

Reviewing Revised State Plans

Meeting the Highly Qualified Teacher (HQT) Goal

State: TEXAS

Date: October 31, 2006

Consensus Determination:

_____ The plan is acceptable.

_____ The plan has the deficiencies described below.

Comments to support determination:

All requirements met.

Requirement 1: The revised plan must provide a detailed analysis of the core academic subject classes in the state that are currently *not* being taught by highly qualified teachers. The analysis must, in particular, address schools that are not making adequate yearly progress and whether or not these schools have more acute needs than do other schools in attracting highly qualified teachers. The analysis must also identify the districts and schools around the state where significant numbers of teachers do not meet HQT standards, and examine whether or not there are particular hard-to-staff courses frequently taught by non-highly qualified teachers.

Y/N/U/NA	Evidence
Y	Does the revised plan include an analysis of classes taught by teachers who are not highly qualified? Is the analysis based on accurate classroom level data?
Y	Does the analysis focus on the staffing needs of school that are not making AYP? Do these schools have high percentages of classes taught by teachers who are not highly qualified?
Y	Does the analysis identify particular groups of teachers to which the state’s plan must pay particular attention, such as special education teachers, mathematics or science teachers, or multi-subject teachers in rural schools?
Y	Does the analysis identify districts and schools around the state where significant numbers of teachers do not meet HQT standards?
Y	Does the analysis identify particular courses that are often taught by non-highly qualified teachers?

Y=Yes; N=No; U=Undecided; NA=Not applicable

Finding:

- Requirement 1 has been met
 - Requirement 1 has been partially met
 - Requirement 1 has not been met
 - Additional information needed to make determination
- _____ Date Requested _____ Submission Deadline

Supporting Narrative:

- Texas provided a comprehensive analysis of classes not taught by HQTs by minority, poverty and AYP status as well as by subject area. Data were provided at the state, LEA and campus levels.
- Based on 2004-05 HQT data, statewide, 2.29 percent of elementary classes were taught by non-HQ teachers in 2004-05, and 6.34 percent of secondary classes were taught by non-HQ teachers. In rank order of highest percentage of non-HQ teachers statewide, secondary foreign language classes have the highest percentage of non-HQ

teachers (8.24 percent) followed by secondary mathematics (7.48 percent), geography (6.55 percent), science (6.49 percent), reading/language arts(6.40 percent), history (5.93 percent), economics (5.86 percent), English (5.55 percent), arts (4.79 percent) and civics and government(4.49 percent) (page 6).

- The state has 72.7 percent of districts not meeting AYP and not 100 percent HQT. Campuses not meeting AYP and not 100 percent HQT are 66.8 percent. The highest percentages of non-HQ teachers on campuses not meeting AYP and not 100 percent HQ are in the areas of English, reading/language arts, mathematics, and history (page 7). These subject areas are priorities for campuses not meeting AYP.
- The following groups of teachers have been identified as a priority for the state:
 - Secondary/high minority school teachers (English, economics, arts, civics/government, mathematics)
 - Secondary/high-poverty school teachers (English, economics, arts, geography, history and science)
 - Charter school teachers
 - Secondary special education teachers (all core subject areas)
- Statewide, the analysis identified the priority core academic subject areas of secondary foreign language, mathematics, geography and science as classes taught by non-HQ teachers (Table 4, page 8).

Requirement 2: The revised plan must provide information on HQT status in each LEA and the steps the SEA will take to ensure that each LEA has plans in place to assist teachers who are not highly qualified to attain HQT status as quickly as possible.

Y/N/U	Evidence
Y	Does the plan identify LEAs that have not met annual measurable objectives for HQT?
Y	Does the plan include specific steps that will be taken by LEAs that have not met annual measurable objectives?
Y	Does the plan delineate specific steps the SEA will take to ensure that all LEAs have plans in place to assist all non-HQ teachers to become HQ as quickly as possible?

Y=Yes; N=No; U=Undecided

Finding:

- Requirement 2 has been met
 - Requirement 2 has been partially met
 - Requirement 2 has not been met
 - Additional information needed to make determination
- _____ Date Requested _____ Submission Deadline

Supporting Narrative:

- Texas provided an overview of how the state will work with LEAs to ensure that non-HQ teachers will become HQT as soon as possible. Schools not meeting their AMO for two consecutive years will be required to complete the state’s Continuous Improvement Process established under the Performance-Based Monitoring System (page 11).
- The TEA provided a timeline for monitoring and providing technical assistance to LEAs (pages 11-12). Texas is a local-control state, and LEAs are responsible for providing technical assistance to teachers needing to meet the HQT requirements. However, per Texas’ Continuous Improvement Plan (page 2 of 2), the SEA may need to set an interim benchmark on what will be done if LEAs are not providing the necessary technical assistance to assist all non-HQ teachers to become HQ as quickly as possible.

Requirement 3: The revised plan must include information on the technical assistance, programs and services that the SEA will offer to assist LEAs in successfully completing their HQT plans, particularly where large groups of teachers are not highly qualified, and the resources the LEAs will use to meet their HQT goals.

Y/N/U	Evidence
Y	Does the plan include a description of the technical assistance the SEA will provide to assist LEAs in successfully carrying out their HQT plans?
Y	Does the plan indicate that the staffing and professional development needs of schools that are not making AYP will be given high priority?
Y	Does the plan include a description of programs and services the SEA will provide to assist teachers and LEAs in successfully meeting HQT goals?
Y	Does the plan specifically address the needs of any subgroups of teachers identified in Requirement 1?
Y	Does the plan include a description of how the state will use its available funds (e.g., Title I, Part A; Title II, Part A, including the portion that goes to the state agency for higher education; other Federal and state funds, as appropriate) to address the needs of teachers who are not highly qualified?
Y	Does the plan for the use of available funds indicate that priority will be given to the staffing and professional development needs of schools that are not making AYP?

Y=Yes; N=No; U=Undecided

Finding:

- Requirement 3 has been met
 - Requirement 3 has been partially met
 - Requirement 3 has not been met
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Supporting Narrative:

- The plan provided sufficient detail on how it coordinates with the state’s 20 Education Service Centers (ESCs) for the delivery of technical assistance to LEAs that are having difficulties meeting their HQT or AYP goals.
- The state is using Title II, Part A funds for the Texas Teacher Quality Grant program, which focuses on effectively staffing math and science classes. The state has established several programs to address staffing shortages to help meet the HQT requirements, including a major teacher incentive program for high-poverty schools.

Requirement 4: The revised plan must describe 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.

Y/N/U	Evidence
Y	Does the plan indicate how the SEA will monitor LEA compliance with the LEAs' HQT plans described in Requirement 2 and hold LEAs accountable for fulfilling their plans?
Y	Does the plan show how technical assistance from the SEA to help LEAs meet the 100 percent HQT goal will be targeted toward LEAs and schools that are not making AYP?
Y	Does the plan describe how the SEA will monitor whether LEAs attain 100 percent HQT in each LEA and school: <ul style="list-style-type: none"> • in the percentage of highly qualified teachers at each LEA and school; and • in the percentage of teachers who are receiving high-quality professional development to enable such teachers to become highly qualified and successful classroom teachers?
Y	Consistent with ESEA §2141, does the plan include technical assistance or corrective actions that the SEA will apply if LEAs fail to meet HQT and AYP goals?

Y=Yes; N=No; U=Undecided

Finding:

- Requirement 4 has been met
- Requirement 4 has been partially met
- Requirement 4 has not been met
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Supporting Narrative:

- The TEA provided a comprehensive overview on how it monitors LEA compliance on HQT and AYP.
- The plan also described how the PBM monitoring process dovetails with the Section 2141(c)(1) provisions. The state should be mindful of the use of funds in Section 2141 (c)(2)(A), which prohibits funds received under Part A of Title I to fund any paraprofessional hired after the date of such determination except as provided in subparagraphs (B) and (C).

Requirement 5: The revised plan must explain how and when the SEA will complete the HOUSSE process for teachers not new to the profession who were hired prior to the end of the 2005-06 school year, and how the SEA will discontinue the use of HOUSSE procedures for teachers hired after the end of the 2005-06 school year (except for the situations described below).

Y/N/U	Evidence
Y	Does the plan describe how and when the SEA will complete the HOUSSE process for all teachers not new to the profession who were hired before the end of the 2005-06 school year?
N	Does the plan describe how the state will discontinue the use of HOUSSE after the end of the 2005-06 school year, except in the following situations: <ul style="list-style-type: none"> • Multi-subject secondary teachers in rural schools who, if HQ in one subject at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within three years of the date of hire; or • Multi-subject special education teachers who are new to the profession, if HQ in language arts, mathematics, or science at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within two years of the date of hire.

Y=Yes; N=No; U=Undecided

Finding:

- Requirement 5 has been met
 - Requirement 5 has been partially met
 - Requirement 5 has not been met
 - Additional information needed to make determination
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Supporting Narrative:

- Texas will continue to use the HOUSSE options for non-HQT veteran teachers.

Requirement 6: The revised plan must include a copy of the 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.

Y/N/U	Evidence
Y	Does the revised plan include a written equity plan?
Y	Does the plan identify where inequities in teacher assignment exist?
Y	Does the plan delineate specific strategies for addressing inequities in teacher assignment?
Y	Does the plan provide evidence for the probable success of the strategies it includes?
Y	Does the plan indicate that the SEA will examine the issue of equitable teacher assignment when it monitors LEAs, and how this will be done?

Y=Yes; N=No; U=Undecided

Finding:

- Requirement 6 has been met
 - Requirement 6 has been partially met
 - Requirement 6 has not been met
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Supporting Narrative:

- The issue of staffing shortage and inequities is not new to Texas. Over the past decade, the state has launched several major initiatives to recruit and retain qualified teachers. In 2002, the state developed the “Texas Strategic Plan to Address the Teacher Shortage.” The state continues to use this framework to address shortages in hard-to-staff schools.
- The Texas Plan for Equitable Distribution of Highly Qualified Teachers addressed current identified needs of inexperienced, unqualified or out-of field teachers using data analysis. Monitoring equitable teacher assignment will occur annually using indicators embedded into the Initial Compliance Review desk audit.