

Carbondale Area School District

Local Education Agency (LEA) School Equity Plan 2023-2024 School Year

Ms. Meg Duffy 10/1/2023 2/29/2024
LEA Name Date Revised Date

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Name of Contact Person Contact Person's Phone Number Contact Person's E-Mail Address

EQUITY PLAN

| List of Schools (indicate Title I schools with an asterisk (*)) | School Improvement Status | Number & Percentage of Poverty Children Taught by Appropriately Certified Teachers | Number & Percentage of Minority Children Taught by Appropriately Certified Teachers | Number & Percentage of Poverty Children Taught by Out-of-Field Teachers | Number & Percentage of Minority Children Taught by Out-of-Field Teachers | Number & Percentage of Poverty Children Taught by Teachers New to the Profession | Number & Percentage of Minority Children Taught by Teachers New to the Profession | Number & Percentage of Poverty Children Taught by Ineffective Teachers | Number & Percentage of Minority Children Taught by Ineffective Teachers |
|--------------------------------------------------------------------|---------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------|--------------------------------------------------------------------------|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------|
| Carbondale Area Jr/Sr High School | yes | 68.9% | 26.6% | 0 | 0 | 2.1% | 2.6% | 0 | 0 |
| Carbondale Area Elementary School | no | 71.5% | 27.2% | 0 | 0 | 13.5% | 8.9% | 0 | 0 |
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2. Do differences exist between schools with higher numbers of minority and poverty students when compared to schools with lower numbers of minority and poverty schools

| Category | Yes | Name of School | Possible Disparity Based on | |
|-------------------------------------------------------------|-------|---------------------------------|-----------------------------|---------|
| | | | Minority | Poverty |
| Teachers who are appropriately certified teachers | 96.3% | Carbondale Area School District | no | no |
| Teachers who teach outside of their certification area | 0 | Carbondale Area School District | no | no |
| Teachers who are not new to the profession | 74% | Carbondale Area School District | no | no |
| Teachers who are new to the profession | 26% | Carbondale Area School District | no | no |
| Teachers who are ineffective in their classroom performance | 1 | Carbondale Area Elementary | No | No |
| Other: Specify: _____ | | | | |
| Other: Specify: _____ | | | | |

Briefly describe strategies the LEA is implementing or will be implementing to ensure low-income and minority children enrolled in Title I schools are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.

To address the issue of low-income and minority children being served disproportionately by ineffective, out-of-field, or inexperienced teachers in Title I schools, Local Education Agencies (LEAs) are implementing several strategies:

- **Professional Development:** We are providing targeted professional development opportunities to enhance the skills and effectiveness of teachers working in Title I schools. This includes training on culturally responsive teaching practices and strategies for meeting the needs of diverse student populations.
- **Teacher Support and Mentoring:** LEAs are implementing mentorship programs pairing experienced educators with novice teachers to provide guidance, support, and professional development opportunities tailored to the needs of Title I schools.
- **Data Monitoring and Analysis:** LEAs are collecting and analyzing data on teacher qualifications, effectiveness, and student outcomes to identify disparities and target interventions effectively.
- **Community Engagement and Partnerships:** LEAs are partnering with community organizations, universities, and other stakeholders to develop strategies for recruiting and supporting teachers who reflect the diversity of the student population in Title I schools.
- **Alternative Certification Programs:** LEAs are exploring alternative pathways to certification to attract professionals from diverse backgrounds into teaching, particularly in subject areas or geographic regions facing shortages.

By implementing these strategies, we aim to ensure that low-income and minority children enrolled in Title I schools have access to effective and experienced teachers who can support their academic success and holistic development.

How will the LEA determine if the strategies are effective in addressing disparities in how teachers are assigned?

CASD employs several methods to determine the effectiveness of their strategies in addressing disparities in the assignment of teachers:

- **Data Analysis:** We analyze teacher assignment data to see if there are any shifts in the distribution of teachers across schools. They can look at factors such as teacher experience, qualifications, and effectiveness ratings to assess whether disparities are narrowing.
- **Student Achievement Data:** Examining student achievement data, particularly for low-income and minority students in Title I schools, can provide insights into whether the strategies lead to improved outcomes. If student performance improves over time, it can indicate that the quality of teaching is becoming more equitable.
- **Surveys and Feedback:** Gathering feedback from teachers, administrators, and families can provide qualitative insights into the effectiveness of strategies. Surveys can ask about perceptions of teacher quality, fairness in assignments, and the impact of professional development programs.
- **Observations and Evaluations:** Conducting classroom observations and teacher evaluations can provide direct evidence of teaching quality. Evaluators can look for improvements in instructional practices, student engagement, and classroom climate.
- **Longitudinal Studies:** Tracking data over several years can provide a longitudinal view of teacher assignment patterns and student achievement changes. It can help determine if the strategies are leading to sustained improvements.
- **Partnerships with Educational Institutions:** Collaborating with universities can provide access to experts who can conduct rigorous evaluations of the effectiveness of the strategies.

Combining these methods, we can gather comprehensive evidence to assess whether their strategies effectively address teacher assignment disparities and ultimately improve educational outcomes for low-income and minority students in Title I schools.