

Model Components for Revised State HQT Plans

Requirement 1. Analysis of core subject classes currently *not* being taught by highly qualified teachers.

High-Quality Data System	Use of Data	Clear Narrative	Innovative, Targeted Strategies	Role of Partnerships	Systems to Facilitate Improvement	SEA-LEA Communication
States with strong plans demonstrate the effective use of high-quality state data systems. They are able to provide precise and detailed information on the current HQT and non-HQT status in the state. For instance, MD uses its data system to provide clear descriptions of baselines and targets, with charts that are easy to follow (they also have a user-friendly public website that posts the percentage of classes not taught by HQT in each LEA and school: http://mdreportcard.org). New Mexico's plan cites places	LA and SC both describe their HQT and non-HQT status with statements in the text that are tied directly to each component of Requirement 1. This enables readers to understand what is going on by subject area, school level (elementary, middle, high school), high and low poverty, and for each LEA.	SEAs in OH, SD, and other states have well-written narratives that integrate data and text. Additionally, these states offered little or no rhetoric. The plan simply describes the situation—good and bad—with no excuses.	Kansas devotes space in its plan to the HQT challenges of rural schools, showing how problems will be addressed with district HQT plans that include specific timelines, benchmarks, and resource allocations that support teachers working to achieve HQT status. As noted in the <i>Role of Resources</i> column for requirement 2, LEAs in LA are required to prioritize the use of targeted state funds for HQT issues, and NJ uses a hotline for teachers and districts to	Strong plans have a major role for partnerships between the SEA and LEAs, stressing more than just seeking compliance from the LEAs. For example, NV holds regular meetings with LEAs to assist them with data system improvements responsive to HQT issues; LA describes how it has established regional TA staff with clear responsibilities for working closely with LEAs.	Relevant examples that will be useful to other states include the quality and use of data systems in MD, SD, and LA; the state-funded regional networks in NV, LA, and OH used for technical assistance delivery and for collaboration between the SEA and LEAs; Ohio maintains an online planning tool for districts to use (http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1280&Content=13278); NJ has developed a customized website as well as ways to facilitate personalized communication with teachers and with its	Effective and productive strategies include regular meetings between SEA staff and LEA staff in NV; the role and responsibilities of regional counselors in LA, paid by the state to work closely with schools in their assigned region; use of a teacher hotline in NJ, which has had about 7,000 calls; and the SEA expectation that districts will develop and submit very detailed plans for dealing with HQT—OH, MD, KS. Another potentially productive approach is the NV SEA's intent to develop HQT plans for individual teachers in need of assistance.

High-Quality Data System	Use of Data	Clear Narrative	Innovative, Targeted Strategies	Role of Partnerships	Systems to Facilitate Improvement	SEA-LEA Communication
where its data system has shortcomings that are being addressed.			respond to needs.		LEAs. (http://www.nj.gov/njded/profdev/nclb/)	

Requirement 2. Information on HQT status in each LEA and the steps to assist teachers in attaining HQT status.

High-Quality Data System	Use of Data	Clear Narrative	Role of Resources	Innovative, Targeted Strategies	Role of Partnerships	SEA-LEA Communication
<p>States with high-quality data systems, as discussed under Requirement 1, made effective use of these systems in explaining current HQT status by LEA. SC, SD, and MD—among others—drew extensively on their data systems to provide very detailed descriptions down to the classroom level.</p>	<p>State plans offered clear presentation of the data, by LEA, with no vague generalizations. MD included information about its high non-HQT LEAs, demonstrating it was using data to report success as well as challenges. SC explained how it would fix data problems to be as accurate as possible in reporting to identify non-HQT courses: a class in a school that cannot be matched to a specific HQT because of missing data is counted as a non-HQT class. The impact, therefore, is that the default data decision is non-HQT. Weaker plans seem to lean in the other direction, resulting in overall findings more positive than they are in reality.</p>	<p>Each of these strong plans contains an easy-to-follow narrative about the current HQT situation in its LEAs. The reader has a clear understanding of the situation.</p>	<p>To improve HQT status in a number of LEAs with challenges, LA established targeted use of state-funded block grants and requires LEAs to use the funds <i>first</i> for HQT issues in the LEA. The SC plan indicates that some of the SEA funding support for LEAs is based on approved HQT plans from its LEAs. KS, on the other hand, expects its LEA plans to identify funding sources and amount of money allocated per teacher to achieve HQT status.</p>	<p>MD’s approach is based on a targeted focus on specific LEAs, grade levels, and subjects—as identified through the SEA data analysis. This is a good example of intelligent and strategic use of data to develop solutions. LA provides technical assistance through regional counselors who are located in each region of the state and assigned to LEAs in that region. OH describes benchmarks and timelines for LEA improvement, including cutting the gap by 50% each year (halfway between current HQT status and 100% HQT); the level of detail also makes it easier for the state to monitor performance and for the LEA to gauge its own progress. OH also has an innovative online planning tool to help LEAs. NV’s SEA has developed fairly detailed action steps tailored to the needs of each <i>teacher</i>.</p>	<p>MD has an active program of planning, review, and assistance on HQT issues for each LEA; SEA/LEA work groups are focused on HQT and other NCLB issues. NJ operates an HQT assistance “hotline” for districts as well as a website with all federal and state policy documents and guidance (http://www.nj.gov/njded/profdev/nclb/).</p>	<p>Similar strategies and relationships used for SEA-LEA communication and technical assistance as those described in Requirement 1. The NJ hotline and website are user-friendly ways for LEAs to access information from the SEA and for the SEA to learn about issues concerning schools and districts across the state.</p>

Requirement 3. Information on technical assistance, programs, and services to assist LEAs in completing their HQT plans.

Clear Narrative	Role of Resources	Innovative, Targeted Strategies	Role of Partnerships	Systems to Facilitate Improvement
<p>As with other requirements in the plans, states with strong plans have very specific details about each step in the process, with few generalities such as: “We will work with all LEAs...” The plans also explain why particular strategies are being employed. For example, MD ties some of its strategies to goals for teacher retention, to get more teachers certified in special education, and/or to increase the overall state pool of HQTs. SC provides a detailed list of actions in training, technology, and on-site individual contact.</p>	<p>LEAs in KS are required to target Title II and Title I, part A funds to address non-HQT issues. MD describes its system of training, mentoring, and other support programs for its LEAs—activities for which state resources are dedicated. The LA regional counselors assigned to work with districts are paid by the state.</p>	<p>MD is implementing a comprehensive set of training, mentoring, and other support programs for LEAs and for individual schools. SD uses a statewide digital network for meetings to review district data, assist with implementing LEA plans, and promote exchange of ideas among districts. SD also is using its virtual high school to offer courses in LEAs where HQTs are not present. LA also is holding meetings to share ideas among LEAs about successful strategies. SC offered a very detailed list of assistance steps that demonstrate <i>what</i> the SEA will do and <i>how</i> the services will be provided. OH gives teachers from schools/districts needing improvement priority status for PD and other services; the state plan includes detailed strategies and benchmarks for TA programs, especially in mathematics K–12. NJ offers assistance to individual teachers through dedicated phone line and e-mail (7,000 requests in three years). KS has prioritized its TA according to non-HQT percentages in the LEAs.</p>	<p>NV has built a network of statewide partnerships (e.g., regional groupings of IHEs and LEAs) to deal with specific HQT problems such as literacy, mathematics, science, early reading. SC is working with the SREB middle school program to help that HQT problem area; SC also works with other states through interstate reciprocity agreements.</p>	<p>MD has an active program for planning, review, and assistance to its LEAs, led by staff at the SEA. In LA, working relationships and effective PK–16 collaboration between higher education and education at the state and local levels are used to leverage help for LEAs.</p>

Requirement 4. How the SEA will work with LEAs that fail to reach the 100 percent HQT goal by the end of the 2006–07 school year.

Use of Data	Clear Narrative	Role of Resources	Innovative, Targeted Strategies
<p>Quality state plans use several measures of data over time to help inform the monitoring, technical assistance, and accountability process with districts. One state described how each district must have a documented plan and how the state will use data to monitor districts for compliance in fulfilling the district’s plan. Periodic reports of classes taught by teachers who are not HQ will be generated by the state’s data system. Coordinators will review the data and schedule monitoring visits and technical assistance to districts and schools, giving priority to those that do not make AYP. Other state plans described similar approaches. Another state employs an electronic monitoring process for districts that tracks HQT, educational assistants as paraprofessionals, and educators receiving high quality professional development. This electronic monitoring feeds reports back to the districts for their action. Another state has an automatically uploaded data system of non self-reported data that can generate information about how the SEA will target assistance. Last, New Jersey’s Collaborative Assessment and Planning for Achievement Project (CAPA: http://www.nj.gov/njded/capa/unit.htm) is a detailed, intensive, collaborative examination of prioritized high-poverty schools that are in advanced AYP status. A key strategy to improve teaching and learning as well as working conditions in schools, the CAPA process responds to the requirements of NCLB to have a statewide system of intensive and sustained support for those Title I schools designated as “in need of improvement” for more than two consecutive years. CAPA site teams use specific tools to identify and analyze structures, practices, and policies that support or hinder student achievement. CAPA teams cover the full range of school programs and practices, including all of the aspects of staffing and professional development. CAPA reports enumerate the areas that need improvement in order to increase student achievement and provide specific recommendations for the school to improve its performance. The CAPA process has provided the department with valuable information about low-achieving schools and, more importantly, how to improve those schools to ensure that all students achieve. The CAPA process will remain an integral part of the NJDOE’s plan to improve state compliance with the provisions of NCLB and to ensure that all students are taught by highly qualified teachers.</p>	<p>State plan includes a clear description of what the monitoring, technical assistance, and accountability measures are and when they will be applied. Ohio provided a chart describing the data source and year from which the data about the district would be taken, what the action would be based on that data, and what the deadline for action would be.</p>	<p>Several quality state plans described in detail how SEA resources will be targeted to LEAs not meeting their goals. For example, in Kansas if a district fails to meet its 2006–07 goals, the SEA will enter into an agreement with the district for 2007–08. If problems persist, the district will be required to develop an action plan in collaboration with the SEA and the SEA will assign a District Support Team (DST) specifically for that district. Also, Ohio described how all of its state initiatives for professional development are targeted to priority districts through its Regional School Improvement Teams (http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=624).</p>	<p>Quality state plans clearly link the established strategies for technical assistance to this requirement.</p>

Requirement 5. Explain the HOUSSE process for teachers not new to the profession and how the SEA will limit the use of HOUSSE.

Clear Narrative

Quality state plans were concrete about the strategies and timelines that are in place to complete or limit the use of HOUSSE. Further, many states were clear about the exceptions and limitations to this. Several states bolstered the discussion with a description of the ways in which HOUSSE has been used in the state up to this point and/or by describing the way(s) in which HOUSSE interacts with the state's certification and licensure system.

Requirement 6. State’s written “equity plan” for ensuring that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children.

High-Quality Data System	Use of Data	Clear Narrative	Role of Resources	Innovative, Targeted Strategies
<p>SD makes comprehensive use of its data system in the equity plan, as well as clear narrative, to describe its equity distribution problems. OH provided a thorough data analysis with major findings highlighted clearly for readers. NJ is improving its data system by linking the Certificated file with its Teacher Certification database.</p>	<p>MD makes effective use of its data system throughout the plan, but also explains areas where it seeks to improve the data system; SD presents information in its equity plan about the impact of average teacher salaries, years of experience, free or reduced-price lunch status, and special needs—all by LEA to explain challenges and strategies; SD also makes use of its data system to collect and analyze teacher turnover and shortages through an online HQT system that also ties teachers to their certification and classroom assignment. NJ has included indicators in its LEA school accountability plans to track how districts are addressing equitable distribution of HQTs. The KS plan offers a clear demonstration of the value of disaggregating data: looking at high/low poverty status and HQTs at the district level, KS reports 92.6% of classes taught by HQTs. When looked at from the building level, only 78% of classes in high-poverty districts are taught by HQTs.</p>	<p>As noted in comments on how states with strong plans addressed the other requirements, plans with clear (and rhetoric-free) narratives enable the reader to understand the equity distribution problems facing the state and see how particular strategies are planned for dealing with them.</p>	<p>NM employs Title II funds for partnership grants to help school education assistants obtain associate or bachelor’s degrees; the SEA’s Indian Education Division is recruiting Native American prospective teachers from 23 districts and providing them with stipends. LA is implementing a new compensation system that recognizes the HQT issues for high-need schools and allows for tiered career paths. SC uses a “pay for performance” strategy to recruit, retain, and “motivate” teachers. NV has appropriated \$18.4 million to provide an extra retirement system incentive for HQT teachers in at-risk schools (1.2 years of credit for each year of teaching).</p>	<p>MD and several states with strong plans made good use of the CCSSO template to organize their equity plans, which led to clear understandable presentations and discussions of equity issues. MD also employs online resources for PD purposes (http://www.marylandpublicschools.org/MSDE/divisions/instruction/) and implemented an associate of arts degree in teaching (AAT) in special education; credits and the degree transfer in full to four-year institutions in the state. SD has a partnership with other western states to share multi-state resources for special education in particular (Western States Certification Consortium http://www.pathway2teach.org/). Like other states, SC has removed the financial disincentives for retired teachers to return to the classroom. The OH plan has 68 well-organized and clearly explained strategies in its equity plan, backed by data. OH (http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=8) also funds 10 regional mathematics-science partnerships involving higher education faculty in the STEM disciplines who work with high-need districts. NJ’s virtual academy (http://www.state.nj.us/njded/njpep/index.html) offers online PD and credit courses targeted to equity plan needs; the virtual academy also</p>

				links teachers to other local and national online courses and programs. In NV, the Clark County School District allows principals of high-need schools to have the first pick of teachers seeking transfers from other schools in the district.
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