**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- November 15 and is *due no later than November 15, 2023*.**

Name of Person Completing the Survey:       PSU Name:       PSU Number:

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

***Teacher Certification - Percentage of Out of Field teachers***

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

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

Active recruiting strategies

Certification Pathways to Full Licensure with Colleges and Universities

Collaboration with colleges and universities

Hiring qualified and experienced teachers for each classroom

Licensure checks as a part of the hiring process

New Teacher Support Programs

Reimbursement for tuition and testing requirements

Retention bonuses

Signing bonuses

Tuition assistance for Instructional Assistants

Other

1. If other is selected, please describe the strategy.
2. **Describe the steps the LEA will employ to execute strategy #1. (Required)**
3. **Describe how the LEA will evaluate the effectiveness of strategy #1. (Required)**
4. **Describe the steps the LEA will employ to execute strategy #2. (Optional)**
5. **Describe how the LEA will evaluate the effectiveness of strategy #2. (Optional)**
6. **Describe the steps the LEA will employ to execute strategy #3. (Optional)**
7. **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.**

1. **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**

1. **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.
2. **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.
3. **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

1. If other is selected, please describe the strategy.
2. **Describe the steps the LEA will employ to execute strategy #1. (Required)**
3. **Describe how the LEA will evaluate the effectiveness of strategy #1. (Required)**
4. **Describe the steps the LEA will employ to execute strategy #2.  (Optional)**
5. **Describe how the LEA will evaluate the effectiveness of strategy #2. (Optional)**
6. **Describe the steps the LEA will employ to execute strategy #3. (Optional)**
7. **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.**

1. **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

1. If Other was selected above, please explain how teacher effectiveness is measured within the PSU.
2. **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.

1. **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.
2. **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.
3. **Identify at least one strategy the LEA will use to eliminate the inequities related to teacher effectiveness.**

Collaboration with colleges and universities

Instructional Coaching

Professional Learning Opportunities

Peer Mentoring

Other

1. If other is selected, please describe the strategy.
2. **Describe the steps the LEA will employ to execute strategy #1. (Required)**
3. **Describe how the LEA will evaluate the effectiveness of strategy #1. (Required)**
4. **Describe the steps the LEA will employ to execute strategy #2.  (Optional)**
5. **Describe how the LEA will evaluate the effectiveness of strategy #2. (Optional)**
6. **Describe the steps the LEA will employ to execute strategy #3. (Optional)**
7. **Describe how the LEA will evaluate the effectiveness of strategy #3. (Optional)**

***Stakeholder Involvement***

1. **List the Names and Positions of Equity Planning Stakeholders.**
2. **Identify the date when the 2023-2024 Equity Plan was developed.**
3. **Identify the date when the 2023-2024 Equity Plan will be reviewed.**
4. **Identify the date when the 2023-2024 Equity Plan will be evaluated.**
5. **How will the 2023-2024 Equity Plan be shared with the school staff?**

Public Forum

Staff Newsletter

School Website

Other

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

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

**The report is *due no later than November 15, 2023*.**