

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: James R. Bunch PSU Name: Perquimans County Schools PSU Number: 720

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

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. NO
2. If yes, please describe the inequities that exist between school types. If no, please enter "No" in the field below. Examples of school types include: Title I to non-Title I, high minority to low minority enrollment rates and urban to rural locales. NO
3. If yes, please describe the inequities that exist between grade spans. Single site schools must describe any inequities between grade spans. If no inequities exist between grade spans, please enter "No" in the field below. Grades spans should match the grade spans indicated on the Equity Gap Calculation Tool - K-5, 6-8, 9-12. NO
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

5. If other is selected, please describe the strategy.
6. Describe the steps the LEA will employ to execute strategy #1. (Required)
7. Describe how the LEA will evaluate the effectiveness of strategy #1. (Required)
8. Describe the steps the LEA will employ to execute strategy #2. (Optional)
9. Describe how the LEA will evaluate the effectiveness of strategy #2. (Optional)
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. YES
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. All schools listed are Title I rural schools and range from 28% to 33% in minority enrollment rates.
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.
Perquimans Central School - Total student enrollment (368) Percentage of Low Income Student (68.21%) Percent of Minority Students (33.42%) and Beginning Teachers Percentage (10.34%) Hertford Grammar School - Total student enrollment (393) Percentage of Low Income Student (54.45%) Percent of Minority Students (30.53%) and Beginning Teachers Percentage (20.83%) Perquimans County Middle School - Total student enrollment (370) Percentage of Low Income Student (66.49%) Percent of Minority Students (28.38%) and Beginning Teachers Percentage (15.38%) Perquimans County High School - Total student enrollment (533) Percentage of Low Income Student (44.84%) Percent of Minority Students (27.39%) and Beginning Teachers Percentage (6.7%).
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. (Required)
Verify teaching licensure and/ or eligibility through NCDPI.
18. Describe how the LEA will evaluate the effectiveness of strategy #1. (Required)
Percentage of highly qualified teachers.
19. Describe the steps the LEA will employ to execute strategy #2. (Optional)
We will collaborate with the East Carolina New Teacher Support Program to provide support coaches and targeted professional development for BT's.
20. Describe how the LEA will evaluate the effectiveness of strategy #2. (Optional)
Mentor and BT surveys.
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. 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. NO
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. NO
28. 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

29. If other is selected, please describe the strategy.
30. Describe the steps the LEA will employ to execute strategy #1. (Required)
31. Describe how the LEA will evaluate the effectiveness of strategy #1. (Required)
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)

Stakeholder Involvement

36. List the Names and Positions of Equity Planning Stakeholders.
James Bunch (Assistant Superintendent), Shatasha Miller (Youth Development Coordinator), Kanika Griffin (Parent & CAO Student Services), Melissa Fields (Curriculum & Instruction CAO), Tracy Gregory (PCS Principal), John Lassiter (HGS Principal), Laura Moreland (PCMS Principal), Mickey Drew (PCHS Principal), Shawn Wilson (Chief Human Resource Officer), Jonathan White (1st Grade Teacher), Brittany Owens (Speech Pathologist & Parent), Kadejha Elliott (3rd Grade Teacher), Kimberly Parker (District Social Worker & Parent).
37. Identify the date when the 2023-2024 Equity Plan was developed. November 3, 2023
38. Identify the date when the 2023-2024 Equity Plan will be reviewed. January 17, 2024
39. Identify the date when the 2023-2024 Equity Plan will be evaluated. June 24, 2024
40. How will the 2023-2024 Equity Plan be shared with the school staff?
- ☐ Public Forum
 - ☐ Staff Newsletter
 - ☒ School Website
 - ☐ Other
41. If Other was selected above, please explain how the equity plan will be shared with school staff.

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