

District Expanded ADEPT Implementation Plan

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Cover Sheet and Contact

Instructions to school districts: Please complete the entire Expanded ADEPT Plan template, as indicated below, **and enter the completed plan along with a copy of the district's school calendar for the coming year in SCLead.org.** All districts are required to complete and submit an Expanded ADEPT plan in SCLead.org regardless if the district decides to use another system for monitoring and documenting evaluations.

The deadline for submission is June 1, 2021. Thank you.

School district:		
Date of submission of plan:		
Name of administrator submitting plan:		
Title/position of administrator submitting the plan:		
Phone number:	E-mail address:	
Name of District ADEPT Contact:		
Phone number:	E-mail address:	
If different from ADEPT contact, list person(s) with district-level ADEPT Administrator rights in SCLead.org.		
Name:	Phone number:	E-mail address:
Name:	Phone number:	E-mail address:
Name of District Special Area Manager Contact:		
Phone number:	E-mail address:	

The school district proposes the following plan for complying with the ADEPT requirements specified in

- the [ADEPT Statute](#) (§§ 59-26-30 and 59-26-40 of the South Carolina Code of Laws),
- the [ADEPT Regulation](#) (R 43-205.1),
- the current [Expanded ADEPT Guidelines](#) (2018)

SECTION I: EVALUATION INSTRUMENT AND SCORING (REQUIRED)

A. The district will use the following professional standards to evaluate and promote teacher performance and effectiveness: *(For each of the groups of educators listed below, check the performance standards that the district will use.)*

- **ADEPT 2020 For Special Areas:** The district will use ADEPT 2020 for Special Areas in evaluating and providing feedback to special area educators at all contract levels.
- **SCTS 4.0 (Formative and Summative):** The district will use SCTS in evaluating and providing feedback to teachers at all contract levels.
- **Locally-developed:** Districts have a pre-approved, aligned (as defined in the system guidelines) approach to evaluating teachers.

Educators	ADEPT 2020 for Special Areas	SCTS 4.0	Locally-Developed Model
Classroom-Based Teachers		<input type="checkbox"/>	<input type="checkbox"/>
School Counselors	<input type="checkbox"/>		<input type="checkbox"/>
School Librarians	<input type="checkbox"/>		<input type="checkbox"/>
Speech-Language Professionals	<input type="checkbox"/>		<input type="checkbox"/>

Locally-developed systems assurances:

- If the district proposes using one or more **locally-developed evaluation models**, to include the use of locally-developed observation rubrics, they must be pre-approved by SCDE. In the event that your locally-developed model has not already been vetted and approved by the SCDE, the district must provide a comprehensive evaluation guide for the proposed model(s). Alternate observation models for teachers (including special area educators) must meet all current requirements of the ADEPT Statute, Regulation, and Guidelines (see page 1 of this document for online links).
- The district must report all formal evaluation results to the SCDE in a format that is consistent with the state's ADEPT formal evaluation models.
- The district must receive approval from the SCDE prior to implementing any locally designed, alternate model prior to using the model for evaluating teachers.

B. The district will use the following scoring approach for SCTS 4.0.

Contract Levels	Average Approach	Consensus Approach
Induction	<input type="checkbox"/>	<input type="checkbox"/> *
Annual Formative and Summative	<input type="checkbox"/>	<input type="checkbox"/>
Continuing Formative (Comprehensive)	<input type="checkbox"/>	<input type="checkbox"/> *
Continuing Summative	<input type="checkbox"/>	<input type="checkbox"/>

*Selecting "Consensus Approach" for Induction /Continuing Formative indicates an acknowledgement that although these contract levels only require one evaluator, a consensus meeting is expected to occur with this approach. Further, districts acknowledge that the Consensus Approach derives the Final Evaluation Score by averaging the Consensus Scores for Preliminary and Final Evaluation Cycles.

*All ADEPT Special Areas 2020 evaluations follow a consensus scoring approach.

C. SCLead.org usage. The district will require evaluators, classroom-based teachers, and special area educators to use the following SCLead.org ADEPT features.

SCLead.org Usage	Yes	No
Our district manages the evaluation process using SCLead.org (e.g. Evaluators score observations inside SCLead, teachers sign forms inside SCLead)	<input type="checkbox"/>	<input type="checkbox"/>
Our district uses some SCLead.org features (e.g. SLO forms are stored outside SCLead)	<input type="checkbox"/>	<input type="checkbox"/>
Our district will only use the Evaluation Import feature (Contract Level, Next Year Hiring Status, & Evaluation Data)	<input type="checkbox"/>	<input type="checkbox"/>

District Comments *(optional)*

SECTION II: DISTRICT CHOICE MEASURES (REQUIRED, IF APPLICABLE)

Complete only if applying for the use of a locally-developed, aligned evaluation system. If using the state model for evaluation, move to the next section.

☐ The district *WILL* implement one or more District Choice measures for the coming school year. When selecting a *District Choice* option, the district should consider data sources that produce useful information to inform a teacher's professional growth.

Note: Test-score based measures are no longer required as part of the state model for evaluating teachers. In the event your district is electing to use classroom-level value-added data within your evaluation system, indicate that in the table below.

Classroom level, test score based, value-added measures provided by state-contracted vendor	<input type="checkbox"/>
School-wide, test score based, value-added measures provided by state-contracted vendor	<input type="checkbox"/>
Test score measures based on formative assessments or locally procured assessments and calculated by a district-contracted vendor	<input type="checkbox"/>
Surveys of students	<input type="checkbox"/>
District-wide student learning objectives	<input type="checkbox"/>
Teacher self-reflection	<input type="checkbox"/>
Other option (please describe below and attach documentation): Alternate Proposal (must include): <ul style="list-style-type: none"> ● a description of the data source, ● how the evidence will be evaluated, ● the criteria for rating the success of the teacher in meeting that goal, ● justification for how the information will improve teacher professional practice leading to increased student learning, and ● mechanisms for how the school will track the use of the data source and the resulting changes to instruction and student outcomes. 	<input type="checkbox"/>

In the space provided below, please describe how your district will incorporate these measures into the evaluation model and how (if at all) they impact overall evaluation ratings. Make sure to include if the district-choice measure impacts classroom-based teachers and/or special area educators.

Please indicate a weight applied to the district-choice measure as a percentage of the overall evaluation (0-30%). This can be calculated inside SCLead.

_____percent

SECTION III: INDUCTION AND MENTORING PROGRAMS (ONLY UPDATES REQUIRED)

The school district will provide an induction and mentoring program for all beginning classroom-based teachers, school librarians, school counselors, and speech-language professionals in order to increase the effectiveness and promote the retention of novice educators. The district must also provide an induction and mentoring program for International teachers on their first year on an International Certificate in order to provide appropriate support for their unique needs. **Through its induction and mentoring program, the district will provide assistance and support to beginning educators, consistent with the requirements of the 2017 South Carolina Induction and Mentoring Program Implementation Guidelines and the June 18, 2012, Amendments to the ADEPT Statute to include the variable induction-contract period.**

Induction contract teachers will collect evidence of student growth annually. Additionally, these teachers must receive a minimum of 1 full classroom observation per semester with feedback provided at appropriate conference meetings as outlined in ADEPT Guidelines.

☐ No updates. Refer to ADEPT _____ year plan. (ADD DROPDOWN 2018-19, 2019-20, 2020-21)

Training Timeline

- Number of mentors currently trained: _____
- The district ensures all mentors receive South Carolina mentor training by the date of _____.

Please provide a detailed description of the district's Induction and Mentoring Plan to include the following:

1. The purpose and scope of mentoring in your district.
2. The district's procedures for the assignment of mentors to induction and annual contract teachers receiving diagnostic assistance.
3. The district's plan for ensuring the qualifications, training, support, and professional development of mentors.
4. The district's system for collecting feedback on the quality and effectiveness of the Plan from all participants.

SLOs

First-year induction teachers can complete a shortened- interval beginning second semester. This is determined at the district or school level.

☐ First-year induction teachers will complete a full interval SLO beginning in fall.

☐ All district first-year induction teachers will complete a shortened-interval SLO beginning in second semester.

☐ Schools will have the choice to allow first-year induction teachers to complete a shortened-interval SLO beginning in second semester.

Induction and Mentoring Program for Year 1 Teachers

- ☐ The district will implement an Induction and Mentoring Plan for Year 1 teachers to include: an assigned mentor, the school principal or SCTS certified administrative designee (at least one full classroom observation must be conducted per semester), and a Student Learning Objective.

Please describe the district's Induction 1 program. Include when you meet and what topics you address. The beginning of the year discussions should include the following items:

- a. district's policies, procedures, benefits, and calendar;
- b. teacher-oriented and student-oriented services available in the district and the community;
- c. social, cultural, and economic characteristics of the community being served by the district;
- d. services and referral procedures related to special education and EL (English Learner) students;
- e. The SCTS 4.0 rubric or the district's approved teacher evaluation system;
- f. requirements for professional educator certification and certificate renewal; and
- g. the district's approach to mentoring and access to the [2017 Induction and Mentoring Guidelines](https://ed.sc.gov/educators/educator-effectiveness/induction-and-mentoring/2017-induction-and-mentoring-guidelines/) and at <https://ed.sc.gov/educators/educator-effectiveness/induction-and-mentoring/2017-induction-and-mentoring-guidelines/>

Induction Year 2 Teachers

Note: If a district will have **Induction Year 2 teachers**, the plan for evaluating and supporting these teachers must be provided. The district's plan for evaluating their Induction Year 2 teachers *cannot* mimic their Induction and Mentoring Year 1 plan. Please see the requirements of the *Formative Evaluation for Induction-Contract Educators* chart in Appendix B for further guidance. In preparation for formal evaluation, all induction teachers must annually collect evidence of student growth.

- ☐ The district will *NOT* have Induction Year 2 teachers
- ☐ The district will have Induction Year 2 teachers

Please provide a detailed description of the plans to provide support and assistance to Induction 2 teachers.

Induction Year 3 Teachers

Note: If a district will have **Induction Year 3 teachers**, the plan for evaluating and supporting these teachers must be provided. The district's plan for evaluating their Induction Year 3 teachers *cannot* mimic their Induction Year 2 or Year 1 plan. Please see the requirements of the *Formative Evaluation for Induction-Contract Educators* chart in Appendix B for further guidance. In preparation for formal evaluation, all induction teachers must annually collect evidence of student growth.

- ☐ The district will *NOT* have Induction Year 3 teachers
- ☐ The district will have Induction Year 3 teachers

Please provide a detailed description of the plans to provide support and assistance to Induction 3 teachers.

SECTION IV: SLO, GOALS-BASED EVALUATION AND DIAGNOSTIC ASSISTANCE (ONLY UPDATES REQUIRED)

☐ No updates. Refer to ADEPT _____ year plan. (ADD DROPDOWN 2018-19, 2019-20, 2020-21)

A. SLO

Student growth is to be collected annually by all classroom-based teachers. A Student Learning Objective (SLO) is a student academic growth goal that an educator sets for his or her students. SLOs are monitored over a duration of time the students are with the teacher for instruction, which may be most of an academic year, a semester, or quarter depending on the context in which the teacher leads instruction.

SLOs should be supported through a series of conference sessions to include an approval, mid-course and summative conference as outlined in the [SLO Guidebook](#). SLO monitoring and Mid-Course Review Conferences may be streamlined into the Classroom Observation Conferences. Alternatively, the SLO Mid-Course Conference may be incorporated into department, grade-level, PLC, or other collaborative meetings.

Scoring SLOs

☐ The district will be using the state-provided [SLO Scoring Rubric](#).

☐ The district will use a district-created scoring rubric. (District-created rubrics must be included as an attachment with submission of the Expanded ADEPT Plan.)

B. Goals-Based Evaluation

Goals-based evaluation (GBE) is the ongoing professional growth and development phase of ADEPT that is appropriate for educators at the annual-contract and continuing-contract levels who have successfully completed an ADEPT summative evaluation and who do not require an additional summative evaluation. ***Classroom-based teachers undergoing informal (GBE) evaluations will write Student Learning Objectives (SLOs) annually. The SLO can meet the requirement of the Professional Growth and Development component of the GBE process. Separate growth goals for the educator can be set at the employing district's discretion.***

C. Diagnostic Assistance

Districts may provide diagnostic assistance to educators through an Annual Formative contract. A teacher is eligible to receive only one diagnostic assistance year, either the first annual-contract year or the annual-contract year following the teacher's first unsuccessful summative evaluation.

At a minimum, the diagnostic assistance process must meet the requirements of the ADEPT Guidelines in terms of (1) developing an appropriate competence-building professional growth and development plan for the educator, (2) assigning a mentor to assist the educator, (3) providing the appropriate number of observations, and (3) providing appropriate opportunities and time for the educator and the mentor to carry out the provisions of the plan.

Diagnostic Assistance (check one of the following options)

- ☐ The school district will implement the ADEPT Guidelines for providing diagnostic assistance to eligible classroom-based teachers, school librarians, school counselors, and speech language professionals at the annual-contract level.
- ☐ The school district elects not to offer diagnostic assistance.

District Comments about diagnostic assistance (optional)

SECTION V: EXPANDED ADEPT EVALUATION TIMELINE (REQUIRED)

Please submit a copy of your district's upcoming school year calendar along with this plan.

1. *The district is required to disseminate this approved timeline to all educators and evaluators who are involved in the summative and formative evaluation process during the coming school year.*
2. *The district is responsible for developing and disseminating timelines for collecting additional data that apply to special area educators (i.e., school librarians, school counselors, speech-language professionals) if any of these educators are undergoing summative or formative evaluation in the district during the coming school year.*

Note: Districts opting to use an alternate evaluation instrument must use the same evaluation timeline dates for implementation. All participants in the evaluation process must be given a copy of the appropriate evaluation timeline.

District Calendar	Date
Beginning date for teachers	
Beginning date for students	
Prerequisites (These activities must be accomplished <i>prior to</i> the beginning of the preliminary evaluation cycle.)	Date
Training of all evaluators on the district approach to Expanded ADEPT? Number of teacher evaluators currently SCTS trained? Number of teacher evaluators currently SCTS certified? Number of speech language professional evaluators currently certified? Number of school librarian evaluators currently certified? Number of school counselor evaluators currently certified? How will you train new evaluators for the coming year? (Select all that apply) District-led training Multi-district or consortium-led training SCDE training	
Date of refresher training for evaluators who are unsuccessful on the certification exam (if needed)	
Deadline to train all principals on the district approach to Expanded ADEPT	
Evaluator selection, assignment(s), and briefings	
Deadline for orientation(s) for educators scheduled for formative and summative evaluations <i>(Educators on GBE evaluation types may be oriented to the process as a part of their preliminary approval conference.)</i>	
Deadline for orientation(s) of all educators, on the district approach to Expanded ADEPT	
Date(s) for full one-day teacher orientation to SC Teaching Standards 4.0 Rubric for teachers undergoing first summative evaluation <i>(presentation must be aligned with one-day teacher training slides on SC ADEPT Support Portal; may also be integrated into district Induction Program.)</i>	

Evaluation Calendar

Preliminary Evaluation Cycle (Minimum length* = 45 student attendance days, beginning <i>after</i> the date that the teachers receive their orientation.)		Date
Beginning date of the Preliminary Evaluation Cycle <i>(Must be <u>after</u> the teacher orientation.)</i>		
Deadline for conducting Beginning of Year Conferences (SLO, GBE, etc.)		
Ending date for classroom observations		
Deadline for conducting Preliminary Evaluation Consensus Meetings <i>(required for Consensus Approach only)</i>		
Deadline for conducting Middle of Year Conferences <i>(SLO, GBE, etc.)</i>		
Deadline for conducting Preliminary Evaluation Conferences with teachers <i>(required for Consensus Approach only)</i>		
Final Evaluation Cycle (Minimum length* = 45 student attendance days, beginning <i>after</i> the date that the teachers' Preliminary Conferences have been held.)		Date
Beginning date of the Final Evaluation Cycle		
Ending date for classroom observations		
Deadline for conducting Final Evaluation Consensus Meetings <i>(required for Consensus Approach only)</i>		
Deadline for conducting End of Year Conferences (SLO, GBE, etc.)		
Deadline for conducting Final Evaluation Conferences with teachers (may be combined with SLO/GBE End of Year Conferences as appropriate)		

SECTION VI: ADDITIONAL PROGRAMS (ONLY UPDATES REQUIRED)

☐ No updates. Refer to ADEPT _____ year plan. (ADD DROPDOWN 2018-19, 2019-20, 2020-21)

- A. Charter Schools.** A charter school may elect to participate in the ADEPT system under the sponsorship of a public school district. If the charter school elects to implement the ADEPT system, the following requirements apply:
- The contract between the charter school and its sponsoring school district must include an ADEPT provision. The ADEPT provision must address the charter school's responsibilities for ensuring the fidelity of implementation of the ADEPT system. The ADEPT provision also ***must address the district's responsibilities in terms of staff training and program implementation.*** At a minimum, the district must agree to disseminate all ADEPT-related information from the SCDE to the charter school and to **report charter school teacher data to the SCDE.**
 - All certified teachers in the charter school must be assisted and evaluated in accordance with the sponsoring school district's approved ADEPT plan (Sections I–VI). If the charter school does not issue teacher contracts, each teacher's ADEPT requirements must be determined based on the teacher's prior experience and ADEPT history.

Charter School Participation (*Check one of the following options.*)

- ☐ There are no charter schools that will participate in the district's ADEPT plan.
- ☐ There are charters in the district, but they will *NOT* participate in the district's ADEPT plan or in the district's SCLead.org required end-of-year reporting (*Please list those charter schools below.*)

Name of the Charter School(s) Not Participating in ADEPT Process

- ☐ The district has entered into a formal agreement, consistent with Section XI.C. of the ADEPT regulation (R 43-205.1), to have the following charter schools participate in the district's ADEPT plan: (*Please list all participating charter schools in the chart below.*)

Name of the Charter School	SCTS 4.0	Alternative Evaluation Model
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

B. Career and Technology Education (CATE) Centers. *(Check one of the following options.)*

- ☐ There are no CATE centers in the district.
- ☐ There are CATE centers in the district, but they will *NOT* participate in the district's ADEPT plan or in the district's SCLead.org reporting. *Please list the centers below.*
- ☐ The following CATE centers will participate in the district's ADEPT plan and/or in the district's SCLead.org reporting: *(Please list all CATE centers for which the district will assume ADEPT-related responsibilities.)*

Name of the CATE Centers Participating in ADEPT Process

C. Residential Treatment Facility Participation *(Check one of the following options.)*

- ☐ There are no residential treatment facilities in the district that will be included in the district's ADEPT plan.
- ☐ The following residential treatment facilities will participate in the district's ADEPT plan and/or in the district's SCLead.org reporting: *(Please list all residential treatment facilities for which your district will assume ADEPT-related responsibilities.)*

Name of the Residential Treatment Facilities Participating in ADEPT Process

D. Additional Comments.

(Optional)

Include additional comments, if any, regarding the district's proposed ADEPT Plan.

SECTION VII: CONTINUOUS IMPROVEMENT (REQUIRED)

A. Continuous Improvement

Per Expanded ADEPT system guidelines, a district's evaluation and improvement plan must include responses to the following. *Providing this data to the SCDE is critical to system changes over time.*

1. Collecting Feedback on Expanded ADEPT Implementation

A) Briefly describe how your district gathers data and monitors the fidelity of implementation of Expanded ADEPT. What reflections do you have on the past year of SCTS implementation?

B) Briefly describe your district's plan and process for gathering feedback on the effectiveness of implementation of Expanded ADEPT in general.

C) Briefly describe your district's plan and process for gathering feedback on the effectiveness of its Induction and Mentoring Program specifically.

2. Improving Based on Feedback

Feedback *must* be used to craft the district's Expanded ADEPT plan. Examples of possible data sources include teacher and mentor surveys, observation data, walkthrough data, SLO data, SCLead.org reports, etc. Provide examples of data sources used.

A) Based on feedback, what are the district's overall strengths in terms of using the current ADEPT system to promote teaching performance and effectiveness?

B) Based on feedback, what are your district's opportunities for improvement and plans for implementing those improvements? Be sure to reflect on support of the growth, performance, and effectiveness of induction, annual, and continuing-contract teachers.

APPENDIX A: FORMAL SUMMATIVE EVALUATION REQUIREMENTS

State-recognized uses of ADEPT **summative evaluation** results include the following:

1. **License Advancement.** Educators at the annual-contract level must successfully complete an ADEPT summative evaluation in order (1) to advance to a professional teaching **license** and (2) to be eligible for employment under a continuing contract.
2. **License Suspensions.** The State Board of Education must suspend the **license** of any educator who fails two ADEPT summative evaluations at the annual-contract level, consistent with Regulation 43-205.1 (Section IV.D.4).
3. **Local Employment Decisions.** Educators at the continuing-contract level may be formally evaluated at the discretion of the school district, upon timely receipt of written notification, in accordance with the applicable ADEPT Statutes, Regulation, and Guidelines.
4. **Feedback to Educator Preparation Programs.** Educators' ADEPT formal (summative) evaluation results are used to rate the effectiveness of teacher preparation programs at colleges and universities throughout the state.
5. **Identification of Educator Professional Development Needs.** Professional development needs of the educator will be gleaned from the observation outcomes agreed upon by members of the evaluation and support team.

The following district requirements apply to summative evaluations:

1. An **evaluation team** must be appointed for each educator who is scheduled for summative evaluation. All evaluation team members must be qualified, appropriately trained, and certified. Each evaluation team must consist of a minimum of two members. One evaluator must be a school or district administrator or supervisor, and at least one member of the evaluation team must possess knowledge of the content taught by the teacher who is being formally evaluated. Additionally, a minimum of three evaluators is required for teachers scheduled to undergo highly consequential summative evaluations (i.e., annual-contract teachers who are undergoing their second summative evaluations and annual-contract teachers who are returning to the field following Expanded ADEPT-related state sanctions and are undergoing their final required summative evaluations).
2. Every educator who is scheduled to undergo a summative evaluation must receive a **comprehensive orientation** prior to the beginning of the evaluation process.
3. The summative evaluation process must be based on **multiple sources of evidence**. Evidence must be collected and documented over time.
4. Every educator who undergoes a summative evaluation must receive the following conferences during the evaluation year: SLO conferences, pre- and post-observation conferences, and final evaluation conference. SLO conferences and observation conferences may be combined. Districts using the consensus approach will also include an evaluation conference at the conclusion of the Preliminary Evaluation Cycle.

APPENDIX B: RESOURCES

- [South Carolina Teaching Standards](#)
- [SCTS Forms](#)
- [South Carolina Induction and Mentoring Program Guidelines \(2017\)](#)

<p style="text-align: center;">ADEPT Plan: Addendum Equitable Access to Effective Teachers</p>
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ADEPT Plan Addendum A: Equitable Access to Effective Teachers

Thank you for taking the time to complete this questionnaire. Our goal is to support you in ensuring that all students in South Carolina have equitable access to highly effective teachers and leaders. In order to recruit and retain great teachers and leaders across all schools and classrooms, we recognize the need to examine data to identify gaps so that our reality drives our solutions. We know that your responses will inform the kind of supports that we offer but will also help you as you reflect with your team and plan for the coming year.

Review the 2020-21 Effectiveness Human Capital (Schools) ADEPT report in SCLead.org and use it to respond to the following items:

1. Identify the school(s) with the lowest percentage of Teachers Effective. What do you know about this/these school(s) that allows this to be the situation? How are principals in these schools being supported by the district?
2. Identify the school(s) with the largest percentage of induction teachers. What do you know about this/these school(s) that allows this to be the situation?
3. Identify the school(s) with a Tier 1 Principal. What supports for teacher effectiveness might need to be different for those schools?
4. What strategies are currently in place to address the disparities between our schools with higher percentages of effective teachers and those with lower percentages?
5. Are there any district processes regarding how teachers are assigned to schools that contribute to students to having less access to effective teachers?
6. What steps or adjustments can be made immediately and throughout this year to improve equitable access, even modestly?