

OLD FORGE SCHOOL DISTRICT EQUITY PLAN

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 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. 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 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?

1. LEA EQUITY WORKSHEET: Enter LEA data from the 2016-2017 school year for the following elements –

- School Name
- School Accountability Status i.e. Focus, Priority, Reward, or undesignated
- School poverty percentage
- School minority percentage
- Number and percentage of appropriately certified teachers
- Number and percentage of out of field teachers
- Number and percentage of “not new teachers” (one who has 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 classroom teachers (defined as failing on the PDE 82-1 form. For LEAs not using this form include numbers and percentages of classroom teachers receiving the lowest rating)

EQUITY PLAN WORKSHEET

List of schools (indicate whether or not each is Title I)	School accountability Status i.e. focus, Priority, Reward, or non-designate d)	% of Poverty children taught by out of field teachers	% of Minority children taught by out of field teachers	% of Poverty children taught by inexperienced teachers	% of Minority children taught by inexperienced teachers	% of Poverty children taught by ineffective teachers	% of Minority children taught by ineffective teachers
OLD FORGE ELEMENTARY SCHOOL (Title I)	non-designated	0%	0%	1.3%	3.1%	0%	0%
OLD FORGE JUNIOR-SENIOR HIGH SCHOOL (not Title I)	non-designated	0%	0%	2.6%	6.3%	0%	0%

2. 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: The Old Forge School District has one elementary building and a junior-senior high school. The elementary building houses grades kindergarten through 6th grade and the high school houses grades 7 through 12th grade.

School Accountability Status: Undesignated

School Poverty Percentage: The Old Forge School District experience poverty at a moderate level. According to PIMS data as of June 2017, the elementary school is at 48% and the high school is at 39%. Overall, the Old Forge School District is at 44%.

School Minority Percentage: The Old Forge School District's percentage of minority students throughout the district does not vary much from the elementary to the high school. According to PIMS data as of June 2017, the elementary is at 20%, and the high school is at 17%. Overall, the Old Forge School District is at 19%.

Number and Percentage of Appropriately Certified Teachers: The Old Forge School District has 100% of their teaching staff Appropriately State Certified.

Number and Percentage of Out of Field Teachers: The Old Forge School District has 0% out of field teachers.

Number and Percentage of "Not New Teachers" (one who has taught in a public school for three or more full academic years): According to PIMS data 1/1/18, At the elementary level there are 36 teachers with three or more years

experience, which places the elementary school at 90%. At the high school level there are 29 teachers with three or more years experience, which places the high school at 88%. Overall, The Old Forge School District is at 89%.

Number and Percentage of “New Teachers” (one who has taught in a public school for less than three full academic years): According to PIMS data 1/1/18, at the elementary level there are 3.5 teachers with less than three years experience, which places the elementary school at 9%. At the high school level there are 4.5 teachers with less than three years experience, which places the high school at 14%. Overall, The Old Forge School District is at 11%.

Number and Percentage of Ineffective Classroom Teachers (defined as failing on the PDE 82-1 form): For LEAs not using this form include numbers and percentages of classroom teachers receiving the lowest rating). The Old Forge School District has 0% of ineffective classroom teachers.

3. Provide a brief description of strategies the LEA is 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.

The Old Forge School District only hires teachers who have certifications to teach in their content area. As hiring needs occur, Old Forge will hire only teachers who are already highly qualified in the areas to which they will be assigned. The administrative team conducts formal observations and walkthroughs of staff throughout the school year. Title I staff at the elementary school are considered “not new” and have not been rated as ineffective teachers.

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

The Equity Plan serves as an opportunity for an annual review of the strategies identified above. Furthermore, ongoing classroom visitations and observations, both formal and informal by our building level administrators and superintendent

will provide evidence of the effectiveness of our teachers. In addition each year the Equity plan will be reviewed at the annual Title I parent meeting. The Equity Plan will be presented annually to the Board of School Directors.