategy #3. (Optional)**
22. **Describe how the LEA will evaluate the effectiveness of strategy #3. (Optional)**

Teacher Effectiveness - Percentage of Effective Teachers

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

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

Other

24. If Other was selected above, please explain how teacher effectiveness is measured within the PSU.
25. **Do inequities between schools and/or grade spans related to teacher experience within the PSU.** If there is at least a 10% difference in the number of effective teachers in any school according to the Equity Gap Calculation tool, then an inequity is present, and it must be noted. Beginning teachers are defined as those with 3 years or less experience.
 X Yes. No.
26. **If yes, please describe the inequities that exist between school types. If no, please enter "No" in the field below.** Examples of school types include Title I to non-Title I, high minority to low minority enrollment rates and urban to rural locales. CSS is a single-site school which receives Title 1 funds.
27. **If yes, please describe the inequities that exist between grade spans. Single site schools must describe any inequities between grade spans. If no inequities exist between grade spans, please enter "No" in the field below.** Grades spans should match the grade spans indicated on the Equity Gap Calculation Tool - K-5, 6-8, 9-12. Several teachers at CSS teach both middle and high school students. Amongst those teachers, more than 10% have less than 3 years experience.
28. **Identify at least one strategy the LEA will use to eliminate the inequities related to teacher effectiveness.**
- Collaboration with colleges and universities
 - X Instructional Coaching
 - Professional Learning Opportunities
 - Peer Mentoring
 - Other
29. If other is selected, please describe the strategy.
30. **Describe the steps the LEA will employ to execute strategy:** At CSS we have built a master schedule where students are in the building four days and week and teachers five days. On the 5th day, all teachers participate in staff meetings, professional development, individual meetings with admin to analyze lesson plans, student data and make necessary adjustments to the delivery of instruction to meet the needs of the students. Staff development is based on data from classroom walk-throughs, formal and informal observations and teacher input.
31. **Describe how the LEA will evaluate the effectiveness of strategy Instructional coaching is an evidenced based practice that improves teacher effectiveness and student outcomes. With coaching, classroom teachers are better equipped to implement evidence-based practices that improve student engagement, behaviors, and academic performance. The effectiveness will be measured by student growth on Map assessments, informal assessments such as pre/post tests given in the classroom and school report card which will determine met growth, exceeded growth as well as proficiency.**
32. **Describe the steps the LEA will employ to execute strategy #2. (Optional)**
33. **Describe how the LEA will evaluate the effectiveness of strategy #2. (Optional)**
34. **Describe the steps the LEA will employ to execute strategy #3. (Optional)**
35. **Describe how the LEA will evaluate the effectiveness of strategy #3. (Optional)**
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Stakeholder Involvement

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

JoHannah Miller Head of School
 Bob Joseph Assistant Head of School
 Daphne Pauldin Director of Instruction and Culture
 Marina Thomas Teacher
 Theresa Joseph Teacher
 Haley Love Teacher
 Angie Bass Board Chair
 Mr. Wilson Parent
 Angela Boyd Parent

37. Identify the date when the 2024-2025 Equity Plan was developed.

This plan was developed on 9/27/24, 10/11/24, 10/16/24, 11/5/24

38. Identify the date when the 2024-2025 Equity Plan will be reviewed.

The plan will be reviewed on 11/5/24 during a board meeting.

39. Identify the date when the 2024-2025 Equity Plan will be evaluated.

The plan will be evaluated June of 2026.

40. How will the 2024-2025 Equity Plan be shared with the school staff? The equity plan will be reviewed and shared with staff during a staff meeting.

- Public Forum
- Staff Newsletter
- X School Website
- X Other

41. If Other was selected above, please explain how the equity plan will be shared with school staff. The plan will be shared during a staff meeting as well as posted on the school website.

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

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