

DEVELOPING AN LEA EQUITABLE DISTRIBUTION PLAN

In June, 2007, CDE identified 247 California school districts to participate in the Compliance, Monitoring, Intervention and Sanctions (CMIS) program. These districts were selected from a wider pool of California school districts that fell short of compliance with full staffing of core academic subjects by NCLB highly qualified teachers.

To meet federal and state requirements, each CMIS school district is required to collect data about the qualifications and experience of its teaching staff and calculate whether any inequities exist, specifically as it relates to the staffing of schools with a high rate of poverty, a large minority student population, and schools that have consistently been unable to meet AYP. If inequities exist, the district is required to submit an action plan to remedy such inequities.

The goal is to close the achievement gap between children living in poverty and those living in affluence. Staffing challenges are a difficult and, often, sensitive issue. The focus here is to target state monetary and staff resources for schools with high poverty, high minority populations that have historically been unable to recruit and retain highly qualified and effective teachers. To this end, the California Department of Education has scheduled workshops to assist districts in meeting this requirement and has funded Personnel Management Assistance Teams (PMAT) across the state to assist districts in this work.

Included in this packet are:

- An Overview and Rationale for the NCLB and State requirement
- Instructions for collecting and analyzing data and writing an equitable distribution plan
- Attachments of Tables to be submitted to the CDE and Tables consisting of information and tables to assist in data collection, analysis and writing the plan
- An Appendix with questions to consider in developing the district plan

The Comprehensive Design for Improving Teacher and Principal Quality to ensure the Equitable Distribution of Highly Qualified and Effective Teachers and Principals **must be postmarked no later than June 16, 2008.** Please submit two hard copies of the document, electronic or faxed submissions will not be accepted. Required data forms may be submitted digitally and no hard copy would be required.

Following submission of the document, CDE staff will review and evaluate how effectively it addresses the criteria. Reviewers will use the *Reviewing the Comprehensive Design for Improving Teacher and Principal Quality* protocol, as well as substantive guidance on strategies for improving teacher quality, to determine whether or not plans are sufficient to attain equitable distribution of highly qualified, experienced and effective teachers and principals and to maintain that goal in subsequent years. Plans determined to be insufficient will be returned and the LEA will be given an opportunity to address the deficiencies.

Equitable Distribution of Effective Educators

No Child Left Behind Act of 2001 Title II, Part A, Teacher Quality

Introduction

One of the key research-based principles of the Federal “No Child Left Behind” Act is that teacher quality is the single most important school-related factor in student success. Research also indicates that teacher quality is unevenly distributed among schools. Students with the greatest needs tend to have the least qualified and least experienced teachers. Similarly research shows that effective school leadership is crucial to teacher success and in turn higher student achievement. Therefore, in order to close the achievement gap, Local Education Agency (LEA) leaders must ensure that every child has the same opportunity to attend a school where teachers are highly qualified and the principal is an effective leader.

On November 15, 2006, Secretary of Education, Margaret Spelling, outlined the U.S. Department of Education’s requirement for states to develop and implement strategies to improve the distribution of highly qualified and experienced teachers, especially in schools that have high concentrations of poor, minority and low-performing students.

“California’s Revised State Plan: No Child Left Behind: Highly Qualified Teacher” (November, 2006) requires local educational agencies to develop and implement a detailed, coherent set of specific activities to ensure that poor and minority children are not taught by inexperienced, under-qualified or out-of-field teachers at higher rates than other children in the district (ESEA Act of 1965, Section 1111[b] [8] [c]). The State Plan requires that each LEA determine if such an inequity exists in its schools. In addition, the State Plan encourages each LEA to investigate the equitable distribution of effective principals throughout its schools. If there are inequities to address, the districts are to address them with a strategic Action Plan that will ensure an equitable distribution of highly qualified and experienced teachers and principals throughout its schools.

Developing an Equitable Distribution Plan

Data Requirements

The purpose of data collection and analysis is to assist the LEA to use local data to ascertain if there are inequities in the distribution of highly qualified teachers and administrators in its schools, to discover underlying reasons for existing inequities and to develop a plan to remedy the inequities to ensure that students at every school in the LEA have equal access to highly qualified, experienced teachers and site administrators.

Determination of the Effective Index

After the LEA collects data on teacher qualifications and experience, the LEA will calculate its Effective Index using one of the Effective Index Formulae (Attachment 1 following Table C). The Effective Index will alert the LEA to inequities in the distribution of highly qualified and experienced teachers among its schools and the need to develop a plan to remedy these inequities. Annually the LEA will recalculate its Effective Index to evaluate progress toward equitable distribution, to guide the LEA in revision of its plan, or to indicate that the LEA is maintaining the equal distribution of highly qualified and experienced teachers among its schools.

Analysis of Data to Determine the Need to Write an LEA Plan

The calculation of the Effective Index will result in one of three scenarios:

1. The LEA has no district wide differences in teacher distribution across its schools showing that high poverty, minority and low achieving students are taught by highly qualified and

experienced teachers at the same rate as other students in the district's schools. Documentation of this equitable distribution must be submitted to the CDE, but no further plan is required as long as the LEA maintains equitable distribution.

2. The LEA has a significant difference in the distribution of highly qualified and experienced teachers either across all schools, or in a few schools. A plan to achieve equitable distribution of highly qualified and experienced teachers must be submitted.
3. Although there are no inequities in the distribution of highly qualified and experienced teachers, the LEA has not achieved full NCLB highly qualified teacher compliance. A plan to achieve full compliance must be submitted.

LEA Plan Outcomes

The LEA plan will address the five requirements and identify critical needs areas, including:

1. identification of the reasons that poor and minority children are being taught by under-qualified, inexperienced and less effective teachers and strategies to remedy this inequity
2. steps to ensure that low-performing schools that serve mainly poor and minority students are recruiting, developing, and retaining highly qualified teachers and administrators;
3. procedures and policies that ensure that Title I and Title II, Part A—Class Size Reduction are taught only by highly qualified teachers;
4. procedures and policies that ensure that NCLB Core Academic Subjects are taught by highly qualified teachers or when necessary, taught by teachers who are actively engaged in becoming highly qualified as quickly as possible; and
5. steps to ensure that only highly effective administrators are assigned to low performing schools.

Instructions for Writing the Equity Plan

The specific Equitable Distribution of Effective Educator requirements for Title II, Part A in No Child Left Behind will include a complete analysis of the four (4) requirements leading to an Equitable Distribution of Highly Qualified and Effective Teachers Action Plan.

(1) **Requirement 1: Identifying the need for NCLB HQT-** a detailed analysis of the NCLB core academic subject classes in the LEA that are least likely to be taught by a highly qualified teacher (HQT). The comprehensive analysis will also identify the schools where significant numbers of teachers do not meet HQT requirements and examine whether or not there are particular hard-to-staff courses frequently taught by non-highly qualified, out-of-field or under-qualified teachers.

(2) **Requirement 2: Hiring, Developing, Maintaining and Retaining highly qualified, experienced teachers and principals** - information on the HQT status for each site within the LEA and the steps the LEA will take to ensure teachers who are not highly qualified will attain HQT status as quickly as possible. The analysis will include information on the technical assistance, programs and services that the LEA offers to assist sites in successfully maintaining HQT compliance, especially the hiring, development and retention of highly qualified, experienced and effective teachers and principals at schools meeting the characteristics in Requirement 1.

(3) **Requirement 3: Coordinating teacher quality improvement with program improvement-** an analysis of how the LEA will coordinate teacher quality (HQT) improvement efforts with program improvement initiatives. Include a description of how the LEA will use available funds and programs to accomplish these efforts.

(4) **Requirement 4: Equitable distribution of highly qualified and experienced teachers** - a written "equity plan" that ensures poor and academically underperforming children are not taught by inexperienced, under-qualified or out-of-field teachers at higher rates than other children in the district. A comprehensive plan will describe how the LEA ensures that poor, underperforming students are not taught by teachers holding Provisional Intern Permits (PIP), Short-Term Staff Permits (STSP) and/or internship credentials in greater numbers than

students who are assigned to schools within the district with low poverty or higher student achievement. To determine what extent the LEA has an inequitable distribution of highly qualified, experienced teachers, please see Attachment 1 following Table C for the Effective Index formula or alternative methods for eligible schools.

The Action Plan will include each of the elements below:

- (1) Data Collection documents.
 - a. Required Data Sources are clearly marked and will need to be submitted with your Action Plan. They will be examined by the panel reviewing submission documents. If missing, the plan will be returned as incomplete. Required Data Sources are to be submitted one time only. For example: Table A is referenced as a Required Data Source in Requirements 1, 2, 3, and 4. However, Table A only needs to be submitted once – not four times.
 - b. Suggested Data Sources are provided. They are not to be submitted, but may provide additional information in completing the Data Analysis Narrative.
 - c. Supplementary Data Sources are district documents and are necessary to complete the Data Analysis Narrative. They are not to be submitted with the completed plan. Some documents listed may not apply to all districts (e.g., QEIA Plan, SAIT Plan).
- (2) A Data Analysis Narrative for each of the four (4) requirements. The narrative should be clearly formatted to indicate each of the three parts:
 - a. Part I--Findings: In this section briefly summarize the data from the Data Collection documents. You may include the Required Data Sources and other sources as necessary to complete a picture of your district and schools.
 - b. Part II--Analysis: In this section the district will:
 - i. Identify any patterns and trends that emerge from the Required Data Sources and any other data sources summarized above. Analysis of all data sources is not required.
 - ii. Provide "Required Descriptive Analysis" for each statement listed in the section.
 - c. Part III--Areas of Critical Need: Based on narrative's Findings and Analysis, the district will identify areas of critical need. The district's response to Requirement 4 will include selected critical needs from this list to be addressed in the Action Plan.
- (3) A single district-wide LEA Equity Action Plan. This plan will contain a section for each of the four requirements that address the Areas of Critical Need from each grade-level cluster (e.g. elementary, middle school, comprehensive high school). The plan will be developed to align with each grade-level cluster Data Analysis Narrative and describe specific actions. The actions should be measurable with evaluation criteria to ensure timely progress toward meeting the goal. In addition, the plan will include persons involved/timeline, related expenditures (if applicable), estimated cost, and funding source. The district will find it useful to follow the LEA Equity Action Plan Template provided. However, the district may choose another format if the same information is provided and clearly labeled.

Step-By-Step Instructions

Step 1: Collection and Narrative Analysis of Data for Requirements 1-4.

Requirement 1: Identifying the need for NCLB HQT. Please provide a detailed analysis of the NCLB core academic subject classes in the LEA that are least likely to be taught by a highly qualified teacher (HQT). The comprehensive analysis will also identify the schools where significant numbers of teachers do not meet HQT requirements and examine whether or not there are particular hard-to-staff courses frequently taught by non-highly qualified, out-of-field or under-qualified teachers.

Data Collection

Required Data Sources (Attachment 1): Please submit one copy of the following required data sources with plan to CDE.

- Table A.1—"Teacher Experience Worksheet" (one per school). In departmentalized settings, cluster teachers by subject. Reminder: a teacher may be listed more than once.
- Table A.2—"Core Class HQT Summary" (one per school).
- Table A.3—"HQT Summary Sheet" (one per school).
- Table B—"School Comparisons by Grade Level Cluster." Transfer information from Table A to Table B using one table per grade level cluster. (Example: an Elementary School District may have 2 tables – one for Elementary and another for Middle School. A Unified School District may have 3 tables – one each for Elementary, Middle, and High School.) Order the schools within each table from highest poverty to lowest.

Supplementary Data Sources: These district documents are not required to be submitted. However, these are necessary in responding to the Data Analysis Narrative.

- Master Schedule from each school with departmentalized setting to identify out-of-field teacher assignments
- PAIF/CBEDS Data, as needed

Data Analysis Narrative: Please provide a Requirement 1 narrative referencing Part I Findings; Part II Analysis; and Part III Areas of Critical Need to be submitted with plan to CDE.

Part I--Findings: Review the data collected from Tables A and B. State whether required data source is complete.

Part II--Analysis: Identify any patterns and trends that emerge. Questions for Requirement 1 to assist data interpretation and analysis are in Appendix A. If required data source is incomplete, state reasons.

Required Descriptive Analysis. As part of the analysis, please address the following:

- Hard-to-staff classrooms and the frequency they are not staffed by highly qualified teachers. Examples may include: mathematics, science, special education, and/or alternative education programs.
- Staffing needs as they relate to schools of high-poverty-high minority populations and low achieving.
- Schools where significant numbers of teachers do not meet the HQT requirements for the classes they teach.
- Highly qualified teachers in Title I or Title II, Part A Class Size Reduction classes. *(Complete only if one or more classes exist in the current year.)*

Part III--Areas of Critical Need: List areas of critical need drawn from narrative's Findings and Analysis. The district's response to Requirement 4 will include selected needs from this list. If a Required Data Source is incomplete, the district must include collection of that data as a critical need.

Requirement 2: Hiring, Developing, Maintaining and Retaining highly qualified, experienced teachers and principals. Please provide information on the HQT status for each site within the LEA and the steps the LEA will take to ensure teachers who are not highly qualified will attain HQT status as quickly as possible. The analysis will include information on the technical assistance, programs and services that the LEA offers to assist sites in successfully maintaining HQT compliance, especially the hiring, development and retention of highly qualified, experienced and effective teachers and principals at schools meeting the characteristics in Requirement 1.

Data Collection

Required Data Sources (Attachment 1): Please submit one copy of the following required data sources with plan to CDE.

- Review Tables A and B
- Table C —“Effective Index for Equitable Distribution”. To complete this table, please refer to Table C directions (Attachment 1) for the process to calculate equitable distribution of experienced teachers using one of the Effective Index formulae. The Alternative Method is available to all districts whether or not all schools are high poverty or staffed at 100% HQT.

Suggested Data Sources (Attachment 2): Tables D-J are not required to be submitted, but may provide additional information in completing the Data Analysis Narrative:

- Table D—Site Administrator Data
- Table E—Hiring and Recruiting Highly Qualified Teachers: Advertising Job Opportunities
- Table F—Hiring and Recruiting Highly Qualified Teachers: Principal Participation
- Table G—Hiring and Recruiting Highly Qualified Teachers: Incentive Programs
- Table H—Professional Development: Developing Highly Qualified Teachers
- Table I—Professional Development: Maintaining Highly Qualified Teachers
- Table J Part A—Retaining Highly Qualified teachers: School Climate and Culture Teacher Survey
- Table J Part B—Retaining Highly Qualified teachers: School Climate Data Tally

Supplementary Data Sources: These district documents are not required to be submitted. However, some may be necessary in responding to the Data Analysis Narrative.

- Master Schedule from each school with departmentalized setting to identify out-of-field teacher assignments
- PAIF/CBEDS Data, as needed
- District/site teacher recruitment and hiring procedures
- LEA Plan that includes professional development as it relates to achieving, developing and maintaining highly qualified teacher status
- SAIT or other school intervention plans as appropriate
- Policies, procedures and practices for retaining highly qualified, experienced teachers at high poverty, high minority and low achieving schools.

Data Analysis Narrative: Please provide a Requirement 2 narrative referencing Part I Findings; Part II Analysis; and Part III Areas of Critical Need to be submitted to the CDE.

Part I Findings: Review the data collected from Tables A, B and C.

Please Note: If the schools in a grade-level cluster are staffed at 100% HQT and there are no inequities in the distribution of experienced teachers, the remainder of Requirements 2, 3 and 4 need not be addressed for that cluster in the current school year.

Part II Analysis: Identify any patterns or trends that emerge. Questions for Requirement 2 to assist data interpretation and analysis are in Appendix A.

Required Descriptive Analysis. As part of the analysis, please address the following:

- Highly qualified teacher status at each school within the LEA.
- Impact of the master schedule on achieving and maintaining 100% NCLB HQT compliance.
- Effective Index for Equitable Distribution to determine if inequitable distribution exists.
- Current practices and procedures related to the hiring, developing and retaining of highly qualified teachers in the LEA and specifically at high poverty, high minority and low achieving schools.
- Current technical assistance that the district offers to sites in the recruiting and hiring, developing and maintaining, and the retention of highly qualified teachers and principals.
- How the district assists all non-highly qualified teachers to become designated as HQT through appropriate options (e.g., professional development offerings, coursework, and/or teacher examinations). Describe professional development that is provided to develop the expertise of teachers and principals.
- Retention rates of highly qualified and experienced teachers, and principals at high poverty, high minority and low achieving schools in comparison to other schools in the district.

Part III Areas of Critical Need: Based on narrative's Findings and Analysis, identify any areas of critical need that will need to be addressed in the Action Plan to be submitted to the CDE.

Requirement 3: Coordinating teacher quality improvement with program improvement. Please provide an analysis of how the LEA will coordinate teacher quality (HQT) improvement efforts with program improvement initiatives. Include a description of how the LEA will use available funds and programs to accomplish these efforts.

Data Collection

Required Data Sources (Attachment 1): Please submit one copy of the following required data sources with plan to CDE.

- Review Tables A, B, and C

Suggested Data Sources (Attachment 2): Tables D-H are not required to be submitted, but may provide additional information in completing the Data Analysis Narrative:

- Table D—Site Administrator Data
- Table E—Hiring and Recruiting Highly Qualified Teachers: Advertising Job Opportunities
- Table F—Hiring and Recruiting Highly Qualified Teachers: Principal Participation
- Table G—Hiring and Recruiting Highly Qualified Teachers: Incentive Programs
- Table H—Professional Development: Developing Highly Qualified Teachers

Supplementary Data Sources: These district documents are not required to be submitted. However, some may be necessary in responding to the Data Analysis Narrative.

- QEIA, SAIT or other school intervention plan as appropriate;
- Policies, procedures and practices for retaining highly qualified, experienced teachers at high poverty, high minority and low achieving school.
- Budget descriptions for categorical and district funds for professional development.

Data Analysis Narrative: Please provide a Requirement 3 narrative referencing Part I Findings; Part II Analysis; and Part III Areas of Critical Need to be submitted to the CDE.

Part I Findings: Review the data.

Part II Analysis: Identify any patterns or trends that emerge. Questions for Requirement 3 to assist data interpretation and analysis are in Appendix A.

Required Descriptive Analysis. As part of the analysis, please address the following:

- Identify staffing and professional development needs at schools with significant number of non-highly qualified teachers.
- Needs of any subgroups of teachers (e.g., math, science, SPED) identified in Requirement 1.
- Focus on the staffing needs of high poverty, and/or low achieving schools.
- Use of available funds to achieve 100% HQT as quickly as possible (e.g., Title I, Title II Part A, and other state or federal funds.)
- Use of program improvement initiatives to achieve 100% HQT (e.g., QEIA, SAIT, Program Improvement, High Priority School)

Part III Areas of Critical Need: Based on narrative's Findings and Analysis, identify any areas of critical need to be addressed in the Action Plan.

Requirement 4: Equitable distribution of highly qualified and experienced teachers. Please provide a written "equity plan" that ensures poor and academically underperforming children are not taught by inexperienced, under-qualified or out-of-field teachers at higher rates than other children in the district. A comprehensive plan will describe how the LEA ensures that poor, underperforming students are not taught by teachers holding Provisional Intern Permits (PIP), Short-Term Staff Permits (STSP) and/or internship credentials in greater numbers than students who are assigned to schools within the district with low poverty or higher student achievement. To determine what extent the LEA has an inequitable distribution of highly qualified, experienced teachers, please see Attachment 1 following Table C for the effective index formula or alternative methods for eligible schools.

Data Collection

Required Data Sources (Attachment 1): Please submit one copy of the following required data sources with plan to CDE.

- Review Tables A, B, and C

Suggested Data Sources (Attachment 2): Tables D-J are not required to be submitted, but may provide additional information in completing the Data Analysis Narrative:

- Table D—Site Administrator Data
- Review Tables E-J

Supplementary Data Sources: The district may find these or other documents helpful in responding to the Data Analysis Narrative.

- Analysis narratives from Requirements 1-3

Data Analysis Narrative: Please provide a Requirement 4 narrative referencing Part I Findings; Part II Analysis; and Part III Areas of Critical Need to be submitted to the CDE.

Part I Findings: Briefly summarize the LEA Effective Index for Equitable Distribution.

Part II Analysis: Identify any patterns or trends that emerge from Requirements 1-3 as they relate to Table C – "LEA Effective Index for Equitable Distribution." Questions to assist data interpretation and analysis are in Appendix A.

Required Descriptive Analysis. As part of the analysis, please address the following:

- If an inequitable distribution of highly qualified and experienced teachers exist, describe patterns and trends regarding:
 - Requirements 1-3 as they relate to the inequitable distribution of highly qualified and experienced teachers across the district as a whole.

- Requirements 1-3 as they relate to the inequitable distribution of highly qualified and experienced teachers at each high poverty, high minority and low-achieving school.
- Requirement 2 as it relates to the inequitable distribution of effective and experienced principals across the district as a whole.
- Requirement 2 as it relates to the inequitable distribution of effective and experienced principals at each high poverty, high minority and low-achieving school.

Part III Areas of Critical Need: From the lists of Critical Needs generated in Requirements 1, 2, and 3, prioritize the critical needs from each requirement in an order that will generate the greatest positive impact toward resolving the inequitable distribution of effective teachers and principals. Based on urgency, pervasiveness throughout the district, and ease of implementation, select high priority critical needs from each requirement to be addressed in the Action Plan.

Step 2: Completing the LEA Equity Action Plan Template

To fully address the selected “Areas of Critical Need” in Requirement 4, the LEA Equity Action Plan will include specific steps the LEA and individual schools will take to eliminate each identified critical need. Depending on its complexity, the plan may be accomplished within the first year. If necessary, the plan may be developed in phases with implementation over a three year period. All HQT and Equitable Distribution Plans must be sent to the CDE by **June 16, 2008**.

LEA Equity Action Plan Template

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><i>Requirement 1: Identifying the need for NCLB HQT</i></p> <ul style="list-style-type: none"> Specific actions that will be taken to address identified Areas of Critical Need. The actions should be measurable with evaluation criteria used to evaluate the effectiveness of the overall plan. <p>Phase 1</p> <p>Phase 2</p> <p>Phase 3</p>				
<p><i>Requirement 2: Hiring, Developing, Maintaining and Retaining highly qualified, experienced teachers and principals.</i></p> <ul style="list-style-type: none"> Specific actions that will be taken to address identified Areas of Critical Need. The actions should be measurable with evaluation criteria used to evaluate the effectiveness of the overall plan. <p>Phase 1</p> <p>Phase 2</p> <p>Phase 3</p>				

LEA Equity Action Plan Template

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><i>Requirement 3: Coordinating teacher quality improvement with program improvement</i></p> <ul style="list-style-type: none"> Specific actions that will be taken to address identified Areas of Critical Need. The actions should be measurable with evaluation criteria used to evaluate the effectiveness of the overall plan. <p>Phase 1</p> <p>Phase 2</p> <p>Phase 3</p>				
<p><i>Requirement 4: Equitable distribution of highly qualified and experienced teachers</i></p> <ul style="list-style-type: none"> Specific actions that will be taken to address identified Areas of Critical Need. The actions should be measurable with evaluation criteria used to evaluate the effectiveness of the overall plan. <p>Phase 1</p> <p>Phase 2</p> <p>Phase 3</p>				

Required Data Sources

Submit one copy of each with LEA Action Plan

Attachment 1

Table A: School Level Data

A.1: HQT by Subject

A.2: HQT by Teacher

A.3: Summary Sheet

Table B: District Level Data

Table C: Effective Index for Equitable Distribution

Part A: Formulas A and B

Part B: Formula C

Directions for Calculating Table C

To Calculate Table C

Effective Index Formula for Equitable Distribution

High-poverty = 40 percent or more students eligible for free and reduced-priced lunch

Low-poverty = 39 percent or fewer students eligible for free and reduced-priced lunch

Experienced = five or more years of classroom teaching experience. LEAs may not include years teaching under an emergency permit, pre-intern certificate, short-term staff permit, provisional internship permit, Individualized Internship Certificate, district internship credential, and/or university internship credential.

Determining the Effective Index for LEAs with high- and low poverty schools:

For elementary level programs, use data on all low-poverty elementary schools within the LEA in the following formula:

1. Determine the percentage of NCLB Core Academic classes taught by an HQ teacher on those campuses.
2. Of the NCLB Core Academic Classes taught by an HQ teacher, determine the percentage that is taught by an HQ teacher with five or more years of experience.
3. Add those two percentages together and divide by two.

The result of this formula is the Elementary LEA Effective Index number. Now calculate the same formula for each high-poverty elementary school within the LEA. If the School Effective Index is equal to or greater than the LEA Effective Index, there is not an inequitable distribution of HQ, experienced teachers. However, if the school index is less than the LEA Effective Index, there is an inequitable distribution of HQ, experienced teachers.

For secondary-level programs, use data on all low-poverty secondary schools within the LEA in the following formula:

1. Determine the percentage of NCLB Core Academic classes taught by an HQ teacher on those campuses.
2. Of the NCLB Core Academic Classes taught by an HQ teacher, classes determine the percentage that is taught by an HQ teacher with five or more years of experience.
3. Add those two percentages together and divide by two.

The result of this formula is the Secondary LEA Effective Index number. Now calculate the same formula for each high poverty secondary school. If the School Effective Index is equal to or greater than the LEA Effective Index, there is not an inequitable

distribution of HQ, experienced teachers. However, if the school index is less than the LEA Effective Index, there is an inequitable distribution of HQ, experienced teachers.

Determining Effective Index for LEAs with Only High Poverty Schools

For elementary-level programs: use data on all elementary schools within the LEA with API scores of 700 or higher in the following formula:

1. Determine the percentage of NCLB Core Academic classes taught by an HQ teacher on those campuses.
2. Of the NCLB Core Academic Classes taught by an HQ teacher, determine the percentage taught by a HQ teacher with five or more years of experience.
3. Add those two percentages together and divide by two.

The result of this formula is the Elementary LEA Effective Index number. Now calculate the same formula for each elementary school with an API score of less than 699. If the School Effective Index is equal to or greater than the LEA Effective Index, there is not an inequitable distribution of HQ, experienced teachers. However, if the school index is less than the LEA Effective Index, there is an inequitable distribution of HQ, experienced teachers.

For secondary-level programs: use data on all secondary schools within the LEA with API scores of 700 or higher in the following formula:

1. Determine the percentage of NCLB Core Academic classes taught by an HQ teacher on those campuses.
2. Of the NCLB Core Academic Classes taught by an HQ teacher, determine the percentage taught by an HQ teacher with five or more years of experience.
3. Add those two percentages together and divide by two.

The result of this formula is the Secondary LEA Effective Index number. Now calculate the same formula for each secondary school with an API of 699 or lower. If the School Effective Index is equal to or greater than the LEA Effective Index, there is not an inequitable distribution of HQ, experienced teachers. However, if the school index is less than the LEA Effective Index, there is an inequitable distribution of HQ, experienced teachers

Alternative Method to Ensure Equitable Distribution of Highly Qualified and Experienced Teachers

This method will be used by “high poverty” districts, those with no school with less than 40 percent reported poverty. Other districts may use this method if they choose.

Schools meeting the following criteria may not have any teacher assigned to their campus that is not fully credentialed (holding at least a CTC issued preliminary credential) in the area of assignment. Over any three year period, the site must maintain

a balanced teaching staff of no more than 20 percent of the teaching staff having less than five years of experience.

Criteria:

1. 40 percent or more students eligible for the Free or Reduced Lunch Program, and assigned to participate in Program Improvement; or
2. 40 percent or more students eligible for the Free or Reduced Lunch Program, and an API statewide decile rank of one, two or three.

Suggested Data Sources

Not to be submitted – for District use in developing LEA Action Plan

Attachment 2

- Table D: Site Administrator Data
- Table E: Hiring and Recruiting Highly Qualified Teachers: Advertising Job Opportunities
- Table F: Hiring and Recruiting Highly Qualified Teachers: Principal Participation
- Table G: Hiring and Recruiting Highly Qualified Teachers: Incentive Programs
- Table H: Professional Development: Developing Highly Qualified Teachers
- Table I: Professional Development: Maintaining Highly Qualified Teachers
- Table J Part A: Retaining Highly Qualified teachers: School Climate and Culture Teacher Survey
- Table J Part B: Retaining Highly Qualified teachers: School Climate Data Tally

Appendix A

Questions to Consider

QUESTIONS TO CONSIDER IN ANALYZING THE DATA

Requirement 1: Analyzing the Status of NCLB Highly Qualified Teacher (HQT) Compliance in Core Academic Subjects (Tables A and B in Attachments)

- a. Are Tables A and B complete? If not, what data is missing?
- b. Which groups of teachers appear more likely to be non-highly qualified, assigned out-of-field or under-qualified (e.g. special education, mathematics, science teachers or multiple subject teachers reassigned to teach in a departmentalized setting)?
- c. Are there schools where a significant number of teachers do not meet NCLB HQT compliance for the subjects that they teach?
- d. Are all Title I classes and Title II Class Size Reduction classes taught by NCLB HQT?
- e. Do high poverty schools have fewer HQT teaching core academic areas than schools in the district?
- f. Do schools not meeting AYP have fewer HQT teaching core academic areas than other schools in the district?
- g. Do schools with a high percentage of minority (African-American and Hispanic) students have fewer HQT teaching core academic subjects than other schools in the district?
- h. Is there a lower HQT retention rate at the high poverty schools than at other schools in the district?
- i. Is there a lower HQT retention rate at schools not meeting AYP than at other schools in the district?
- j. Is there a lower HQT retention rate at schools with a high percentage of minority students?
- k. Are there high poverty, high minority and/or low achieving schools that are exceptions to the pattern?

Requirement 2: Hiring, Developing, Maintaining and Retaining HQT and Effective Principals at Every School (Tables A, B and C in Attachments and Tables D-H in Appendix)

- a. Is each school staffed with 100% HQT and does the LEA Effective Index show that no existing inequities in the distribution of experienced teachers in a grade level cluster of schools? (If the answer is yes, only Tables A, B and C and a response to requirement 1 for the grade level cluster need be submitted to the CDE.)
- b. What is the HQT status at each school?
- c. Does the master schedule maximize the use of highly qualified teachers to eliminate or reduce the assignment of out-of-field, non-highly qualified teachers in core academic subjects, particularly in those difficult to staff subjects?
- d. What are the current programs or activities that the LEA is using to assist non-HQT teachers to attain HQT status (CSET test prep, CSET, coursework, HOUSSE, VPSS)?
- e. How do the data sources support the development of a timeline in attaining 100% HQT status at each school?
- f. How does the LEA use available resources such as Personnel Management Assistant Teams (PMAT), Teacher Recruitment Centers, county offices of education to enhance H.R. efforts?

Recruiting and Hiring

- a. Is it clear who is responsible for enrollment projections? If not in H.R., does the information reach H.R. as early as possible in the hiring season?
- b. Are the H.R. processes and procedures conducive to having an early hiring timeline resulting in the benefit of recruiting from a wide and deep pool of highly qualified and experienced teacher candidates?
- c. Is the LEA using every possible tool in advertising and marketing job opportunities?
- d. Does the LEA participate in a wide range of recruiting events? Are the site administrators sufficiently involved?
- e. Does the LEA work with the local Teacher Recruitment Centers?
- f. Does the LEA make efforts to recruit teachers from out-of-state?
- g. Does the LEA work with local universities to encourage placement of student teachers at schools with acute staffing needs?
- h. Does the LEA work with the county office of education in recruiting teachers and identifying potential teachers to participate in county supported teacher preparation programs (e.g., Para-professional and Intern programs)?

- i. Does the LEA market itself as an attractive place to work?
- j. Does the LEA utilize incentive programs to recruit highly qualified and experienced teachers?
- k. Is the District's compensation package competitive with other districts in the area?

Developing Highly Qualified Teachers

- a. Does the LEA sponsor or support programs that actively assist teachers to become highly qualified in as little time possible?
- b. Does the LEA have mechanisms to hold non-highly qualified teachers accountable to becoming HQT as quickly as possible? Are there rewards for quick completion or consequences for lack of progress?
- c. Does the LEA assist teachers to access local, county, state or federal programs such as credential fast-track programs, VPSS, loan forgiveness programs etc. so that they can achieve HQT status as quickly as possible?
- d. Does the LEA use "pipeline" programs for encouraging and finding prospective teachers? Which ones?

Maintaining Highly Qualified Teachers

- a. Does the LEA offer BTSA or other induction programs for teachers new to the profession?
- b. Does the LEA or school offer coaches, mentors or support providers to new teachers and others who are in need?
- c. Does the LEA offer standards-based professional development to keep highly qualified teachers up-to-date with curriculum, materials and instructional materials? (e.g., Math and Reading Professional Development, and subject matter projects).

Retaining Highly Qualified, Experienced Teachers

- a. Do some schools have more vacancies year after year than other schools? (Focus on the vacancy rate of high poverty, high minority and/or low performing schools to determine if they have a higher turnover than other schools resulting in fewer highly qualified, experienced teachers?)
- b. Using exit interviews or exit survey information, what are the recurring reasons that cause consistent high vacancy rates year after year at some schools and not others?
- c. Using administrator data, are there verifiable trends in experience and participation in professional development correlating to with teacher retention at schools?
- d. Using the school climate and culture table, how does school climate correlate with teacher retention? At schools reporting a positive school climate, what are the contributing factors?
- e. Are there district policies and procedures (e.g., transfer policies) that encourage or impede the retention of highly qualified teachers at high poverty schools?

Requirement 3: Analysis of the Coordination of Programs for Teacher Improvement and Program Improvement

- a. How does the LEA use available funds to assist teachers in attaining HQT status (e.g., Title I Part A, Title II, Intern program)?
- b. What programs target and assist non-highly qualified teachers in identified hard-to-staff courses?
- c. How does the LEA target funding to schools with significant numbers of non-highly qualified teachers?
- d. How does the LEA target funding to assist teachers to access programs that will enable them to become HQT as quickly as possible?
- e. Does the LEA use appropriate state and federal categorical funds to assist teachers to become highly qualified? Which funds are used for which programs?
- f. If schools are receiving assistance from a program improvement initiative, how are program funds assisting teachers to become highly qualified?

Requirement 4: Writing the Equity Plan

Using data from one of the Effective Index Formulae or Alternative Method (Attachment 1,) does the LEA meet the NCLB requirement of equitable distribution of highly qualified, experienced teachers in each school in a grade level cluster?

If not:

- a. Do high poverty, high minority and low achieving schools have significantly fewer highly qualified, experienced teachers on staff?
- b. Are there high poverty, high minority schools that have an equitable number of highly qualified and experienced teachers? Are these schools meeting their AYP consistently? What are the success factors that can be replicated in less successful schools with similar demographics?
- c. Examining the critical needs identified in Requirements 1, 2, 3 and 4, how do these needs contribute to the inequities in distribution of HQT and experienced teachers?
- d. What specific steps will the district take to achieve an equitable distribution of highly qualified and experienced teachers?
- e. Are there projected obstacles to achieving equitable distribution? If so, how will each be addressed?
- f. What is the timeline to achieving equitable distribution? What are the annual benchmarks of progress?
- g. Using the Table D, Site Administrator Data, is there an equitable distribution of experienced site administrators at each school?
- h. Do high poverty, high minority and low achieving schools have significantly fewer experienced site administrators than other schools in the district?
- i. Do the site administrators in high poverty, high minority, and low achieving schools participate in professional development as consistently as site administrators in other schools? Do they attend professional development that focuses on the specific needs of poor, minority and low-achieving students and their teachers?