

Texas Plan for Equitable Distribution of Highly Qualified Teachers

Current Identified Needs

Teacher Experience

Teacher experience data is reported by the Agency in the Academic Excellence Indicator System (AEIS). Based on 2004-05 data, high-poverty and high-minority campuses have higher rates of beginning (first year) and inexperienced (1-5 years) teachers than other campuses. High-poverty campuses reported 8.4% beginning teachers and 33.0% inexperienced teachers compared to 6.9% beginning teachers and 27.3% inexperienced teachers at low-poverty campuses. High-minority campuses had 8.9% beginning teachers and 33.4% inexperienced teacher while low-minority campuses had 6.1% beginning teachers and 24.0% inexperienced teachers. The table below indicated the breakdown of teacher experience for high- and low-poverty campuses and high- and low-minority campuses.

Percentage of Teachers by Experience; High- and Low-Poverty Campuses, 2004-05						
	High-Poverty	Low-Poverty	Poverty Inequity	High-Minority	Low-Minority	Minority Inequity
Beginning	8.4%	6.9%	1.5%	8.9%	6.1%	2.8%
1-5 Years	33.0%	27.3%	5.7%	33.4%	24.0%	9.4%
6-10 Years	17.9%	20.6%	2.7%	17.6%	20.8%	3.2%
11-20 Years	21.9%	25.7%	3.8%	21.2%	28.6%	7.4%
Over 20 Years	18.8%	19.4%	0.6%	18.9%	20.5%	1.6%

Source: 2004-05 AEIS Teacher Experience Data.

Out-of-Field Teachers

Statewide, campuses reported a total of 4,365 teachers on all types of certification permits. Any of these permits could be for a teacher teaching outside his/her field of certification. High-poverty campuses reported 1,076 teachers (24.65% of total teachers on permits) on permits while low-poverty campuses reported 1,040 teachers on various permits (23.83% of total teachers on permits). Out-of-field teaching data is also reflected below in the non-highly qualified teacher data, since out-of-field is one of the primary reasons teachers do not meet the highly qualified teacher requirements in a core academic subject area.

Non-Highly Qualified Teachers

Based on 2004-05 highly qualified teacher data, statewide, 2.29% of elementary classes were taught by non-highly qualified teachers in 2004-05 and 6.34% of secondary classes were taught by non-highly qualified teachers. In rank order of highest percentage of non-highly qualified teachers statewide, secondary foreign language classes have the highest percentage of non-highly qualified teachers (8.24%) followed by secondary mathematics (7.48%), geography (6.55%), science (6.49%), reading/language arts (6.40%), history (5.93%), economics (5.86%), English (5.55%), arts (4.79%), and civics and government (4.49%).

High-poverty elementary schools had 0.79% more elementary classes taught by non-highly qualified teachers than low-poverty elementary schools. On the average, high poverty secondary schools had 2.85% more secondary core academic subject area classes taught by non-highly qualified teachers than low-

poverty secondary schools. The greatest inequity (gap) in secondary classes between high-poverty and low-poverty schools exists in English classes (5.40%). Other inequities in classes were economics (3.80%), arts (3.38%), geography (3.00%), history (3.00%), science (2.99%), mathematics (1.51%), reading/language arts (1.22%), foreign language (0.33%), and civics/government (0.33%).

High-minority elementary schools had 2.28% more elementary classes taught by non-highly qualified teachers than low-minority elementary schools. On the average, high minority secondary schools had 3.43% more secondary core academic subject area classes taught by non-highly qualified teachers than low-minority secondary schools. The greatest inequity (gap) in secondary classes between high-poverty and low-poverty schools exists in English classes (4.50%). Other inequities in classes were economics (4.22%), science (3.66%), arts (3.57%), civics/government (3.41%), mathematics (3.39%), history (3.10%), foreign language (2.82%), reading/language arts (2.72%) and geography (1.59%).

The table below identifies the percentages of classes taught by non-highly qualified teachers.

Percentage of Core Academic Subject Area Classes Taught by Non-Highly Qualified Teachers in Texas: 2004-05							
	Statewide Taught by Non-Highly Qualified Teachers	Low Poverty Taught by Non-Highly Qualified Teachers	High Poverty Taught by Non-Highly Qualified Teachers	Inequity Between Low and High Poverty	Low Minority Taught by Non-Highly Qualified Teachers	High Minority Taught by Non-Highly Qualified Teachers	Inequity Between Low and High Minority
Total Elementary (one teacher equals one class)	2.29	1.89	2.68	0.79	1.10	3.38	2.28
Total Secondary (one section equals one class)	6.34	5.51	8.36	2.85	4.62	8.05	3.43
English	5.55	4.22	9.62	5.40	3.62	8.12	4.50
Reading/ Language Arts	6.40	6.76	7.98	1.22	4.71	7.43	2.72
Mathematics	7.48	7.16	8.67	1.51	5.45	8.84	3.39
Science	6.49	5.50	8.49	2.99	4.36	8.02	3.66
Foreign Language	8.24	6.13	6.46	0.33	7.24	10.06	2.82
Civics/Gov't	4.49	4.56	4.89	0.33	4.25	7.66	3.41
Economics	5.86	5.60	9.40	3.80	5.42	9.64	4.22
Arts (Music, Art, Dance, Theater)	4.79	4.29	7.67	3.38	3.52	7.09	3.57
History	5.93	4.87	7.87	3.00	4.11	7.21	3.10
Geography	6.55	5.36	8.36	3.00	5.62	7.21	1.59

Source: 2004-05 Highly Qualified Teacher Compliance Report, Revised 9-20-06.

1. Data and Reporting Systems

Strategies	Resource	Status (Implemented, Proposed)
Collect and report data on teacher certification, hiring retention, service, counts, demographics, test passing rates, highly qualified status, and gaps in highly qualified status.	<p>1. The State Board for Educator Certification provides a variety of data collections and reporting on hiring, retention, certification, and service. On-line generated reports specific to “who is teaching in Texas” type data are available at http://www.sbec.state.tx.us/reports/default.asp. Studies and formal reports related teacher to turnover, out of field teaching, teacher demand, demographics and shortages also are available on line at http://www.sbec.state.tx.us/SBECOnline/reprtdatarsrch/rptspdf.asp.</p>	Implemented
	<p>The Texas PK-16 Education Information Resource web site also offers reports related to teacher certification, counts, demographics, and test passing rate at http://www.texaseducationinfo.org/TPEIR/REPORTS/Reports_Educator.asp.</p>	Implemented
	<p>The Texas Education Agency collects highly qualified teacher and waiver/permit data at the campus level from LEAs in the state. Statewide, Region, and District aggregate, low-poverty, and high-poverty reports are available on line at http://www.tea.state.tx.us/nclb/hqreport.html beginning with the 2004-05 school year. Campus level summary reports also are available.</p>	Implemented
Validate the accuracy of highly qualified teacher data reported by campuses/districts.	<p>1. The Agency will require the LEA to conduct and certify a comprehensive desk audit of the highly qualified. Any campus report not meeting the standards below will be contacted by the Agency and required to amend the data, as deemed necessary.</p> <ol style="list-style-type: none"> a. Elementary campuses report elementary classes, but no secondary classes unless 6th grade is on the elementary campus. b. Elementary campuses report a number of classes within 10% variance of the number of students enrolled on the campus divided by 22 students per classroom. c. Secondary campuses report only secondary classes. d. Secondary campuses report a number of classes within 10% variance of the number of students enrolled on the campus divided by 30 students per classroom. e. Secondary middle school campuses report classes in the core subject areas required to be taught at the middle school grade levels. f. Secondary high school campuses report classes in the core subject areas required to be taught at the high school grade level. g. TEA will provide the districts with a checklist and certification statement to be completed and submitted back to the Agency. 	Beginning Fall 2006

2. The Agency will request the highly qualified teacher documentation for a number of teachers on each selected campus. Agency staff will verify the highly qualified teacher determinations of the LEA and require any amendments to the data as deemed necessary. Begin Fall 2006

2. Teacher Preparation

Strategies	Resource	Status (Implemented, In Progress, Proposed)	Target Subject or Group
Continue Student Loan Forgiveness and Cancellation Opportunities for Teachers.	<p>Teachers with certain types of student loans may qualify for partial loan forgiveness, deferment, or cancellation benefits. Eligibility for these benefits depends on the type of loan the teacher has, the date of his/her first loan, and whether the teacher serves in a designated low-income school or subject-matter teacher shortage area.</p> <p>Designated low-income schools are those with greater than 30% of enrolled students from low-income families, in districts that are eligible for Title I funds. The Texas Education Agency is required to inform the chief administrative officers at all elementary and secondary schools in the state of the teaching shortage area designations. The following are the Texas designated subject-matter teacher shortage areas for the 2005-2006 school year:</p> <ul style="list-style-type: none"> • Special Education • Mathematics • Science • Foreign Language (languages other than English) • Bilingual/ESL • Technology Applications <p>Additional information is available at http://www.tea.state.tx.us/eddev/loanforgiv/.</p>	In Progress	Special Education Mathematics Science Foreign Languages High poverty schools
Continue to expand and support high-quality alternative route programs.	<ol style="list-style-type: none"> The Teacher Advancement Program is focused on attracting, retaining, developing and motivating talented people to the teaching profession. TAP's goal is to draw more talented people to the teaching profession—and keep them there—by making it more attractive and rewarding to be a teacher. TAP provides the opportunity for good teachers to earn higher salaries and advance professionally, just as in other careers, without leaving the classroom. At the same time, TAP helps teachers become the best they can be, by giving them opportunities to learn better teaching strategies and holding them accountable for their performance. 	In Progress	

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| <p>2. The Texas New Teacher Project (TNTP) creates and implements high-quality alternate routes to certification to attract and prepare exceptionally talented people from non-traditional backgrounds to teach, particularly for high need areas and hard-to-staff schools. They offer high-need certified teacher recruitment programs to help school systems address specific needs and vacancies in shortage area subjects such as math, science, and special education.</p> | <p>In Progress</p> | <p>High poverty school
Mathematics
Science
Special Education</p> |
| <p>Teach for America is the national corps of outstanding recent college graduates of all academic majors who commit two years to teach in urban and rural public schools, and become lifelong leaders in the effort to expand educational opportunity. Their mission is to build the movement to eliminate educational inequity by enlisting some of our nation's most promising future leaders in the effort.</p> | <p>In Progress</p> | <p>High poverty schools
High minority schools</p> |
| <p>3. To address the existing shortage of certified, high-quality teachers, there is a national movement called "transition to teaching" where mid-career professionals are attracted from their current places of employment to enter the teaching profession. These individuals are trained through rigorous, effective alternative certification programs and then mentored through their first two years of teaching by highly-successful veteran teachers. The transition teachers are prepared for the teacher certification examination and receive ongoing applied professional development throughout their two-year induction program. There is a high level of interest in the state of Texas to replicate these "transition to teaching" models.</p> | <p>In Progress</p> | |
| <p>4. Rule 232.4 of the Texas Administrative Code governing the State Board of Educator Certification requires, effective July 1, 2006, that any teacher candidate recommended for a probationary certificate by an Alternative Certification Program demonstrate mastery of each subject area to be taught (highly qualified) prior to being recommended for certification.</p> | <p>Effective July 1, 2006</p> | |

3. Out of Field Teaching

Strategies	Resource	Status (Implemented, In Progress, Proposed)	Target Subject or Group
Continue Student Loan Forgiveness and Cancellation Opportunities for Teachers.	<p>Teachers with certain types of student loans may qualify for partial loan forgiveness, deferment, or cancellation benefits. Eligibility for these benefits depends on the type of loan the teacher has, the date of his/her first loan, and whether the teacher serves in a designated low-income school or subject-matter teacher shortage area.</p> <p>Designated low-income schools are those with greater than 30% of enrolled students from low-income families, in districts that are eligible for Title I funds. The Texas Education Agency is required to inform the chief administrative officers at all elementary and secondary schools in the state of the teaching shortage area designations. The following are the Texas designated subject-matter teacher shortage areas for the 2005-2006 school year:</p> <ul style="list-style-type: none"> • Special Education • Mathematics • Science • Foreign Language (languages other than English) • Bilingual/ESL • Technology Applications <p>Additional information is available at http://www.tea.state.tx.us/eddev/loanforgiv/.</p>	In Progress	Special Education Mathematics Science Foreign Languages High poverty schools
Discourage the hiring of out-of-field teachers in high-poverty, low-performing schools.	<p>The TEA will send notification to school districts with campuses in Title I School Improvement, strongly discouraging the hiring of out-of-field teachers and emphasizing the compliance requirement that all new (to the district) teachers hired on Title I campuses must be highly qualified when hired.</p>	Fall 2006	High poverty schools

Continue to expand alternative route programs to allow individuals with relevant training in hard-to-fill subjects to enter the profession.

1. The Teacher Advancement Program is focused on attracting, retaining, developing and motivating talented people to the teaching profession. TAP's goal is to draw more talented people to the teaching profession—and keep them there—by making it more attractive and rewarding to be a teacher. TAP provides the opportunity for good teachers to earn higher salaries and advance professionally, just as in other careers, without leaving the classroom. At the same time, TAP helps teachers become the best they can be, by giving them opportunities to learn better teaching strategies and holding them accountable for their performance.

In Progress

2. The Texas New Teacher Project (TNTP) creates and implements high-quality alternate routes to certification to attract and prepare exceptionally talented people from non-traditional backgrounds to teach, particularly for high need areas and hard-to-staff schools. They offer high-need certified teacher recruitment programs to help school systems address specific needs and vacancies in shortage area subjects such as math, science, and special education.

In Progress

High poverty school
Mathematics
Science
Special Education

3. Teach for America is the national corps of outstanding recent college graduates of all academic majors who commit two years to teach in urban and rural public schools, and become lifelong leaders in the effort to expand educational opportunity. Their mission is to build the movement to eliminate educational inequity by enlisting some of our nation's most promising future leaders in the effort.

In Progress

High poverty schools
High minority schools

4. To address the existing shortage of certified, high-quality teachers, there is a national movement called “transition to teaching” where mid-career professionals are lured from their current places of employment to enter the teaching profession. These individuals are trained through rigorous, effective alternative certification programs and then mentored through their first two years of teaching by highly-successful veteran teachers. The transition teachers are prepared for the teacher certification examination and receive ongoing applied professional development throughout their two-year induction program. There is a high level of interest in the state of Texas to replicate these “transition to teaching” models.

In Progress

<p>Continue to implement the Memorandum of Understanding between TEA, SBEC, and Spain's Ministry of Education and Science that enables districts to recruit and hire qualified international teachers.</p>	<p>The partnership between the Texas Education Agency and the Ministry of Education of Spain began in 1987 with the implementation of the Summer Institutes program, and was validated further with the signing of a Memorandum of Understanding (MOU) in 1997.</p> <p>Products of this cooperation include a Resource Center for teachers at the University of Houston, summer institutes for Texas teachers held at universities in Spain, a teacher exchange program, a visiting Spanish consultant at the Agency, and a number of other educational programs designed to improve and expand the teaching of the Spanish language and culture in Texas, as well as the teaching of the English language and culture in Spain. Hundreds of Spanish and Texas teachers have benefited every year from the richness and quality of these exchange programs. The Texas/Spain Visiting Teacher Program has brought hundreds of teachers to Texas school districts since 1998.</p>	<p>In Progress</p>	<p>Bilingual/ESL Spanish (Foreign Language) and other subjects</p>
<p>Disseminate information about other federal, state, or local initiatives intended to reduce out-of-field teaching in hard-to-staff schools.</p>	<p>The AP Spanish Language Courses, The Teacher Assistant Program, The Spanish Academies Program (or the Language Training Programs for teachers of Spanish as a Foreign Language or Spanish speakers) are examples of new programs that are being introduced as a result of this collaboration and that will be added to the programs now recognized as part of the Texas-Spain Initiatives.</p> <p>Texas Troops to Teachers (TTT) is a federally funded program designed to assist retiring and separating military veterans to become teachers in their next careers. Texas leads the nation in the number of veterans who have become teachers, with over 2,400 hired since 1996.</p> <p>TTT has become a significant asset for public education as it taps a pool of highly effective, dedicated, mature, and experienced individuals to lead and teach public school students. Additional information is available at http://www.esc13.net/troops/.</p>	<p>In Progress</p>	
<p>Continue to implement mentoring and induction for teachers of hard-to-fill subjects in low-performing schools.</p>	<p>TEA identifies master teachers in math, science, and reading at low-performing schools and rewards them for coaching less-experienced colleagues. Teachers who become certified as Master Teachers may receive state stipends (up to \$5,000) for mentoring fellow teachers part-time while they continue to teach.</p>	<p>In Progress</p>	<p>Reading/Language Arts Mathematics Science</p>

Continue targeted intensive professional development to out-of-field teachers in high-need schools.

The Texas Teacher Quality Grant Program projects are comprised of an intensive summer component (2-4 weeks) focusing primarily on content and an academic year component blending content and discipline related pedagogy. By statute, project partnerships must include a faculty member from an Arts and Science department or college, a faculty member from an education department or college and a high-needs school district. The LEA must meet the poverty threshold established through census data and also have a high percentage of teachers teaching out of field. Specifically, the Teacher Quality Grants Program provides assistance to help teachers and other staff gain access to professional development, in core academic subjects, that:

- is sufficiently sustained, intensive, and of high quality to have a lasting and positive effect on the teachers' classroom performance;
- is tied to challenging state content standards and challenging state student performance standards;
- is integrated into the systemic reform efforts of states, school districts, and individual schools;
- reflects recent scientifically based research on teaching and learning;
- includes strong academic content and content-specific pedagogical elements;
- incorporates activities and effective strategies for serving historically underserved and underrepresented populations to promote learning and career advancements; and
- is part of the everyday life of the school and creates an orientation toward continuous improvement throughout the school.

In Progress

Mathematics
Science
High-need schools

4. Recruitment and Retention of Experienced Teachers

Strategies	Resource	Status (Implemented, In Progress, Proposed)	Target Subject or Group
Continue to implement teacher compensation system to reward teachers willing to take on more challenging assignments.	1. The Governor's Excellence Awards program is a incentive pay program to reward teachers financially for raising student achievement in high-poverty schools.	In Progress	High poverty schools
	2. House Bill 1 of the 79 th Legislature, 3 rd Called Session, added Subchapters N and O, Begin Fall 2006 Chapter 21, to the Texas Education Code. Subchapter N establishes a teacher incentive program for high poverty campuses with high levels of achievement and improvement. This program will be funded at \$100 million in FY 2007, 2008, and 2009. Seventy-five percent (75%) of the funds provide teachers who have had the biggest impact on student achievement with financial awards. The remaining 25% of the funds may be used to reward other campus staff and leadership, teacher mentoring, and research-based professional development. Funds from this program must also be used on evaluation of the program.		High poverty schools
	3. Subchapter O establishes a teacher incentive program that provides funding to any district that wants to establish a local teacher incentive program. This program is funded at \$840 multiplied by the number of classroom teachers for FY 2008 and \$1000 multiplied by the number of classroom teachers in FY 2009. Sixty percent (60%) of the funds from this program must be used by districts to create incentive plans to reward educators, principals, and other school staff. Forty percent (40%) of the funding from this program may be used for additional programs such as teacher stipends, principal awards, teacher mentoring and implementing components of the Teacher Advancement Program.	Begin Fall 2006	All schools

Continue to offer programs to allow LEAs to rehire retired teachers specifically to work in high-need schools.	<p>In an effort to assist districts in their recruiting and staffing efforts, §824.602 of the Government Code allows retired educators to return to full employment with Teacher Retirement System (TRS) covered employers without experiencing restrictions to, or loss of, benefits as long as certain conditions are met.</p> <p>A key component concerning individuals who retired after January 1, 2001, relates to areas of acute teacher shortage, currently defined as mathematics, science, special education, languages other than English (Foreign Languages), Bilingual/English as a Second Language, and Technology Applications. Additional information is available at http://www.tea.state.tx.us/eddev/retire/ComLetter2004.doc.</p>	In Progress	<p>Mathematics Science Special Education Foreign Languages Bilingual/ESL</p>
Continue to offer programs to support new teachers and increase teacher retention.	<p>As an initiative of the State Board for Educator Certification (SBEC), Texas Beginning Educator Support System (TxBESS) is a comprehensive induction program that has proven to be highly effective in retaining Texas teachers. TxBESS began in 1999, and since that time has served approximately 10,000 beginning teachers in over three-hundred school districts.</p> <p>Beginning teachers, teachers new to a district and/or assignment, mentor teachers, principals, district administrators, the Community, and students all benefit from the systemic initiative to support beginning teachers. The standards-based trainings, including mentoring, professional development, and formative assessment are included in a complete kit of training materials for trainers, mentors, principals, district administrators, school board members, campus and district mentor coordinators, and beginning teachers.</p> <p>The research-based program complies with federal requirements in NCLB and focuses on instruction and improving student achievement. It is extremely flexible and can be adapted to meet local needs, including assisting teachers in improving content knowledge and skills.</p> <p>Evaluation reports on the TxBESS program are available at http://www.sbec.state.tx.us/SBECOnline/txbess/evalrpt.asp.</p>	In Progress	<p>Inexperienced Teachers</p>

House Bill 1 of the 79th Legislature, 3rd Called Session, amended Section 21.458 of the Education Code to allow each school district to assign a mentor teacher to each classroom teacher with less than two years teaching experience. Teacher mentors must 1) teach in the same school; 2) teach the same subject or grade level as applicable (to the extent practicable); and 3) meet qualifications as determined by the commissioner. The commissioner is required to adopt rules to administer the program, including rules addressing the qualifications and duties of teacher mentors. Rules must include the following requirements for teacher mentors:

Projected to Begin
Spring 2007

Inexperienced
Teachers

1. completion of a research-based mentor and induction training program approved by the commissioner;
2. completion of a mentor training program provided by the district; and
3. have at least three complete years of teaching experience and a superior history of improving student performance.

The program provides appropriate funding to school districts to fund mentor teacher stipends, additional meeting time for mentors and teachers, and mentor training. Districts must use the funds provided for mentor teacher stipends, scheduled time for mentors to work with teachers and mentoring support through mentor trainers.

5. Professional Development

Strategies	Resource	Status (Implemented, In Progress, Proposed)	Target Subject or Group
Continue to implement statewide teacher coaching programs to assist teachers in the lowest-performing schools.	TEA identifies master teachers in math, science, and reading at low-performing schools and rewards them for coaching less-experienced colleagues. Teachers who become certified as Master Teachers may receive state stipends (up to \$5,000) for mentoring fellow teachers part-time while they continue to teach.	In Progress	Mathematics Science Reading
Continue targeted intensive professional development to under prepared teachers.	<p>The Texas Teacher Quality Grant Program projects are comprised of an intensive summer component (2-4 weeks) focusing primarily on content and an academic year component blending content and discipline related pedagogy. By statute, project partnerships must include a faculty member from an Arts and Science department or college, a faculty member from an education department or college and a high-needs school district. The LEA must meet the poverty threshold established through census data and also have a high percentage of teachers teaching out of field. Specifically, the Teacher Quality Grants Program provides assistance to help teachers and other staff gain access to professional development, in core academic subjects, that:</p> <ul style="list-style-type: none"> • is sufficiently sustained, intensive, and of high quality to have a lasting and positive effect on the teachers' classroom performance; • is tied to challenging state content standards and challenging state student performance standards; • is integrated into the systemic reform efforts of states, school districts, and individual schools; • reflects recent scientifically based research on teaching and learning; • includes strong academic content and content-specific pedagogical elements; • incorporates activities and effective strategies for serving historically underserved and underrepresented populations to promote learning and career advancements; and • is part of the everyday life of the school and creates an orientation toward continuous improvement throughout the schools. 	In Progress	Mathematics Science High-need schools

Continue professional development in the content areas and pedagogical components for teachers in high poverty schools.

Regional ESCs will offer training in content area knowledge and skills as well as pedagogy in the core academic subject areas, focusing on teachers in high poverty and high need schools.

In
Progress

All core
academic subject
areas

6. Working Conditions

Strategies	Resource	Status (Implemented, In Progress, Proposed)	Target Subject or Group
Strengthen leadership in schools in need of improvement.	<p>1. Beginning in the 2006-07 school year, campuses entering Stage 1 of Title I School Improvement, as mandated by No Child Left Behind, will participate in the Campus Administrator Mentoring Program.</p> <p>Campus principals are required to participate in the Campus Administrator Mentor Program (CAMP) and will receive on-site visits and follow-up contacts from administrative mentors as a component of leadership development. The mentors will work closely with the principal to build a relationship of trust, to encourage individual capacity for leadership, and to target school improvement.</p>	Begin Fall 2006	High poverty schools SIP Schools
	<p>2. Campuses in Stage 2 School Improvement or above are required to contract with a state-approved external technical assistance provider (TAP) who serves as a hands-on consultant working with campus administration and faculty to guide the school through the improvement process. The TAP works to create a collaborative and positive school environment by developing increased leadership capacity in administrators, and by building content knowledge in teachers to establish a teaching-learning community. The TAP uses a broad knowledge of scientific or evidence based resources and materials to address the range of administrative, curricular, or instructional needs that might be present on the campus.</p>	In Progress	High poverty schools SIP Schools

3. House Bill 1 of the 79th Legislature, 3rd Called Session added Section 11.203 to the TEC to create the Principal Leadership Pilot Program. This program is designed to instruct principals in the improvement of leadership skills, student achievement, graduation rates, and teacher retention. The agency and its partner organizations are directed to consult business schools, departments or programs at institutions of higher education in the development of program curriculum. The program is open to any principal or individual interested in becoming a principal through a process established by the commissioner. The program is mandatory for principals of academically unacceptable campuses.
- To be developed during the 2006-07 school year
- High Poverty Schools
High Minority Schools

Reduce disparities in resources across districts by reimbursing teachers for classroom supply expenses.

The Texas Classroom Supply Reimbursement Grant Program provides up to \$200 per teacher or campus library media specialist for reimbursement of out-of-pocket supply purchases. Local LEAs must match the amount awarded by the state. The program is administered for TEA by Region 20 ESC.

In Progress

High Poverty Schools
High Minority Schools

7. Policy Coherence

Strategies	Resource	Status (Implemented, In Progress, Proposed)	Targeted Subject or Group
Continue to monitor equitable distribution to ensure that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children.	1. TEA will incorporate indicators related to equitable distribution of teachers into the Initial Compliance Review desk audit that is used for determining NCLB compliance and interventions in the PBM system. The indicators will annually review the data reported in the Highly Qualified Teacher Compliance Report comparing high/low poverty campuses and high/low minority campuses.	Begin 2006-07	High Poverty Schools High Minority Schools
	TEA will implement Section 2141 interventions as described in the state's Revised Plan for Meeting the Highly Qualified Teacher Goal.	Begin Fall 2006	All LEAs
	TEA will implement the Continuous Improvement Planning Process for highly qualified teachers as described in the state's Revised Plan for Meeting the Highly Qualified Teacher Goal.	Begin Fall 2006	All LEAs
	4. TEA will implement an additional criteria of "LEAs not meeting 100% highly qualified teachers for two consecutive years" when determining on-site visits of LEAs. On-site visits to LEAs, by ESCs, TEA, or TEA designees, may be implemented to review highly qualified teacher data and provide additional technical assistance.	Begin Fall 2006	All LEAs
2. Ensure more stringent review of LEA application requirement to reserve 5% of Title I, Part A funds, unless a lesser amount is needed, for teacher quality.	TEA will require documentation, during the application negotiation process, that either Title I, Part A funds or other program funds are reserved for teacher quality if the LEA has not met the 100% highly qualified requirement.	Begin 2006-07	High Poverty Schools High Minority Schools SIP Schools
Ensure monitoring of LEA equitable distribution of highly qualified teachers.	TEA will incorporate indicators related to equitable distribution of teachers into the Initial Compliance Review desk audit that is used for determining NCLB compliance and interventions. The indicators will annually review the data reported in the Highly Qualified Teacher Compliance Report comparing high/low poverty campuses and high/low minority campuses.	Begin 2006-07	High Poverty Schools High Minority Schools Inexperienced Teachers

For LEAs identified as not meeting the equitable distribution of highly qualified teachers, two processes will be required in the Continuous Improvement Planning process.

Begin 2006-07

1. Focused Data Analysis--The purpose of the focused data analysis (FDA) is to work with stakeholders to gather, disaggregate, and analyze the LEA's highly qualified teacher data to determine possible causes for areas of concern and address identified issues in the Continuous Improvement Plan. The focused data analysis, as it pertains to highly qualified teachers data, will require the LEA to analyze the district's highly qualified teacher data to identify inequities between high- and low-poverty campuses and high- and low-minority campuses. The FDA will also identify priority subject areas and groups of teachers on the campuses that are not meeting highly qualified teacher requirements.
2. Continuous Improvement Plan--The purpose of this activity is to develop and implement a continuous improvement plan (CIP) which has integrated the LEA's decisions based on the results and findings of all required intervention activities. Districts will be required to address the highly qualified teacher needs identified in the focused data analysis, including any inequities and how the district will target subject areas and groups of teachers.

8. Evaluation Measures to Publicly Report Progress

Measure	Agency, area, and person(s) responsible for evaluation and reporting	Resources required	Means of reporting (e.g., annual report, post on website)	Timeline
Continue implementation of highly qualified reporting on web site.	Division of NCLB Program Coordination, TEA	None added	Web Site Posting Press Release	September
Continue to increase percentages of classes taught by highly qualified teachers.	Division of NCLB Program Coordination, TEA	None added	Web Site Posting Press Release	September
Continue to decrease the gap in the percentage of classes taught by highly qualified teachers between low/high poverty campuses and low minority/high minority campuses.	Division of NCLB Program Coordination, TEA	Professional development and technical assistance to LEAs	Web Site Posting Press Release	September
Continue to decrease the gap in percentages of beginning and inexperienced teachers.	Division of NCLB Program Coordination, TEA	Professional development and technical assistance to LEAs	Web Site Posting Press Release	September