

## INSTRUCTIONS

### Completing the 2008-2009 Highly Qualified Teacher Focused Data Analysis

#### Purpose

The purpose of the Highly Qualified Teacher Focused Data Analysis (HQTFDA) 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 to identify key issues and strategies to be addressed in the LEA's Highly Qualified Teacher Continuous Improvement Plan (HQTICIP). The HQTFDA will require the LEA to analyze the LEA's highly qualified teacher data to identify any possible inequities between high- and low-poverty campuses and high- and low-minority campuses. The HQTFDA will also identify priority subject areas and groups of teachers by campus that are not meeting highly qualified teacher requirements.

#### Applicability

An LEA that did not report a district aggregate of 100% core academic subject area classes (Part 3 on the Highly Qualified Compliance Report) taught by highly qualified teachers on its **2008-2009** Highly Qualified Teacher Compliance Report (due November 3, 2008) must complete the Highly Qualified Continuous Improvement Process which includes an HQTFDA and an HQTICIP.

#### Scope of Review

The HQTFDA contains three sections: 1) Equity Analysis, 2) Elementary (EC-6) Teacher Technical Assistance Analysis, and 3) Secondary (7-12) Teacher Technical Assistance Analysis.

Equity Analysis – The LEA must complete this section if it 1) has multiple attendance areas and 2) demonstrates a significant poverty gap between its low- and high-poverty schools or a significant minority gap between its low- and high-minority schools. The LEAs will receive notification in November, 2008, if they are required to complete this portion of the HQTFDA. This notification will contain additional information to be used to complete this section of the HQTFDA. An LEA may also contact its ESC Highly Qualified Contact for additional information, training, and technical assistance. Once the notification has been mailed to the districts, a list of the LEAs that are required to complete the Equity Analysis will be available on the TEA website at <http://www.tea.state.tx.us/nclb/ImprovementPlan.html>. Only LEAs that were sent the November communication and reported less than 100% highly qualified on or before November 3, 2008, are required to complete the Equity Analysis.

Elementary (EC-6) Teacher Technical Assistance Analysis – The LEA must complete this section if it had one or more campuses with elementary grades (EC-6) that did not report 100% core academic subject area classes taught by highly qualified teachers on its **2008-2009** Highly Qualified Teacher Compliance Report (due November 3, 2008).

Secondary (7-12) Teacher Technical Assistance Analysis - The LEA must complete this section if it had one or more campuses with secondary grades (7-12) that did not report 100% core academic subject area classes taught by highly qualified teachers on its **2008-2009** Highly Qualified Teacher Compliance Report (due November 3, 2008).

## ESC Training and Technical Assistance

LEAs may contact their ESC Title I/Highly Qualified Contact for training and technical assistance with the implementation of the Highly Qualified Continuous Improvement Process which includes the HQTFDA and HQTICIP.

A list of ESC contacts can be found at: <http://www.tea.state.tx.us/nclb/PDF/RegionContactsWebList.pdf>.

### **Step 1: Assemble the Highly Qualified Teacher Focused Data Analysis Team**

Highly Qualified Continuous Improvement Planning activities, including the HQTFDA, need to be completed with a collaborative team. Required team members for the HQTFDA are:

- Federal Programs Director (or whomever assumes those responsibilities);
- Human Resources Director (or whomever assumes those responsibilities); and
- Campus Administrator from **each campus** that did not report 100% of the core academic subject area classes taught by highly qualified teachers on its **2008-2009** Highly Qualified Teacher Compliance Report.

It is imperative that federal program staff, human resource staff, and campus administrators work together regarding highly qualified issues. These team members will work together to complete the HQTFDA and HQTICIP. For some activities, it may be appropriate for the group to meet together; for other activities, it may be more appropriate for individual campus administrators to work with the Federal Programs Director or Human Resources Director. For example, when completing the Equity Analysis (Part I of the HQTFDA), the whole team working together to look at trends may be most appropriate. However, in Parts II and III of the HQTFDA, individual campus administrators or small groups of same grade span administrators working with the Federal Programs Director and/or Human Resources Director may prove more beneficial.

It is critical that the Highly Qualified Teacher Continuous Improvement *Process* is documented, not just the end product of the plan. Appropriate documentation for meetings, which includes agenda, sign-in sheets, AND meeting minutes/notes/summary, must be maintained.

### **Step 2: Download the Highly Qualified Teacher Focused Data Analysis Template**

1. Go to <http://www.tea.state.tx.us/nclb/ImprovementPlan.html> and open Highly Qualified Teacher Focused Data Analysis Template.
2. Save the template on your computer.
3. Open the template in Microsoft Word.
4. If you have trouble opening the file, contact the Division of NCLB Program Coordination at [nclbissues@tea.state.tx.us](mailto:nclbissues@tea.state.tx.us).

### **Step 3: Analyze Data/Complete HQTFDA Template**

Strategies for data analysis are important at both the LEA and the campus level. There are several strategies that can be used to improve the quality of data analysis and address potential areas of concern. Some possible strategies include the following:

- **Consider** additional data sources and questions to collect more information about the issue addressed by the data indicator;
- **Examine** relationships among data;
- **Gather** both quantitative and qualitative data and review longitudinal trends;

- **Identify** patterns related to data gathered through other monitoring activities; and
- **Integrate** information from the LEA and campus improvement planning process.

**Part I – Equity Analysis** (see page 7 for Equity Analysis Focused Data Analysis Probes)

**Note:** If the LEA did not receive a notification in November, 2008, the LEA is not required to complete this section of the HQTFDA. It must select the box labeled, “The LEA did not receive a Highly Qualified Equity Distribution Report from the TEA and is not required to analyze equity gaps.”

A list of the LEAs that were sent the November, 2008 communication is available at:  
<http://www.tea.state.tx.us/nclb/ImprovementPlan.html>.

LEAs required to complete this section of the HQTFDA will receive notification in November, 2008. This communication was sent to the LEA's Superintendent and copied to the LEA's Federal Programs Director and Human Resources Director. The communication contains a Poverty Equity Distribution Report and/or a Minority Equity Distribution Report, and a Report Explanation document to be used in completing this section. For additional information, training, and/or technical assistance, the LEA may contact its ESC Title I/Highly Qualified Contact.

Poverty Equity Distribution Report – This report rank orders the LEA's campuses with like grade span campuses in descending order by poverty percentage. The percentage of classes taught by highly qualified teachers and the percentage of inexperienced teachers are listed for each campus. (Note: The percentage of highly qualified teachers is calculated as the percentage of core academic subject area classes taught by highly qualified teachers.)

Minority Equity Distribution Report – This report rank orders the LEA's campuses with like grade span campuses in descending order by minority percentage. The percentage of classes taught by highly qualified teachers and the percentage of inexperienced teachers are listed for each campus. (Note: The percentage of highly qualified teachers is calculated as the percentage of core academic subject area classes taught by highly qualified teachers.)

Within like grade spans, the LEA must review data to determine if there is a gap in the percentage of highly qualified and/or inexperienced teachers between campuses in the highest-poverty quartile to the lowest-poverty quartile and between campuses in the highest-minority quartile to the lowest-minority quartile. If a gap is identified, the LEA will probe further to determine the grade level and content areas that created the gaps. Additionally, the LEA needs to consider strategies and initiatives to address any identified gaps to include in the HQTICIP.

1. Gather the LEA's Poverty and/or Minority Equity Distribution Reports, Distribution Report Explanation document, 2008-2009 Highly Qualified Teacher Campus Reports, and local data sources which may include, but are not limited to master schedules, assignment schedules, current retention/recruitment plan, current student assessment data, and current year (2008-2009) highly qualified teacher data. (Note: During the course of the review, the team may determine that additional local data resources are necessary to complete the review.)
2. Review the Equity Distribution Report Explanation document.
3. Identify the high-poverty quartile and the low-poverty quartile on the TEA-generated reports.
4. Compare the highly qualified percentages for campuses in the high-poverty quartile to the highly qualified percentages for the campuses in the low-poverty quartile to determine if there is a gap.
5. Use the probes for “Poverty – Highly Qualified”, which are located at the end of this document, to guide the team's data review and analysis.

6. Repeat steps 2 – 5 for:
  - Poverty Report – Inexperienced Teacher Percentages;
  - Minority Report – Highly Qualified Teacher Percentages; and
  - Minority Report – Inexperienced Teacher Percentages.
  
7. Complete the HQTFDA template for Section I.
  - **Identified Issues/Findings** - Describe issues and findings as determined by the HQTFDA team. In addition to the identification of issues related to systemic improvement, errors in data reporting found through the data analysis process must be reported, and a plan for correcting errors must be included in the HQTFCIP. If findings are impacted by the local review of recent LEA data, such as 2008-2009 highly qualified teacher data, the new data must be included in the findings.
  - **Data Sources Reviewed** - List the data sources used in completing the HQTFDA. It is recommended that the data sources reviewed reflect both quantitative and qualitative data. If additional and/or more recent LEA data were examined during the data analysis process, indicate the source and timeframe for the data.

### **Part II – Elementary (EC-6) Teacher Technical Assistance Analysis**

For this section of the HQTFDA, the LEA will review Part 3 of the **2008-2009** Highly Qualified Teacher Compliance Reports (due November 3, 2008) and other local data for campuses containing elementary grades (EC-6) that did not report 100% classes taught by highly qualified teachers. This system-level review will identify groups of teachers that have not yet met the highly qualified requirements. **Once these groups are identified, the LEA must determine what the teachers need to obtain highly qualified status and then address these needs in the HQTFCIP (Objective 7).**

1. Gather the 2008-2009 Highly Qualified Teacher Compliance Reports for the campuses with elementary grades. Review Part 3, Question 1 to determine if the campus reported all core academic subject area teachers as highly qualified.
  - a. If ALL campuses with elementary grades (EC-6) reported ALL core academic subject area classes as being taught by highly qualified teachers, the LEA does not have to complete this section of the HQTFDA. **However, the LEA must check the box at the beginning of Section II which reads “The LEA reported 100% elementary (EC-6) core academic subject area classes taught by highly qualified teachers.”**
  - b. If one or more campuses with elementary grades (EC-6) reported one or more core academic subject area classes as not being taught by a highly qualified teacher, then the LEA must complete Section II of the HQTFDA and needs to follow the remaining instructions for this section.
  
2. Review Section II of the HQTFDA template to verify the detail and format of the information to be submitted.
  
3. For general education teachers reported as not highly qualified, review local data sources to determine the grade level and subject area assignments of these teachers.
  - a. Once the teachers have been identified, team members need to determine what the teacher(s) need in order to meet the highly qualified requirements. (For example, a content area exam is needed, or if still eligible to earn HOUSE points, the teacher needs content-specific professional development.)
  
4. For special education teachers reported as not highly qualified, review local data sources to determine the grade level and subject area assignment of these teachers.
  - a. Once the teachers have been identified, team members need to determine what the teacher(s) need in order to meet the highly qualified requirements. (For example, a content area exam is needed, or if still eligible to earn HOUSE points, the teacher needs content-specific professional development.)

5. Complete Section II of the HQTFDA.
  - a. Assignment or assignment group (**check only one**) – Check the box beside the assignment that describes a teacher or group of teachers (assignment group) identified as not being highly qualified. A separate entry must be made for each assignment.
  - b. Grade Level (**may check multiple**) – Check the box(es) for each grade level that has one or more teachers who have not met highly qualified requirements in the noted assignment in the previous column.
  - c. Campus – **Identify all campuses** that have teachers who are not highly qualified in the assignment and grade level(s) identified in the previous two columns.
  - d. What is Needed to Meet HQT Definition – Summarize the highly qualified needs of the teacher(s) identified in this row. (For example, a content area exam is needed, or if still eligible to earn HOUSE points, the teacher needs content-specific professional development.)
  - e. Repeat steps (a-d) until all teachers identified in the review process are represented on the HQTFDA template.

### **Part III – Secondary (7-12) Teacher Technical Assistance Analysis**

For this section of the HQTFDA, the LEA will review Part 3 of the 2008-2009 Highly Qualified Teacher Compliance Reports (due November 3, 2008) and other local data for campuses containing secondary grades (7-12) that did not report 100% core academic subject area classes taught by highly qualified teachers. This system-level review will identify groups of teachers that have not yet met the highly qualified requirements. **Once these groups are identified, the LEA must determine what these teachers need to obtain highly qualified status and then address these needs in the HQTFCIP (Objective 7).**

1. Gather the 2008-2009 Highly Qualified Teacher Compliance Reports for the campuses with secondary grades. Review Part 3, Questions 2-11 to determine if the campus reported all core academic subject area teachers as highly qualified.
  - a. If ALL campuses with secondary grades (7-12) reported ALL core academic subject area classes as being taught by highly qualified teachers, the LEA does not have to complete this section of the HQTFDA. **However, the LEA must check the box at the beginning of Section III which reads “The LEA reported 100% secondary (7-12) core academic subject area classes taught by highly qualified teachers.”**
  - b. If one or more campuses with secondary grades reported one or more core academic subject area classes as not being taught by a highly qualified teacher, then the LEA must complete Section III of the HQTFDA and needs to follow the remaining instructions for this section.
2. Review Section III of the HQTFDA template to verify the detail and format of the information to be submitted.
3. For general education teachers in each core academic subject area reported as not highly qualified, review local data sources to determine the grade level of these teachers.
  - a. Once the teachers have been identified, team members need to determine what the teacher(s) need in order to meet the highly qualified requirements. (For example, a content area exam is needed, or if still eligible to earn HOUSE points, the teacher needs content-specific professional development.)
4. For special education teachers in each core academic subject area reported as not highly qualified, review local data sources to determine the grade level of these teachers.
  - a. Once the teachers have been identified, team members need to determine what the teacher(s) need in order to meet the highly qualified requirements. (For example, a content area exam is needed, or if still eligible to earn HOUSE points, the teacher needs content-specific professional development.)
5. Complete Section III of the HQTFDA.
  - a. Assignment or assignment group (**check only one**) – Check the box beside the assignment that describes a teacher or group of teachers (assignment group) identified as not being highly qualified. A separate entry must be made for each assignment.

- b. Grade Level (**may check multiple**) – Check the box(es) for each grade level that has one or more teachers who have not met highly qualified requirements in the noted assignment from the previous column.
- c. Campus – **List all campuses** that have teachers who are not highly qualified in the assignment and grade level(s) identified in the previous two columns.
- d. What is Needed to Meet HQT Definition – Summarize the highly qualified needs of the teacher(s) identified in this row. (For example, a content area exam is needed, or if still eligible to earn HOUSE points, the teacher needs content-specific professional development.)
- e. Repeat steps (a-d) until all teachers identified in the review process are represented on the HQTFDA template.

**Step 4: Integrate the Information from the HQTFDA process into the HQTICIP**

The LEA will incorporate strategies/activities into the HQTICIP to address the issues identified during the HQTFDA process. The HQTICIP template can be located at <http://www.tea.state.tx.us/nclb/ImprovementPlan.html>.

**Step 5: Required Materials Submission to the Texas Education Agency**

LEAs will submit the HQTFDA template, HQTICIP template, and Submittal Coversheet to the Division of NCLB Program Coordination at the Texas Education Agency no later than **January 15, 2009**. Failure to submit the HQTFDA and HQTICIP may cause the LEA's Initial Compliance Review (ICR) score and subsequent compliance interventions to be elevated in the 2009 NCLB desk audit process.

Submissions may be sent by fax or postal mail.

**Fax**

(512) 305-9447  
Attn: Highly Qualified Unit

**Postal Mail** – The LEA must ensure that a postal submission is postmarked by the January 15, 2009 due date.

Texas Education Agency  
Division of NCLB Program Coordination  
1701 North Congress Avenue  
Austin, TX 78701-1494  
Attn: Highly Qualified Unit

**Important Note:** The LEA will be responsible for maintaining, at the local level, documentation that describes the data review process, who participated, how the data were reviewed, and whether the data analysis team determined that the data previously reported were valid. If inaccurate data are identified, the team must report how accurate data were collected for the team review, provide the new data, and detail the impact of the revised data on the LEA's highly qualified status. Additionally, the team must consider how data quality issues can be remedied in the future and **include the plans for correction in the CIP**.

LEAs are expected to amend the PR1100 Highly Qualified Teacher Report for any campus that is determined through this review process to have reported inaccurate data for either the 2007-2008 school year or the 2008-2009 school year. The amendment function will be located on the eGrants page where all the individual campus reports are listed for the LEA. This function will only be available once the Highly Qualified Teacher Compliance Report has been submitted. In order to place the Highly Qualified Teacher Compliance Report in negotiating status, you will need to place a green checkmark in the box located next to the Amend button and then click on the Amend button. If you need assistance accessing the amendment function, you may contact the Texas Education Agency (TEA) staff by sending an email to [nclbissues@tea.state.tx.us](mailto:nclbissues@tea.state.tx.us).

**Focused Data Analysis - Section I**

## Equity Analysis Probes

The probes are intended to be only a starting point in formulating LEA discussions and are not all inclusive. LEAs are encouraged to consider other factors as appropriate to the review process. The LEA is not required to address probes that are not applicable to the LEA. Due to the availability timeline, data provided in the Poverty Distribution Equity Report and Minority Distribution Equity Report is based on school year 2007-2008. The LEA should consider whether more recent data, such as 2008-2009 teacher data, available to the LEA indicate changes in LEA status over time.

### Poverty Report – Highly Qualified Teachers

- *Is there a gap in the percentage of highly qualified teachers between campuses in the highest poverty quartile versus campuses in the lowest poverty quartile? If so, determine the following:*
  - *How many teachers are attributing to the gap?*
  - *What grade levels are affected?*
  - *Which subject areas are affected?*
  - *Does the gap involve general education teachers, special education teachers, or both?*
- *For campuses in the high-poverty quartile with low highly qualified teacher percentages, are highly qualified teacher needs the same or different?*
- *Are any of the campuses in the high-poverty quartile in School Improvement?*
  - *If so, is the highly qualified percentage high or low on these campuses?*
- *In either the high-poverty or low-poverty quartile, is student performance lower on campuses with a lower percentage of highly qualified teachers?*
  - *If so, is the lower student performance in the same subject and grade level as the non-highly qualified teacher situation?*
- *Are the trends identified through this process what the team expected? Was something new identified?*
- *Do current recruitment/retention strategies sufficiently address the needs identified in this process?*
- *Are there new initiatives or staffing practices that the LEA will consider in addressing the highly qualified teacher needs identified through this process?*
- *Consider current year 2008-2009 data available to the LEA at the local level.*

### Poverty Report – Inexperienced Teachers

- *Is there a gap in the percentage of inexperienced teachers between campuses in the highest poverty quartile versus campuses in the lowest poverty quartile? If so, determine the following:*
  - *How many teachers are attributing to the gap?*
  - *What grade levels are affected?*
  - *Which subject areas are affected?*
  - *Does the gap involve general education teachers, special education teachers, or both?*
- *For campuses in the high-poverty quartile with high inexperienced teacher percentages, are needs for experienced teachers the same or different?*

- *Are any of the campuses in the high-poverty quartile in School Improvement?*
  - *If so, is the inexperienced percentage high or low on these campuses?*
- *In either the high-poverty or low-poverty quartile, is student performance lower on campuses with a higher percentage of inexperienced teachers?*
  - *If so, is the lower student performance in the same subject and grade level as the inexperienced teacher situation?*
- *Are the trends identified through this process what the team expected? Was something new identified?*
- *Do current recruitment/retention strategies sufficiently address the needs identified in this process?*
- *Are there new initiatives or staffing practices that the LEA will consider in addressing the experienced teacher needs identified through this process?*
- *Consider current year 2008-2009 data available to the LEA at the local level.*

#### Minority Report – Highly Qualified Teachers

- *Is there a gap in the percentage of highly qualified teachers between campuses in the highest minority quartile versus campuses in the lowest minority quartile? If so, determine the following:*
  - *How many teachers are attributing to the gap?*
  - *What grade levels are affected?*
  - *Which subject areas are affected?*
  - *Does the gap involve general education teachers, special education teachers, or both?*
- *For campuses in the high-minority quartile with low highly qualified teacher percentages, are highly qualified teacher needs the same or different?*
- *Are any of the campuses in the high-minority quartile in School Improvement?*
  - *If so, is the highly qualified percentage high or low on these campuses?*
- *In either the high-minority or low-minority quartile, is student performance lower on campuses with a lower percentage of highly qualified teachers?*
  - *If so, is the lower student performance in the same subject and grade level as the non-highly qualified teacher situation?*
- *Are the trends identified through this process what the team expected? Was something new identified?*
- *Do current recruitment/retention strategies sufficiently address the needs identified in this process?*
- *Are there new initiatives or staffing practices that the LEA will consider in addressing the highly qualified teacher needs identified through this process?*
- *Consider current year 2008-2009 data available to the LEA at the local level.*

#### Minority Report – Inexperienced Teachers



- *Is there a gap in the percentage of inexperienced teachers between campuses in the highest minority quartile versus campuses in the lowest minority quartile? If so, determine the following:*
  - *How many teachers are attributing to the gap?*
  - *What grade levels are affected?*
  - *Which subject areas are affected?*
  - *Does the gap involve general education teachers, special education teachers, or both?*
- *For campuses in the high-minority quartile with high inexperienced teacher percentages, are needs for experienced teachers the same or different?*
- *Are any of the campuses in the high-minority quartile in School Improvement?*
  - *If so, is the inexperienced percentage high or low on these campuses?*
- *In either the high-minority or low-minority quartile, is student performance lower on campuses with a higher percentage of inexperienced teachers?*
  - *If so, is the lower student performance in the same subject and grade level as the inexperienced teacher situation?*
- *Are the trends identified through this process what the team expected? Was something new identified?*
- *Do current recruitment/retention strategies sufficiently address the needs identified in this process?*
- *Are there new initiatives or staffing practices that the LEA will consider in addressing the experienced teacher needs identified through this process?*
- *Consider current year 2008-2009 data available to the LEA at the local level.*

Documentation related to the consideration of the probes is not submitted to the Agency unless requested at a later time as part of a verification process. Therefore, documentation related to the probes should be maintained at the local level, and the results of the focused data analysis will be recorded on the HQTFDA template and addressed in the HQTICIP.