



Nazareth Area School District Federal Programs Educator Distribution Analysis and Plan

2023-2024 School Year

Dr. Isabel C. Resende, Assistant Superintendent Phone Number: (610) 759-1170 ext 1102
e-mail address: iresende@nazarethasd.org

Purpose: Local Education Agencies (LEAs) that accept Title I funding are required by the Every Student Succeeds Act (ESSA) of 2015 to conduct an analysis using the categories below and develop a 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, or who are teaching out-of-field.

Nazareth Area School District Federal Programs Educator Distribution Analysis: LEA data from the Pennsylvania Department of Education Teachers and Principals Survey completed in January 2023 and the Accuracy Certification Statement of October 2022 were utilized as the data source to complete the following analysis

- o School Name
- o School Accountability School Improvement Status:
 - Title I Designation and Targeted Support and Improvement School (TSI)
- o School Poverty Percentage
- o School Minority Percentage
- o Number and percentage of appropriately certified teachers (i.e., teachers who teach in their certificated areas)
- o Number and percentage of out-of-field teachers (i.e., teachers who are assigned to teach outside of their certificated area; includes emergency permit holders)
- o Number and percentage of teachers, who are “not new” to the profession (i.e., teachers, who have three or more full academic years of teaching experience in a public school).
- o Number and percentage of teachers, who are “new” to the profession” (i.e., teachers, who have less than three full academic years of teaching experience in a public school)
- o Number and percentage of ineffective classroom teachers (i.e., teachers, who received a “failing” rating on PDE 82-1 form; if an LEA uses a PDE-approved alternative teacher evaluation form, report the numbers and percentages of classroom teachers, who received the lowest rating)

Analysis

| 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 | | "Not New" Professional Staff | | | 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 | |
|--|---------------------------------|--|---|---|--|---|---|---|--|--|---|--------------------------------|----------------------------|--------------------------------|--|---|---|--|---|---|--|--|
| | | # Poverty Children | % of Poverty Children in student population | % of Poverty Children Taught by Appropriately Certified Teachers | # Minority Children | % of Minority Children in Student Population | % of Minority Children Taught by Appropriately Certified Teachers | # Poverty Children Taught by Out-of-Field Teachers | % Poverty children taught by out-of-field teachers | # Minority children taught by out-of-field teachers | % Minority children taught by out-of-field teachers | # of Not New Prof. Staff | # of New Prof. Staff | % Not New Prof. Staff | # Poverty Children Taught by Teachers New to the Profession | % Poverty Children Taught by Teachers New to the Profession Out of Total # of Students | # Minority Children Taught by Teachers New to the Profession | % Minority Children taught by teachers new to the profession out of the total number of students | # Poverty Children Taught by Ineffective Teachers | % Poverty Children Taught by Ineffective Teachers | # Minority Children Taught by Ineffective Teachers | % Minority Children taught by Ineffective Teachers |
| Kenneth N Butz Jr Elementary School | NA | 115 | 21% | 100% | 88 | 16% | 100% | 0 | 0% | 0 | 0% | 28 | 5 | 85% | 19 | 3.4% | 17 | 3.1% | 0 | 0% | 0 | 0% |
| Lower Nazareth Elementary School | NA | 128 | 21% | 100% | 164 | 26% | 100% | 0 | 0% | 0 | 0% | 38 | 2 | 95% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Nazareth Area High School | NA | 406 | 25% | 100% | 332 | 21% | 100% | 0 | 0% | 0 | 0% | 94 | 4 | 96% | 62 | 3.9% | 61 | 3.8% | 0 | 0% | 0 | 0% |
| Nazareth Area Intermediate School* | Schoolwide Title I | 213 | 28% | 93% | 186 | 25% | 92% | 15 | 7% | 15 | 8% | 59 | 5 | 92% | 35 | 4.7% | 39 | 5.2% | 0 | 0% | 0 | 0% |
| Nazareth Area Middle School | NA | 187 | 24% | 100% | 147 | 19% | 100% | 0 | 0% | 0 | 0% | 58 | 5 | 92% | 35 | 4.5% | 28 | 3.6% | 0 | 0% | 0 | 0% |
| Shafer Elementary School* | Schoolwide Title I | 196 | 35% | 100% | 148 | 27% | 100% | 0 | 0% | 0 | 0% | 43 | 4 | 91% | 24 | 4.3% | 18 | 3.2% | 0 | 0% | 0 | 0% |

Summary Findings

Teacher Experience and Effectiveness

For the 2023-2024 school year, 93% of the district teachers were considered “not new” by having three or more full years of public school teaching experience. District-wide, there are 25 teachers who taught in a public school for less than three full years. A review of our Title I schools indicates that 91% of teachers at Shafer Elementary School are considered experienced or “not new”, and 92% of the Nazareth Area Intermediate School teachers are considered experienced or “not new”. In total, there are 9 new teachers across the two Title I buildings. No teacher across the district was rated as an ineffective teacher or teaching out-of-field. The results of this analysis indicates no difference in the percentages of ineffective or out-of-field teachers between schools with higher numbers of minority and poverty students when compared to schools with lower numbers of minority and poverty students. All minority and poverty students (100%) across all buildings are taught by effective and appropriately certified teachers.

The percentage of inexperienced teachers teaching poverty and minority students between schools ranges from 85% to 96%. The schools with the highest percentage of poverty students are in the average range in terms of percentage of experienced teachers (not new teachers). The school with the lowest percentage of poverty students has the highest percentage of new professional staff. Therefore, poverty students across all buildings are not disproportionately taught by new teachers. The school with the highest percentage minority population (SES) also has the highest percentage of poverty students. This is also a Title I building. In summary, low-income and minority children enrolled in Title I schools are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.

Professional Development

Nazareth Area School District's goal for professional development is to provide professional growth opportunities for staff to enable them to meet the district expectation related to their duties and responsibilities, ensure currency in their field, increase their knowledge base, enhance skills and competencies and improve their practice. As a result, the professional development plan offers the opportunity for members of the staff to obtain both the skills and practices associated with these focus areas. The plan includes the following requirements:

- Three six-hour days are offered in August and November.
- Flex opportunities are offered for teachers and professional staff through workshops, micro-credentials, professional learning community participation, book studies and/or curriculum development. Teachers acquiring 9 hours of flex are not required to participate in corresponding in-service days built into the school calendar at the end of the school year.
- Six (6) after-school sessions of 1.5 hours each are planned to focus on curriculum development, after-school workshops, and professional learning communities

In addition to the professional development opportunities outlined above, the Nazareth Area School District has partnerships with local universities to offer and promote graduate programs in teaching and learning.

Induction

The goals of the Nazareth Area School District Educator Induction Program (EIP) are to provide each inductee with a general orientation to the Nazareth Area School District and to increase his/her knowledge and improve his/her teaching skills. A four-day orientation program is presented by district staff prior to the beginning of each school year in August.

The orientation session includes presentations on high-yield instructional practices, student exceptionalities and referrals, observation and evaluation of professional personnel, and current issues in education. Ongoing activities throughout the year focus on any other activities deemed appropriate to familiarize the inductees with the Nazareth Area School District. In addition to the activities designed specifically for the inductees to demonstrate growth and reflection, each inductee participates in the district's professional development plan.

Student Demographics

The Nazareth Area School District is located near the eastern border of Pennsylvania, in Northampton County. The District is immediately north and west of the cities of Bethlehem and Easton, and includes the Boroughs of Nazareth, Stockertown, and Tatamy, and the Townships of Bushkill, Upper Nazareth, and Lower Nazareth. The School District is a combination of rural and suburban areas with farming, industrial, and professional work sites throughout the area.

Student enrollment as of the first day of school in the 2023-2024 school year was approximately 4,929. There are six buildings in the District: three elementary buildings; an intermediate school; a middle school; and a high school. The elementary schools include grades K-4, with an enrollment of 1,774. The intermediate school services students in grades 5-6, with an enrollment of 758. The middle school houses grades 7 and 8, with an enrollment of 742. The high school includes grades 9-12, with an enrollment of 1,655. The majority of the students, 78.1%, in the Nazareth Area School District have identified as White Non-Hispanic; 0.1% Native Hawaiian or Pacific Islander; 5.5 % Asian; 2.2% Black or African-American; 10.5 % Hispanic; 0.1% American Indian/Alaskan Native; and 3.5% Multi-Racial.

Intra-School Placement

The Nazareth Area School District ensures that there are heterogeneous groupings of students within the buildings. When building principals are assigning students to their teachers and classrooms, they ensure that economically disadvantaged students and minority students are not disproportionately taught at higher rates than other students by inexperienced, unqualified and/or out-of-field teachers.

Recruiting and Staffing

Future strategies to ensure that economically disadvantaged students and minority students are not taught at higher rates than other students by inexperienced, unqualified and/or out of field teachers include:

1. Continue to work with local universities and colleges to develop quality professional growth opportunities through graduate coursework.
2. Provide tuition reimbursement for teachers to encourage them to pursue additional study.
3. Provide high-quality professional development opportunities that are aligned with national and state curriculum standards.
4. Utilize experienced teachers as resources through mentoring, curriculum writing, and professional development.
5. Assign teachers to areas they are highly qualified.

6. Continue to align the recruitment, selection, induction, supervision, and professional development programs. Teacher turnover within the Nazareth Area School District is not currently an area of concern. The high retention rate of staff members has enabled our schools to experience consistency in implementing classroom, curriculum, and district-wide initiatives.

Monitoring

The Nazareth Area School District follows this Plan to ensure that all students (Title I, low-income, ethnicity, special, and regular education) are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. In order to ensure that poor and minority students are not taught at higher rates than other students by “not new teachers”, unqualified and/or out-of-field teachers, the District reviews, revises, and monitors the District analysis.

Signatures:

Dr. Richard Kaskey

Superintendent of schools

10 / 24 / 2023

Date

Isabel Resende

Assistant Superintendent of schools

10 / 24 / 2023

Date

Scott Breidinger

Principal, Nazareth Area High School

10 / 24 / 2023

Date

Dr. Robert Bauder

Principal, Nazareth Area Middle School

10 / 24 / 2023

Date

Dr. Joseph Yaneek

Principal, Nazareth Area Intermediate School

10 / 24 / 2023

Date

Mr. William Mudlock

Principal, Shafer Elementary School

10 / 24 / 2023

Date

Mr. Michael Santos

Principal, Lower Nazareth Elementary School

10 / 24 / 2023

Date

Ms. Kelly Apruzzi

Principal, Kenneth Butz Elementary School

10 / 24 / 2023

Date

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Signer

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Signature

Ms. Kelly Apruzzi

Email: kapruzzi@nazarethasd.org

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Signed:

24 Oct 2023 16:21:54 UTC

Ms. Kelly Apruzzi

IP address: 216.162.112.162

Location: Nazareth, United States

Mr. Michael Santos

Email: msantos@nazarethasd.org

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Signed:

24 Oct 2023 16:22:37 UTC

Mr. Michael Santos

IP address: 216.162.112.162

Location: Nazareth, United States

Mr. William Mudlock

Email: wmudlock@nazarethasd.org

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Mr. William Mudlock

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Location: Nazareth, United States

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Dr. Robert Bauder

Email: rbauder@nazarethasd.org

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Dr. Robert Bauder

IP address: 216.162.112.162

Location: Nazareth, United States

Joseph Yanek

Email: jyanek@nazarethasd.org

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24 Oct 2023 16:24:27 UTC

Dr. Joseph Yanek

IP address: 216.162.112.162

Location: Nazareth, United States

Isabel Resende

Email: iresende@nazarethasd.org

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Isabel Resende

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Dr. Richard Kaskey

Email: rkaskey@nazarethasd.org

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Dr. Richard Kaskey

IP address: 216.162.112.162

Location: Nazareth, United States

Scott Breidinger

Email: sbreidinger@nazarethasd.org

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Scott Breidinger

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