

## EQUITY PLAN – GUIDING QUESTIONS

August 13, 2018

LEAs that choose to accept Title I funding are required by the Every Student Succeeds Act (ESSA) of 2015 to develop an equity plan to ensure that their poor and minority students in the Title I schools are not being taught at a disproportionate rate by teachers who are ineffective, inexperienced (in PA, “experienced” means 3 or more years of teaching), or who are teaching out of field. The plan should include:

1. An LEA Equity Worksheet providing school data on the following:
  - School Accountability status
  - School poverty percentage
  - School minority percentage
  - Teachers’ applicable certification status
  - Teacher experience percentage
  - Teacher effectiveness status
2. A general summary of findings that show where possible inequities exist.
3. A data report on core academic subject teaching vacancies that are difficult to fill with highly qualified teachers, by LEA, school, and grade level.
4. As part of its application for title I funds, LEAs are required to provide an assurance that through the implementation of various strategies, poor and minority students in Title 1 schools are not taught at higher rates than other students by inexperienced, ineffective, or out-of field teachers. Provide a brief description of strategies and use of funds the LEA is implementing to fulfill this assurance.
5. How will the LEA determine whether or not the strategies are effective.

Local Education Agency (LEA) Teacher Equity Plan

2018- 2019 School Year

Chartiers Valley School District

August 13, 2018

LEA Name

Date

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1. Provide a general summary of findings outlining where possible inequities exist.

Address these areas as they specifically relate to Title I school data:

- School Name
- School Accountability Status
- School poverty percentage
- School minority percentage
- Number and percentage of applicably certified teachers
- Number and percentage of not certified teachers
- Number and percentage of “not new teachers”(one who taught in a public school for three or more full academic years).
- Number and percentage of “new teachers” (one who has taught in a public school for less than three full academic years).
- Number and percentage of ineffective teachers

## EQUITY PLAN WORKSHEET

List of schools (indicate whether or not each is Title I)	School accountability Status i.e. focus, Priority, Reward, or non-designated)	% of Poverty	% of Minority	# and % of ASC Teachers		# and % of Non-ASC Teachers		Teacher Experience		# and % of Ineffective Teachers	
								# of "not new teachers"	# of "new teachers"		
Primary*	Not Designated	27%	29%	56	100%	0	0%	56	0	1	.01%
Intermediate*	Not Designated	29%	18%	53	100%	0	0%	52	1	0	0%
Middle	Not Designated	29%	16%	61	100%	0	0%	61	0	0	0%
High School	Not Designated	27%	13%	75	100%	0	0%	72	3	1	.01%

\*Title I School

### 2. A general summary of findings that show where possible inequities exist

The Chartiers Valley School District employs 245 instructional staff across 4 buildings serving students in grades Kindergarten through twelve. All 245 instructional employees are appropriately state certified. New teachers, defined as

those with three or fewer years of service, total 4 district-wide. These 4 "new teachers" area assigned across two of the four schools. Based on the analysis of this data, it has been determined there are no immediate needs for consideration of reassigning staff for the 2018-2019 school year.

3. A data report on core academic subject teaching vacancies that are difficult to fill with highly qualified teachers, by LEA, school, and grade level.

List of Schools	Subject	Grade	# of Vacancies Filled by Non-ASC Per Subject/Grade
Primary School*			0
Intermediate School*			0
Middle School			0
High School			0

\* Title I School

4. As part of its application for title I funds, LEAs are required to provide an assurance that through the implementation of various strategies, poor and minority students in Title 1 schools are not taught at higher rates than other students by inexperienced, ineffective, or

out-of field teachers. Provide a brief description of strategies and use of funds the LEA is implementing to fulfill this assurance.

- Assign teachers only to areas where they are ASC (appropriately state certified).
- Analyze data such as contained in this report to identify where inequities may exist in teacher assignments.
- Collaborate with local colleges and universities to provide pre-student teaching and student teaching experiences.

Following the student teaching experience district administrators meet with the candidates to provide information on applying for substitute and contract positions with the district.

- Collaborate with local colleges and universities as administrators serve in “mock interviews” for teaching candidates. This is an opportunity for candidates to get to know district administrators and to learn of possible openings.
- Graduate study reimbursement in accordance with the collective bargaining agreement.
- Participation in professional conferences, workshops, and professional development.
- Retention of teachers is promoted with an induction program that is facilitated by district administrators.
- Experienced teachers serve as mentors for newly hired teachers and those in long term substitute positions.
- Openings are advertised on PA Educator
- Build capacity of school leaders to support teachers.
- Collaborate with union representatives to gather input, feedback, and suggestions.

5. How will the LEA determine whether or not the strategies are effective.

- Highly-Qualified status is monitored by the superintendent and her staff on an ongoing basis (e.g. certification checks, Act 48 compliance, etc.)
- Successful completion of professional activities
- Completion of the appropriate documentation and paperwork associated with the professional activity
- Administrative observation
- Analysis of student achievement data
- Equity Plan reviewed on an annual basis
- Completion of appropriate surveys