

EQUITY SCHOOLS (2009-12)

Excellence and Quality Unite In Transforming Youth

A collectively bargained school improvement process between the Evansville Teachers Association and the Evansville Vanderburgh School Corporation

Demographics of the targeted students

	Free and Reduced Lunch	White	Black	Hispanic	Multiracial
Elementary 1	93%	74%	13%	2%	12%
Elementary 2	94%	42%	41%	4%	13%
Middle School	81%	54%	33%	3%	10%

Elementary School 2 and Middle School were in the lowest category of schools based on the state differentiated accountability model adopted to meet NCLB requirements. Elementary 1 was in the next level of need.

Nature of the intervention and Association role

At the bargaining table the school administration expressed concern about the fate of the schools placed in the lowest category of differentiated accountability. The EQUITY project was jointly developed at the bargaining table and subsequently ratified by the membership and approved by the Board of School Trustees. The full text of the contract language is included on the last page of this handout.

The bargained agreement includes:

The establishment of An EQUITY Academy

- Teacher volunteers selected to participate in the academy.
- Demonstrated mastery of the academy curriculum required to apply to teach in an EQUITY school.
- Teachers and administrators from non-EQUITY schools could apply to be accepted into the academy.
- Teachers and administrators from EQUITY schools are automatically enrolled in the academy unless an individual removes him/herself. Successful completion of the academy curriculum required to teach in an EQUITY school.
- Openings in the EQUITY schools filled by voluntary transfers (as defined in the contract) from academy graduates.
- PD rate paid for all academy classes; academy stipend of \$1,000 paid to all graduates.
- Separate teacher, administrator, and counselor tracks.

- Academy curriculum:
 - Using data to build curriculum
 - Backward design for assessment and instruction
 - Developing activities for the classroom
 - Interdisciplinary planning
 - Cultural competency
 - Quality lesson development
 - Seamless integration of technology

Increased autonomy of identified schools

- Staff decisions regarding extending the school year for students and teachers, waivers for regulations, school design and governance, and resource allocations
- Resulted in embedded coaching models, PLCs, etc. being implemented and allowed teacher-leaders to emerge as catalysts for change in the schools

Association Role

The contract language includes a provision that either side can stop the process should it be determined necessary. The Association continued to be a partner in the process through an EQUITY Team made up of Association leadership and school administration. Issues and concerns were brought to the Team and consensus was used to determine outcome and directions.

Results

The tables below demonstrate the growth in the percentage of students at EQUITY schools passing state standardized tests in English/Language Arts and Mathematics compared to district-wide results from 2009-2012.

ELEMENTARY 1

	Grade 3		Grade 4		Grade 5		School-wide	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
2009	52.4%	47.6%	48.2%	49.4%	50.6%	53.2%	50.4%	50.0%
2010	55.2%	36.8%	55.6%	40.3%	44.2%	44.2%	51.7%	40.3%
2011	59.2%	49.3%	80.8%	70.5%	48.4%	74.2%	63.8%	64.5%
2012	77.8%	45.3%	79.0%	61.3%	63.4%	79.3%	66.0%	63.9%
Growth	25.4%	-2.3%	30.8%	11.9%	12.8%	26.1%	15.6%	13.9%

ELEMENTARY 2

	Grade 3		Grade 4		Grade 5		School-wide	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
2009	55.1%	46.9%	42.6%	22.2%	35.8%	43.4%	44.2%	37.2%
2010	46.6%	50.0%	46.2%	38.5%	41.2%	52.9%	44.7%	47.2%
2011	55.1%	61.2%	61.9%	47.7%	52.6%	61.5%	56.6%	56.8%
2012	60.0%	52.7%	46.0%	52.0%	55.7%	64.5%	52.9%	54.0%
Growth	4.9%	5.8%	3.4%	29.8%	19.9%	21.1%	8.7%	16.8%

DISTRICT

	Grade 3		Grade 4		Grade 5		District-wide	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
2009	70.0%	66.6%	64.3%	58.9%	63.9%	63.6%	62.9%	60.6%
2010	73.3%	67.1%	68.3%	63.7%	63.5%	71.0%	64.8%	63.8%
2011	78.7%	70.0%	76.3%	68.7%	68.0%	81.1%	68.8%	68.3%
2012	79.3%	70.4%	74.0%	67.4%	72.8%	77.1%	69.5%	68.8%
Growth	9.3%	3.8%	9.7%	8.5%	8.9%	13.5%	6.6%	8.2%

MIDDLE SCHOOL

	Grade 6		Grade 7		Grade 8		School-wide	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
2009	39.4%	40.2%	43.3%	35.3%	47.6%	45.5%	43.6%	40.3%
2010	41.4%	37.9%	36.5%	38.9%	42.1%	33.8%	40.1%	36.7%
2011	47.1%	40.8%	39.5%	35.3%	52.4%	42.3%	46.7%	39.7%
2012	43.2%	46.8%	45.8%	45.9%	48.8%	51.2%	46.1%	48.1%
Growth	3.8%	6.6%	2.5%	10.6%	1.2%	5.7%	2.5%	7.8%

DISTRICT

	Grade 6		Grade 7		Grade 8		District-wide	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
2009	59.8%	58.5%	60.0%	58.6%	59.8%	57.7%	62.9%	60.6%
2010	60.5%	60.7%	62.5%	60.6%	60.2%	59.7%	64.8%	63.8%
2011	64.2%	64.6%	63.1%	63.0%	61.6%	62.6%	68.8%	68.3%
2012	69.1%	70.5%	61.3%	64.0%	59.3%	62.9%	69.5%	68.8%
Growth	9.3%	12.0%	1.3%	5.4%	-0.5%	5.2%	6.6%	8.2%

Collective Bargaining Agreement Language

The following page includes the ratified language that appeared in the collective bargaining agreement for EQUITY Schools.

EQUITY SCHOOLS-- WHERE EXCELLENCE AND QUALITY UNITE IN TRANSFORMING YOUTH

203. The components of the EQUITY School Project are as follows:
- I. EQUITY Schools
 - a. Schools will be identified by use of a rubric.
 - b. The identified schools are:
 - i. Delaware Elementary School
 - ii. Howard Roosa Elementary School
 - iii. McGary Middle School
 - c. The number of schools was limited to three due to EVSC's capacity to adequately support them.
 - II. EQUITY Academy
 - a. Academy content:
 - i. Using data to build curriculum
 - ii. Developing activities for the classroom
 - iii. Interdisciplinary planning
 - iv. Cultural competency
 - v. Quality curriculum development
 - vi. Seamless integration of technology through the use of student netbooks
 - b. The academy will have teacher, administrator, and counselor tracks.
 - c. Teachers and administrators from EQUITY schools are automatically enrolled in the academy unless an individual removes him/herself.
 - d. Teachers and administrators from non-EQUITY schools may apply to be a part of the academy. Selection will be based upon a rubric.
 - e. PD rate will be paid for all academy classes.
 - f. Completion of the academy and demonstrated mastery of the academy curriculum will be required to apply to teach in an EQUITY school. Mastery will be identified by a rubric.
 - g. An academy mastery stipend of \$1,000 will be paid to all graduates.
 - h. Teachers from EQUITY schools may remain after successful completion of the academy.
 - i. Openings in the EQUITY schools will be filled by voluntary transfers (as defined in the contract) from academy graduates.
 - III. Autonomy of EQUITY schools
 - a. The EQUITY staff of each school will determine
 - i. Length of the school year
 1. Student days will increase a minimum of 10 and a maximum of 20
 2. Teacher days will increase a minimum of 15 and a maximum of 25 (days beyond student days will be used as data/collaborative days)
 3. All teacher days beyond 183 will be paid at the daily rate (see the table below)
 - ii. Waivers for regulations
 - iii. School design and governance
 - iv. Resource allocations
 - IV. ETA and EVSC may unilaterally withdraw from the EQUITY process for the following school year thus ending the EQUITY program.