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Nevada Plan for Equitable Distribution of Teachers (EDT)

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NCLB Requirements

States

States must have a plan in place 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 [ESEA 1111(b)(8)(C)]

In addition, the United States Department of Education requires states to demonstrate that they are making good-faith efforts to correct staffing inequities and are on track to meet the "Highly Qualified" Teacher goal.

NCLB requires State plans to describe:

- *the **specific steps** the SEA will take... to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers, and*
- *the **measures** the SEA will use to evaluate and publicly report the progress of the SEA with respect to such steps. States will be required to demonstrate progress towards the equitable distribution of teachers.*

Districts

The statute calls for an assurance from LEAs [Section 1112(c)(1)(L)].

The LEA plan for federal funds must include an assurance to:

"ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers."

EXHIBIT G Education
X Entire document provided.

Document consists of 7 pages.

Due to size limitations, pages _____ provided. A copy of the complete document is available through the Research Library (775/684-6827) or e-mail library@lcb.state.nv.us.

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Definitions

Meeting “highly qualified” teacher requirements: Teachers who teach core academic subjects must –

- a. hold a Bachelor’s degree
- b. have a state teacher’s license (or hold a license to teach in Nevada obtained through alternative routes to licensure), or meet the requirements set forth in the public charter school law.
- c. demonstrate subject matter competency.

(Note: A teacher meeting the NCLB “highly qualified” teacher requirement does not necessarily equate to being a “highly effective” teacher.)

“Core academic subjects” means: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography [NCLB definition Title IX, Section 9101(11)].

“Arts” is defined in NAC as visual arts, music and theater.

“Social studies” is defined NRS as history, geography, economics and government.

“Inexperience” has been defined in Nevada as teachers with less than 3 years of experience.

“Out-of-field” teacher is defined by NCLB as a teacher who is teaching a core academic subject or a grade level for which the teacher does not meet the NCLB definition of “highly qualified”. This includes teaching without a major, with only a minor -or- without any endorsement.

Nevada Status

Nevada has a plan in place to ensure that poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.

The USDE Monitoring of the Title II-A “Teacher and Principal Training and Recruiting Fund” Program September 15-16, 2009 reported a “**Commendation**”: The State is commended for its proactive actions on annually updating its equitable distribution plan and continuously revisiting its strategies to address staffing inequities.”

Nevada’s Key Goals for Equitable Distribution of Teachers

1. Continuously monitor teacher distribution through data collection and analyses of identified patterns, so that Nevada poor and minority students have equitable access to experienced and qualified teachers who are effective in teaching students to needed levels of achievement.
2. Increase the percentage of Nevada’s teachers meeting the NCLB “highly qualified” requirements to 100%.

Nevada’s Key Strategies for Equitable Distribution of Teachers

1. Provide technical assistance to districts in analyzing, choosing and implementing plans of action for specific district policies and practices based on theories of change to address inequities in teacher assignment, and in response to targeting systemic issues involving high need schools. The SEA and LEAs will coordinate efforts to:
 - a. Increase the relative attractiveness of hard-to-staff schools so they can compete for their fair share of good teachers.
 - b. Make these schools personally and professionally rewarding places to work to retain high quality teachers.

Data

The following two tables demonstrate improvement in equitable distribution of teachers.

Table 1. Percent of Core Subject Classes Not Taught by Highly Qualified Teachers in Low and High Poverty Schools –

The gap between high/low poverty schools in terms of classes not taught by “highly qualified” teachers has reduced markedly, with the gap almost being eliminated by May 2009 (1.11% point difference) when comparing schools in the top quartile of poverty to the bottom quartile of poverty.

State/Districts	School Year	Low Poverty Schools	High Poverty Schools	Gap Between High/Low Poverty % Point Difference
State	FY09	9.0%	10.1%	1.1%
	FY08	7.6%	15.1%	7.5%
	FY07	15.4%	27.9%	12.5%
Clark	FY09	11.1%	12.1%	1.0%
	FY08	10.0%	19.2%	9.2%
	FY07	19.7%	34.8%	15.1%
Washoe	FY09	3.4%	1.9%	(1.5%)
	FY08	2.2%	2.9%	0.7%
	FY07	5.5%	4.4%	(1.1%)
All Other Districts	FY09	5.5%	7.6%	2.1%
	FY08	8.3%	7.1%	(1.2%)
	FY07	7.6%	11.9%	4.3%

There continues to be a relatively high percentage of teachers who have not met the NCLB “highly qualified” teacher requirements each year. Each teacher has an individual plan to meet these requirements as soon as possible. Despite significant slowed growth in 07-08 and 08-09, a primary barrier to meeting the 100% performance target of teachers who meet the NCLB “highly qualified” teacher requirements continues to be the teacher pool shortage in Nevada and thus the need to recruit teachers from out of state who often don’t initially meet Nevada licensing.

Table 2. Percent of Core Subject Classes Taught by Teachers With Less Than 3 Years of Experience

While the gap between high and low poverty schools in terms of teachers with less than 3 years of experience has been reduced by 4% statewide 2008 to 2009, the gap is still a 14% point difference as of May 2009.

State/Districts	School Year	Low Poverty Schools	High Poverty Schools	Gap Between High/Low Poverty % Point Difference
State	08-09	23.4%	37.5%	14.1%
	07-08	24.1%	42.2%	18.1%
Clark	08-09	25.4%	40.3%	14.9%
	07-08	27.7%	47.2%	19.5%
Washoe	08-09	18.1%	29.6%	11.5%
	07-08	19.7%	29.0%	10.3%

Next Steps

The Nevada Department of Education will continue to:

I. Provide technical assistance to the districts, as needed, to ensure the following issues are addressed in their Equitable Distribution of Teacher (EDT) plans. As a result of the complexity of their systems and diversity of their populations, the vast majority of this technical assistance is provided to Clark and Washoe County School Districts.

- A. *District Policies to Support EDT*
- B. *Data: Identification of Inequities*
- C. *Teacher Attrition Data – Analyzed by School*
- D. *Probable Success of Strategies and Measurement*

II. Revisit the following guidelines provided by Learning Point for the NV and LEA EDT plans:

The SEA's role in solving the teacher quality gap is to:

- 1. Regulate – e.g., set licensing, monitor for compliance
- 2. Build systems – e.g., state job banks
- 3. Build capacity – e.g., teacher/leadership training; technical assistance
- 4. Allocate resources – e.g., state compensation – loan forgiveness etc.
- 5. Inform LEAs and schools about what works and what is needed

Goals:

- 1. Increase the relative attractiveness of hard-to-staff schools so they can compete for their fair share of good teachers.
- 2. Make these schools personally and professionally rewarding places to work.

Ways to ensure an equitable distribution of teachers:

Increase supply -

- 1. Create a new pool of teachers
- 2. Redistribute existing teachers

Reduce demand -

- 3. Strengthen the skills of teachers already working in high-need schools (professional development; mentoring)

4. Keep qualified, experienced teachers from leaving (professional development; improve leadership; incentives; alternative ways to compensate)

Characteristics of a well-designed state teacher equity plan:

1. Comprehensive – address all the elements
Take inventory of current policies and programs (multiple examples were provided);
Identify new strategies Nevada will adopt – What is missing?
2. Targeted – focused on schools that have the greatest needs
3. Aligned – to what already doing
4. Strategic – way build support
5. Specific – set measurable outcomes & timelines; list steps to implementation
6. Balanced – short and long term strategies – what SEAs are doing as well as what LEAs are doing.