



North Carolina Department of **PUBLIC INSTRUCTION**

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 a 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: Dr. Sharon Castelli
Number: 76A

PSU Name: Uwharrie Charter Academy PSU

Preparer attestation: Your signature below indicates that a committee of stakeholders reviewed this survey before submission. Sharon Castelli

Teacher Certification - Percentage of Out-of-Field Teachers

Based on an analysis of data from the Equity Gap Calculation Tool for each area, 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. Please enter "No" in the field below if no inequities exist between grade spans.** Grades 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



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- ☐ 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)**
Currently, there are no inequities that exist between schools.
7. **Describe how the LEA will evaluate the effectiveness of strategy #1. (Required)**
We have a compliance system to support training and we also utilize our BT coordinator and mentor program to support all certified and non-certified employees. UCA also has an app on our website to report any complaints for all employees. Our HR director is also our Title IX coordinator. Our admin works with all teachers regarding their performance to include action plans.
8. **Describe the steps the LEA will employ to execute strategy #2. (Optional)**
We visit our schools, our teachers, and we openly recruit qualified personnel regardless of demographics. Our HR director tracks and reports all our employees. We also review teacher data and put in place any supports or plans for improvement regardless of demographics
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

Based on an analysis of data from the Equity Gap Calculation Tool for each area, 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 ☒ 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.
14. **If yes, please describe the inequities that exist between grade spans. Single-site schools must describe any inequities between grade spans. Please enter "No" in the field below if no inequities exist between grade spans.** Grades should match the grade spans indicated on the Equity Gap Calculation Tool - K-5, 6-8, 9-12.
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



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- ☐ 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)**
Currently, there are no inequities that exist between our schools. As a charter school, we are allowed to hire non-certified teachers. We allow all our teachers to become certified and work with our BT coordinator to support all new employees. UCA also has an app on our website to report any complaints for all employees. Our HR director is also our Title IX coordinator.
18. **Describe how the LEA will evaluate the effectiveness of strategy #1. (Required)**
We have a compliance system to support training and we also utilize our BT coordinator and mentor program to support all certified and non-certified employees. UCA also has an app on our website to report any complaints for all employees. Our HR director is also our Title IX coordinator.
19. **Describe the steps the LEA will employ to execute strategy #2. (Optional)**
20. **Describe how the LEA will evaluate the effectiveness of strategy #2. (Optional)**
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 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. **Are 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.
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.
27. **If yes, please describe the inequities that exist between grade spans. Single-site schools must describe any inequities between grade spans. Please enter "No" in the field below if no inequities exist between**



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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)

Currently, there are no inequities that exist between our schools. As a charter school, we are allowed to hire non-certified teachers. We allow all our teachers to become certified and work with our BT coordinator to support all new employees. UCA also has an app on our website to report any complaints for all employees. Our HR director is also our Title IX coordinator.

31. Describe how the LEA will evaluate the effectiveness of strategy #1. (Required)

We have a compliance system to support training and we also utilize our BT coordinator and mentor program to support all certified and non-certified employees. UCA also has an app on our website to report any complaints for all employees. Our HR director is also our Title IX coordinator.

32. Describe the steps the LEA will employ to execute strategy #2. (Optional)

We visit our pool our teachers, we openly recruit qualified personnel regardless of demographics. Our HR director tracks and reports all our employees. We also review teacher data and put in place any supports or plans for improvement regardless of demographics

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.

Rebecca Harris - Academics Director; Michelle Barfield - HR/Title IX/Data Director; Beth Kearns - HS Principal; Kristy Priest - MS Principal; Chris Wheat - Assistant Superintendent; Lauren O'Brien - ES Principal; Dr. Sharon Castelli - Superintendent

37. Identify the date when the 2023-2024 Equity Plan was developed.

1 November, 2023

38. Identify the date when the 2023-2024 Equity Plan will be reviewed.

1 December, 2023

39. Identify the date when the 2023-2024 Equity Plan will be evaluated.

11 December, 2023

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.*