



# Nazareth Area School District Federal Programs Educator Distribution Analysis and Plan

2022-2023 School Year

Dr. Isabel C. Resende, Assistant Superintendent Phone Number: (610) 759-1170 ext 1102  
e-mail address: [iresende@nazarethasd.org](mailto: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 2022 and the Accuracy Certification Statement of October 2021 were utilized as the data source to complete the following analysis

- School Name
- School Accountability School Improvement Status:
  - Title I Designation and Targeted Support and Improvement School (TSI)
- School Poverty Percentage
- School Minority Percentage
- Number and percentage of appropriately certified teachers (i.e., teachers who teach in their certificated areas)
- 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)
- 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).
- 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)
- 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 of “Not New Prof. Staff”	Number of New Prof. Staff	Percentage Not New Prof. 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	
Kenneth N Butz Jr Elementary School	NA	102	18%	86	15%	0	0	24	5	83%	12	2.10%	15	2.70%	0	0%	0	0%
Lower Nazareth Elementary School	NA	99	16%	177	29%	0	0	27	6	82%	38	6.20%	35	5.70%	0	0%	0	0%
Nazareth Area High School	NA	327	21%	305	19%	0	0	99	1	99%	0	0%	0	0%	0	0%	0	0%
Nazareth Area Intermediate School *	Schoolwide Title I	144	21%	141	20%	0	0	71	7	91%	51	7.30%	43	6.00%	0	0%	0	0%
Nazareth Area Middle School	NA	178	22%	149	19%	0	0	58	2	97%	0	0%	0	0%	0	0%	0	0%
Shafer Elementary School *	Schoolwide Title I	197	34%	149	26%	0	0	46	3	94%	22	3.80%	56	9.80%	0	0%	0	0%

## Summary Findings

### Teacher Experience and Effectiveness

For the 2022-2023 school year, 93.4% of the district teachers were considered “not new” by having three or more full years of public school teaching experience. District-wide, there are 24 teachers who taught in a public school for less than three full years. A review of our Title I schools indicates that 94% of teachers at Shafer Elementary School are considered experienced or “not new”, and 91% of the Nazareth Area Intermediate School teachers are considered experienced or “not new”. In total, there are 10 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 number 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 82% to 99%. The schools with the highest number of poverty students also have the highest number of experienced teachers (not new teachers).

Therefore, poverty students across all buildings are not disproportionately taught by new teachers. The school with the highest minority population (LNEs) also has the highest socio-economic status, and though the percentage of experienced teachers is the lowest in the district it is still 82% and equivalent to the other non-Title I elementary school (KBES). The elementary school with the second highest number of minority students (SES) is a Title I building and has the highest percentage of experienced teachers among elementary buildings. 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.
- ☐ Eight (8) 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 2022-2023 school year was approximately 4,874. 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 1,726. The intermediate school services students in grades 5-6, with an enrollment of 759. The middle school houses grades 7 and 8, with an enrollment of 776. The high school includes grades 9-12, with an enrollment of 1,613. The majority of the students, 80.8%, in the Nazareth Area School District have identified as White Non-Hispanic; 0.1% Native Hawaiian or Pacific Islander; 4.7% Asian; 2.1% Black or African-American; 9.0% Hispanic; 0.1% American Indian/Alaskan Native; and 3.2% 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 / 10 / 2022

\_\_\_\_\_  
Date

*Dr. Isabel Resende*

\_\_\_\_\_  
Assistant Superintendent of schools

10 / 07 / 2022

\_\_\_\_\_  
Date

*Mr. Alan Davis*

\_\_\_\_\_  
Principal, Nazareth Area High School

10 / 07 / 2022

\_\_\_\_\_  
Date

*Dr. Robert Bauder*

\_\_\_\_\_  
Principal, Nazareth Area Middle School

10 / 07 / 2022

\_\_\_\_\_  
Date

*Dr. Joseph Yauk*

\_\_\_\_\_  
Principal, Nazareth Area Intermediate School

10 / 07 / 2022

\_\_\_\_\_  
Date

*Mr. William Mudlock*

Principal, Shafer Elementary School

10 / 07 / 2022

Date

*Mr. Michael Santos*

Principal, Lower Nazareth Elementary School

10 / 11 / 2022

Date

*Ms. Kelly Apruzzi*

Principal, Kenneth Butz Elementary School

10 / 07 / 2022

Date