



Arts Academy Charter School
Teacher Equity Plan
2025-2026 School Year
August 18, 2025

Karl J. Eisenhart, Executive Director
610.351.0234 ext. 506
keisenhart@aacms.org

1. Analyze how teachers are assigned to teach minority and poor students based on the following data; use the descriptions for important terms found on page three:

- School improvement status
- School poverty percentage
- School minority percentage
- Number and percentage of minority and poverty children taught by teachers who are appropriately certified
- Number and percentage of minority and poverty children taught by teachers who are teaching out-of-field
- Number and percentage of minority and poverty children taught by teachers who are new to the profession
- Number and percentage of minority and poverty children taught by teachers who are not new to the profession
- Number and percentage of minority and poverty children taught by teachers who are ineffective in their classroom performance

EQUITY PLAN WORKSHEET

Category	Number Percentage		Notes
School Improvement Status	—	—	No designation
School Poverty Percentage	183	62%	Based on economically disadvantaged enrollment
School Minority Percentage	244	82%	Includes all federally reported subgroups
Minority & Poverty Students Taught by Appropriately Certified Teachers	21	67%	Core content teachers are certified
Minority & Poverty Students Taught by Teachers Teaching Out-of-Field	1	.03%	Out-of-field assignments remain limited
Minority & Poverty Students Taught by Teachers New to the Profession	11	35%	New teachers defined as 0–3 years of experience
Minority & Poverty Students Taught by Teachers Not New to the Profession	20	65%	Majority of staff have 4+ years of experience
Minority & Poverty Students Taught by Teachers Rated Ineffective	0	0%	No ineffective teachers reported

Arts Academy Charter Middle School (AACMS) is now in its 14th year of operation and continues to maintain a strong, experienced instructional staff. While the years following COVID brought a higher percentage of new teachers into the profession statewide, AACMS has successfully stabilized its workforce. Most of the teachers who joined the school during its early years in 2012 have remained in the field, and the majority of our current faculty now possess 7 or more years of teaching experience. Several have over 15 years of experience, contributing to a well-established and highly capable instructional team.

AACMS maintains an aggressive and responsive Professional Development (PD) program designed to meet the evolving needs of students and staff. Professional learning is informed by:

- student performance data,
- assessment trends,
- classroom observations, and
- curriculum and instructional priorities identified through multiple feedback channels.

In addition to in-house PD, the school supports teacher participation in external workshops, conferences, and specialized training, ensuring staff remain current with best practices in instruction, assessment, and adolescent development.

The number and percentage of non-highly qualified teachers at AACMS remains below the threshold permitted for charter schools. All teachers in core academic content areas are appropriately certified and/or highly qualified. The school is intentional in ensuring that no inequities exist in teacher assignment. Students at each grade level are taught by teachers with comparable levels of experience and certification. For example:

- Mathematics is taught by three teachers, two of which have 4–7 years of middle-level math experience, ensuring consistency in instructional quality across grade levels.
- Science instruction is delivered by two certified science teachers who meet for a common planning time to ensure uniformity in curriculum delivery.
- English Language Arts follows a similar model, whereas teachers meet for a common planning time to ensure uniformity in curriculum delivery.

This structure ensures that all students have equitable access to experienced, qualified educators, regardless of class assignment. AACMS remains committed to maintaining a stable, well-trained faculty and to providing ongoing professional learning that directly supports student achievement and instructional excellence.

2. Identify schools where possible inequities exist based on minority or poverty status of students.

Based on an analysis of teacher assignment data, AACMS does not demonstrate inequities in access to qualified, experienced, or effective teachers for minority or economically disadvantaged students. Minority and poverty-identified students have equitable access to appropriately certified and experienced teachers, with limited exposure to out-of-field or new teachers and no exposure to ineffective teachers. Therefore, AACMS is not identified as having possible inequities based on minority or poverty status.

Core Academic Subjects and Grades with Teacher Vacancies that Cannot be Filled by Highly Qualified Teachers

List of Schools	Subject	Grades(s)	# of Vacancies Filled by Non-HQT Per Subject/Grade
Arts Academy Charter Middle School	Math	5-8	0
	Science	5-8	0
	English	5-8	0

3. Brief description of strategies the LEA is implementing to ensure low-income and minority children enrolled in Title I schools are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.

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

AACMS operates with a strong belief in the significance of our teaching staff. We consider the recruitment, interviewing, and selection process to be of paramount importance among all other tasks we handle administratively. Professional development of our staff is also key. We attempt to hire only certified staff for all core subject areas.

Recruitment of top candidates is a priority that is advanced by the administration and approved by our school board each year. We post vacancies on our school website and on PAREAP.

Our interview process has become more defined as we have progressed as a school. Once candidates are selected from the submissions gathered, interviews are held with representatives from the administrative and teaching staff. Following a successful interview, the chosen candidate will meet with the CEO and lead academic administrator.

Once a new teacher joins the school family, significant efforts are made to train and retain the teacher. We have had a Teacher Induction program established and implemented since our first year. This program matches the teacher with a mentor, and guides the teacher through activities and discussion during the first year of employment. A completed binder for Induction Program is submitted and kept by administration. New teachers are also invited to visit classrooms of other teachers. Ongoing workshops and faculty trainings are also provided. A first-year teacher at AACMS will undergo a 30/60/90 day review, many informal evaluations (walk-throughs) and formal observations 2 times per year, as we have learned to recognize the importance of early intervention with new teachers.

AACMS is happy to pay for professional development opportunities at the IU for new teachers, and encourages same. We offer release time to attend such workshops. Our staff routinely attend trainings provided by PATTAN, local Intermediate Units and conferences. In addition to all of this, tuition reimbursement for continuing education is available after once the teacher reaches a second year of employment with AACMS.

All funds are consolidated therefore all funding streams are used to support recruitment and retention of highly qualified teachers at AACMS.

4. How will the LEA determine whether or not the strategies are effective in addressing disparities?

Highly-qualified status is monitored by the CEO and administrative staff on an ongoing basis (certification checks, Act 48 compliance, etc.) and especially at the time a new teacher is hired. The principal is charged with teacher evaluations and is encouraged to make daily/routine visits to all classrooms as this has shown to be a most effective method to determine teaching strategies are effective across the board for all students.

Weekly faculty meetings provide a forum for teachers to discuss concerns about students and/or day-to-day teaching issues.

The exercise of revisiting and revising this Equity Plan on an annual basis will serve as an opportunity for formal review of the strategies included in this document. In conjunction with these reviews, we will identify and remediate any of our activities that prove to be ineffective. Furthermore, ongoing classroom visitations and observations, both formal and informal, and improved student achievement as evidence by the data, will provide evidence of the effectiveness of our teachers and our instructional program. Weekly meetings of the leadership team will serve as a forum for discussion of our findings.