



Athens Area School District

Teacher Equity Plan

2017-2018 School Year

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Athens Area School District Equity Worksheet

Enter LEA data from the 2017-2018 school year for the following elements:

- **School Name**
- **School Accountability Status**
- **School Poverty Percentage**
- **School Minority Percentage**
- **Number and percentage of highly qualified teachers**
- **Number and percentage of non-highly qualified 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)**

EQUITY PLAN WORKSHEET

Athens Area District 2017-2018

List of Schools	SPP	% of Poverty	% of Minority	# and % of Appropriate Stated Certified Teachers	# and % of Non-Appropriate Certified Teachers	Teacher Experience			
						# of "Not New Teachers"	# of "New Teachers"		
A. Lynch Ellen Bustin Elementary	62.9	52.47	10.6	28	100	0	0	37	1
SRU Elementary	81.4	61.19	3.35	18	100	0	0	23	3
Harlan Rowe Middle School	65.4	47.23	2.78	23	100	0	0	31	5
Athens Area High School	69.5	40.92	2.83	24	100	0	0	37	3

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

CORE ACADEMIC SUBJECTS AND GRADES WITH TEACHER VACANCIES THAT CANNOT BE FILLED BY APPROPRIATE STATE CERTIFICATION TEACHERS 2017-2018 (previously denoted as Highly Qualified Teachers)				
List of Schools	Subjects	Grade(s)	# of Vacancies Filled by Non-ASC Per Subject/Grade	
A. Lynch Ellen Bustin Elementary	None	None	None	None
SRU Elementary	None	None	None	None
Harlan Rowe Middle School	None	None	None	None
Athens Area High School	None	None	None	None

Pennsylvania's Definition of a "Appropriate State Certified Teacher"

To satisfy the definition of a "Appropriate State Certified Teacher", teachers must: hold at least a bachelor's degree;

- 1) Hold a valid Pennsylvania teaching certificate (i.e., Instructional I, Instructional II, or Intern certificate but not an emergency permit); and
- 2) Demonstrate subject matter competency for the core content area they teach.

Core content areas include English, Reading/Language Arts, Mathematics, Sciences, Foreign languages, Music and Art, and Social Studies (history, economics, geography, and civics/government).

Districts may apply to the Pennsylvania Department of Education for Emergency Permits in these areas if an Appropriate State Certified teacher cannot be employed to fill the vacancy.

The Appropriate State Certified teacher requirements also include:

- Elementary level (grades K-5) teacher who teach all subjects to a particular grade;
- Middle and secondary level (grades 6-12) core content area instructors;
- Special education teachers who provide direct instruction in one or more core content areas; English as a second language (ESL) teachers who provide direct instruction in one or more core content areas; and
- Alternative education teachers who provide direct instruction in one or more core content areas.

Summary of Findings:

The Athens Area School District has a compliance rate of 100.0% for Appropriate State Certified teachers for the 2017-2018 school year. Poverty is a predominate issue in the Athens Area School District. The percentage of free and reduced lunch rates per school ranges from a low of 40.92% at the Athens High School to a high of 61.19% at SRU Elementary School.

Minority percentages vary within the Athens School District with SRU Elementary school being at 3.35% to a high in the district of 10.6% at the A. Lynch Ellen Bustin Elementary School. The PA School Performance Profile score (SPP) for SRU Elementary is 81.4 and A. Lynch Ellen Bustin Elementary has a SPP score of 62.9. At the secondary level in the Athens School District we have Harlan Rowe Middle School having a minority percentage of 2.78% and our Athens High School is at a minority percentage of 2.83%. The PA SPP score for the Harlan Rowe Middle School is 65.4 while at the Athens High School the SPP score is 69.5%. There is no apparent correlation between the percentage of minority students and the student achievement rate.

Provide a brief description of strategies the LEA is implementing to ensure that disadvantaged and minority students are not taught at higher rates than other students by inexperienced, unqualified, and or out of field teachers.

- Describe how the LEA plans to implement a recruitment and retention program for highly quailed teachers in all schools (i.e., identifying strategies to be used).
- Describe how Title I, Title II A, and other funds are used to support retention of highly qualified teachers in all schools.

Recruitment

The Athens Area School District is an Equal Opportunity and Affirmative Action Employer. Teachers, and all other staff members, are hired based on the education, certification, experience, and potential for long-term success within the district. The following strategies have been implemented for recruitment in order to ensure that disadvantaged and minority students are not taught at higher rates than other students by inexperienced and/or unqualified teachers.

The Athens Area School District is a rural school district located in northeastern Pennsylvania. Attracting experienced teachers to this area has proven to be difficult in the past. The district actively recruits through advertising in local and state-wide publications. Postings are also posted on the Athens Area School District website as well as the Pennsylvania Department of Education website. The district has also posted teacher vacancies in larger newspapers such as the Centre Daily Times, Williamsport Sun Gazette and the Elmira Star Gazette.

The collective bargaining agreement between the Athens Area School District and the Athens Area Education Association requires that teachers notify the School Board of the district one (1) semester prior to the effective date of retirement in order to be eligible for certain retirement benefits. This allows the district to begin the recruitment process early to place highly qualified teachers in the classroom.

The School Board of Athens Area School District is in full support of the Educational Incentive Plan that has been devised to encourage teachers to gain dual certification by the availability of reimbursement for graduate and under-graduate educational credits received by the professional employee. All credits must be preapproved by the Superintendent to qualify for the reimbursement. Credits will be considered for approval in graduate and undergraduate credits in the field of professional certification or courses which are of value to the educational program of the Athens Area School District as approved by the Superintendent; they are registered graduate credits required as part of the professional employees advanced degree program in his/her field of certification; and/or a professional employee has been specifically requested or required by the School Board to take additional work. By doing this it has allowed the district to transfer staff to vacancies that have been difficult to fill with properly certified staff. To date, many teachers have taken advantage of this benefit.

Professional Development

The Athens Area School District has a very active professional development program. The Board directs that all district employees further their professional and personal advancement through graduate study, in-service training, conference attendance, and professional development activities. In order to continue employment in the district, certificated administrative and professional employees are required to meet all obligations necessary to maintain active certification. Teachers are permitted to take unlimited college credits per year which are 100% reimbursed by the district when the

required documented evidence of satisfactory completion of the preapproved college course has been submitted. Act 48 credits are offered by the district on teacher in-service days and during the summer to enhance professional development. The district has a well implemented Teacher Induction process as well as a Differentiated Supervision plan. The Induction process is implemented for the sole purpose of facilitating the smooth entry of the Inductees into the professional mainstream and is designed to actively provide supportive activities district orientation and suggestions to the inductee. The Induction process reflects a mentor relationship between the first-year teacher, long-term substitute, educational specialist, teacher educator and the Induction Team. The Induction process includes activities that focus on teaching diverse learners in inclusive settings. All teachers that are new to the Athens School District must participate in this Induction process. Title I, Title II and Professional Develop funds are utilized to assist teachers in professional development opportunities in the areas of literacy, reading recovery, and technology integration. The district has offered A.P.L. Training and A.P.L. Refreshers and LFS (Learning Focused Schools) Training to all teachers. LFS was introduced dramatically with this method, the Athens Area School District embraced this concept and we have trained at present ten (10) LFS coaches that have received initial LFS Training and also the Next Generation Training through LFS. We had given the employees a two-day workshop in the summer of 2010 and they have been taught multiple training involving all the components of LFS multiples times throughout the past five (5) years to make them a teacher that can reach more students and see achievement. During the week of August 17, 2015, we contracted for two Instructors from the Learning Focused Institute in North Carolina to come up to refresh our LFS Coaches and also worked along side our coaches to present two training days of "HOT" Training (Higher Order Thinking) to continue down the path of the Learning Focused Initiative. Using the LFS coaches allowed the Athens Area School District more training options and flexible training hours. Also having signed a contract with Learning Focused Institute we will be having Instructors come up for August 9-11, 2016, to instruct our new administrators and we have opened it up to other districts so they can participate in this initiative also. We are continuing with this model and making it available for our administrators and trainers to gain a deeper understanding of the LFS Model and learn more strategies to enhance teaching effectiveness. It is the position of Athens District, and research has backed it up, that teaching is the single most important school-based factor in a students' academic growth, so we want to provide the tools to allow our educators to be able to accomplish this goal.

Mentoring

The Athens Area School District has a fully developed and implemented mentoring program. Mentor teachers are selected by the building principal and recommended to the Act 48 committee, and approved by the superintendent. Mentor teachers have demonstrated expertise in the subject matter being taught by the new teacher, planning, instructional delivery, managing the classroom environment, development of positive relationship with students/parents/ and staff, and knowledge of the building and district operations and procedures.

When a new teacher is hired in the Athens School District, the Act 48 team consults the Administrator of the building in which the new teacher will work to have a mentor selected who can support the individual hired for the position. A "new teacher" induction day is held at the Athens Area School District prior the start of the new school year. The

superintendent, building principals, mentors, new teacher and Act 48 Coordinators are required to attend. Policies and procedures of the district are reviewed as well as regulations from the Pennsylvania Department of Education such as Level I and Level II certification requirements and Act 48 requirements. New teachers are then taken to their assigned school building where they receive a tour of the building and meet additional teachers currently assigned to that school building and receive school related information. There are various components of the mentoring program that the district has determined are critical to the inductee's success. The program is monitored through a feedback mechanism of monthly Induction sheets having to be completed by the Mentor and Inductee and handed into the Administration Office monthly. This was formulated as a checks and balance to make sure that these new teachers are getting the most of the Mentors knowledge. Mid-year we hold an Induction Gathering in which we have created activities that will help them focus on teaching diverse learners in inclusive settings and at that time we try to answer any unanswered questions they might have. And in conclusion, we have an End of the Year gathering to finalize the year in paperwork and questions. The process is also evaluated by the inductees as part of the formal differentiated supervision plan.

Intra-School Placement

The Athens Area School District ensures that there are heterogeneous groupings of students within school buildings. During the classroom assignment process, the building principal ensures that economically disadvantaged students and minority students are not disproportionately taught at higher rates than other students by inexperienced and/or unqualified teachers. Athens Area School District will do all that is needed to accommodate the needs of students with disabilities and also special educational needs of students, keeping them in the ebb and flow of usual school activities and students.

Future Strategies

Future strategies in order to ensure disadvantaged and minority students are not taught at higher rates than other students in inexperienced and/or unqualified teachers include:

1. Continue to align the recruitment, selection, induction, supervision and professional development programs.
2. Continue to offer incentives that will encourage teachers to continue to obtain additional certification areas by passing praxis tests.
3. Advertise regionally and expand searches when appropriate.
4. Continue to implement evidence based and researched based intervention strategies that are focused on the individual learning outcome of every student.
5. Identify and track high school students who are interested in a teaching career.

Monitoring

Success will be measured by reducing the number of teachers that will require an emergency certification each year. The Athens Area School District will also continue to monitor the District Teacher Equity Plan and make adjustments where necessary to ensure that disadvantaged and minority students are not taught at a higher rate than other students by inexperienced and/or unqualified teachers. We will always be looking at new ways to enhance the education that we make available to the students and stay on top of Professional Development that would be beneficial to the educators in meeting the district's goals.