

Delaware Department of Education

Revised State Plan for Meeting the Highly Qualified Teacher Goal

Requirements One through Five

November 2006

REQUIREMENT 1

The revised plan must provide a detailed analysis of the core academic subjects 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.

1.1 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?

The Delaware Department of Education has a comprehensive statewide data system to collect and analyze HQT data at the classroom level. The two primary data systems are both housed at the Department and members from the two work groups involved work collaboratively to assure mutually understood and applied data definitions and applications.

The Delaware Educator Data System (DEEDS), maintained through the Professional Accountability Work Group, houses the certification and licensure data bases. For each teacher, DEEDS maintains employment history, years of experience, certification, licensure, educational background, Praxis I and II scores, HQT status, progress in the statewide new teacher induction program, and other data elements. Through the State personnel system, each teacher has a unique identifier and DEEDS links with this system.

The statewide pupil accounting system, eSchoolPLUS (eSP), is maintained by the Technology Management and Design Work Group. Scheduling of classes occurs through eSP as do student and teacher assignment. All Delaware students have a unique longitudinal identifier. District and charter school staff complete teachers' class assignments through eSP and code the classes according to NCLB core academic subjects. When applicable, classes are tagged as special education, bilingual, or ESL. The coding is verified by Department of Education staff. Student demographics are also available via the student unique identifier.

Other data bases maintained by the Technology Management and Design Work Group include school accountability (AYP, School Improvement, results from the statewide student testing program), poverty status, Title I status, student characteristics, and other district, school, and student data elements, all of which can be used in analyzing HQT data.

To determine the HQT status of each classroom, teachers who teach classes of core academic subjects take the electronic Teacher Quality Survey through DEEDS. The survey is pre-populated with the teacher's district, school, Delaware and National Board for Professional Teaching Standards certification(s), Praxis II scores, and class schedule.

The Teacher Quality Survey was in its third year in 2005 – 2006 but this was the first year in which the Survey was designed by class. Delaware saw some data completeness issues: teachers not taking the Survey; missing data elements that precluded teachers from taking the Survey; and unverified surveys.

Processes are now in place to eliminate missing data elements. Increased and focused monitoring will address the issues of teachers not taking the Survey and districts/charters not verifying surveys.

Once the district and charter school staff have verified teachers' Surveys and the student test results are available, the Delaware Department of Education staff can analyze the data. The Department can then identify schools that are not making AYP and/or are in School Improvement; identify those districts, schools, and charters in which large percentages of classes are not taught by HQTs; and identify any core academic subjects that are frequently not taught by HQTs.

Additional disaggregated analyses are also done, such as looking at the HQT data by poverty level at the school or student level, by teacher experience, and by minority status of the school or of the students. The HQT and school accountability data in Delaware's State Plan are from the 2005 – 2006 School Year.

Table One provides a brief overview of Delaware's 2005 - 2006 HQT data.

Table One

Schools (N = 198) by Classes *Not* Taught by HQTs

140 Delaware Schools Have $\leq 20\%$ of Classes *Not* Taught by HQTs

| Percent non-HQT Classes in the School | Number of Schools in Interval | Percent of Schools in Interval |
|--|--|---|
| 0% | 43 | 21.7 |
| 1 – 10% | 53 | 26.7 |
| 11 – 20% | 44 | 22.2 |
| 21 – 30% | 15 | 7.6 |
| 31 – 40% | 16 | 8.1 |
| 41 – 50% | 10 | 5.1 |
| > 50% | 17 | 8.6 |

When creating intervals of non-HQT classrooms, one sees in the table that follows:

- 43 schools have no classes that are not taught by HQTs (that is, 100% of classrooms in the school are taught by HQTs).
- 140 schools have $\leq 20\%$ of classes *not* taught by HQTs.
- 58 schools have $> 20\%$ of classes *not* taught by HQTs.

In reviewing the schools that had $> 50\%$ of non-HQT classes, the breakdown is:

- 8 special, or alternative, or non-traditional schools
- 4 middle schools
- 3 elementary schools
- 2 charter schools.

The schools with $>50\%$ non-HQT classes are in urban or suburban settings.

1.2 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?

Appendix A contains Table Eleven that displays the HQT data for each school as well as its AYP and School Improvement Status. All data are from the 2005 – 2006 school year.

Table Two below shows the number and percentages of schools that met AYP and Table Three displays information relative to schools that are *not* in School Improvement. For the purpose of these two tables, “other schools” refer to schools with a specialized focus, alternative schools, or schools serving students with special needs that cannot be categorized as exclusively elementary, middle, or high school.

**Table Two
School Type by AYP**

| School Type | Total Number of School Type | Number of School Type Meeting AYP | % of School Type Meeting AYP |
|--------------------|------------------------------------|--|-------------------------------------|
| Elementary School | 103 | 89 | 86.4% |
| Middle School | 31 | 9 | 29.0% |
| High School | 28 | 11 | 39.3% |
| Charter School | 13 | 10 | 76.9% |
| Other Schools | 15 | 10 | 73.3% |

Well over three-quarters of the elementary schools met AYP and about 75% of the charter schools and other schools also met AYP. Thus, a relatively small number of elementary schools are not making AYP whereas a majority of middle and high schools are not making AYP.

**Table Three
School Type by School Improvement Status**

| School Type | Total Number of School Type | Number of School Type <i>Not</i> In SI | % of School Type <i>Not</i> in SI |
|--------------------|------------------------------------|---|--|
| Elementary School | 103 | 100 | 97.1% |
| Middle School | 31 | 18 | 58.1% |
| High School | 28 | 12 | 42.9% |
| Charter | 13 | 11 | 84.6% |
| Other Schools | 15 | 15 | 100% |

The difference between middle and high schools and the other types of schools is also seen when the analysis focuses on School Improvement status. Only three of the elementary schools (2.9%) are in School Improvement contrasted with the middle and high schools (41.9% and 57.1% respectively in School Improvement).

Table Four shows the number and percent of HQT elementary and secondary classes by AYP status as well as a total for all classes. The data are categorized by type of class because of the variations in school configurations in Delaware. For example, some secondary schools may have elementary classes, such as a 5 – 8 or a 6 – 12 configuration. In these schools, there are elementary classes as well as secondary classes.

Table Four
HQT Class Status by AYP

| Type of Class | Schools that Met AYP | | | Schools that Did Not Meet AYP | | |
|------------------------|----------------------|------------------|---------------|-------------------------------|------------------|---------------|
| | N of Classes | N of HQT Classes | % HQT Classes | N of Classes | N of HQT Classes | % HQT Classes |
| All Elementary Classes | 2876 | 2532 | 88.0 | 691 | 586 | 84.8 |
| All Secondary Classes | 6430 | 5288 | 82.2 | 10715 | 8081 | 75.4 |
| All Classes | 9306 | 7820 | 84.0 | 11406 | 8667 | 76.0 |

The classes in schools that did not meet AYP have more classes not taught by HQTs than do classes in schools that met AYP. For elementary classes, 12% in schools that met AYP were *not* taught by HQTs compared to 15.2% in schools that did not meet AYP, a difference of 3.2%. The difference is more pronounced in secondary classes with 17.8% *not* taught by HQTs in schools that met AYP compared to 24.6% in schools that did not, a difference of 6.8%.

Table Five on the next page shows the NCLB academic subjects for schools that met AYP and for schools that did not. For every subject, except foreign languages, the percent of classes not taught by HQTs was greater in the schools that did not meet AYP. Overall, 16% of classes were not taught by HQTs in the schools that meet AYP contrasted with 24% in schools that did not meet AYP.

The greatest difference between the AYP and non-AYP schools was for geography and the smallest was for the elementary classes.

Table Five

NCLB Academic Subjects by HQT and AYP Status

| NCLB Academic Subjects | Schools that Met AYP | | | Schools that Did Not Meet AYP | | |
|------------------------|----------------------|------------------|---------------|-------------------------------|------------------|---------------|
| | N of Classes | N of HQT Classes | % HQT Classes | N of Classes | N of HQT Classes | % HQT Classes |
| English | 1053 | 893 | 84.8 | 1745 | 1268 | 72.7 |
| Reading/Language Arts | 501 | 357 | 71.3 | 781 | 503 | 64.4 |
| Arts | 1122 | 1064 | 94.8 | 1595 | 1414 | 88.7 |
| Foreign Languages | 491 | 399 | 81.3 | 694 | 599 | 86.3 |
| Science | 1054 | 828 | 78.6 | 1825 | 1269 | 69.5 |
| Mathematics | 1326 | 1104 | 83.3 | 2191 | 1665 | 76.0 |
| Geography | 16 | 16 | 100.0 | 57 | 11 | 19.3 |
| Civics & Government | 179 | 162 | 90.5 | 204 | 165 | 80.9 |
| Economics | 9 | 7 | 77.8 | 45 | 27 | 60.0 |
| Social Studies | 595 | 467 | 78.5 | 1141 | 836 | 73.3 |
| History | 380 | 322 | 84.7 | 479 | 394 | 82.3 |
| Elementary General | 2484 | 2201 | 88.6 | 618 | 516 | 83.5 |
| All Classes | 9306 | 7820 | 84.0 | 11406 | 8667 | 76.0 |

1.3 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?

When preparing the master schedule (classes, teachers and students assigned to those classes, coding of classes by NCLB subject areas), districts and charters must also code a specialty field to designate if the class is taught by a teacher of English language learners (either bilingual or ESL teacher), a special education teacher, or that no specialty is required, that is, the class is a regular education class.

In looking at the analysis results by specialty in Table Six, bilingual, ESL, and special education classes are taught by teachers who are not HQT much more frequently than by classes taught by regular education teachers (that is, no specialty). Fewer special education elementary classes are taught by teachers who are not HQT (23.6%) than special education secondary classes (55.7%).

The Title II monitoring that occurs will consider teachers of special education, ESL, and bilingual classes a priority. The results of the analyses are being shared with the Curriculum Development, Exceptional Children, and School Improvement Work Groups in the Department. Additionally, staff from the Professional Accountability Work Group who provide technical assistance and monitoring during the Teacher Quality Survey will diligently work with districts and charter schools in making certain that these teachers take the Survey and that districts have plans in place to assist those teachers who have not yet met the HQT requirement.

Table Six
Classes Taught By HQT by Specialty

All Classes

| Specialty | N of Classes | N of HQT Classes | % of HQT Classes |
|-------------------|---------------------|-------------------------|-------------------------|
| Bilingual | 52 | 11 | 21.2 |
| ESL | 53 | 17 | 32.1 |
| Special Education | 2086 | 1032 | 49.5 |
| No Specialty | 18718 | 15495 | 82.8 |

Elementary Classes

| Specialty | N of Classes | N of HQT Classes | % of HQT Classes |
|-------------------|---------------------|-------------------------|-------------------------|
| Bilingual | 3 | 1 | 33.3 |
| ESL | 1 | 0 | 0.0 |
| Special Education | 335 | 256 | 76.4 |
| No Specialty | 3255 | 2886 | 88.7 |

Secondary Classes

| Specialty | N of Classes | N of HQT Classes | % of HQT Classes |
|-------------------|---------------------|-------------------------|-------------------------|
| Bilingual | 49 | 10 | 20.4 |
| ESL | 52 | 17 | 32.7 |
| Special Education | 1751 | 776 | 44.3 |
| No Specialty | 15463 | 12609 | 81.5 |

The last section in Requirement One will address the analysis and prioritization of specific academic classes taught by teachers who are not HQ.

1.4 Does the analysis identify districts and schools around the State where significant numbers of teachers do not meet HQT standards?

Table Seven below displays the HQT data for districts and charter schools and Table Eight contains the school results. Also in the tables are the priorities for Title II monitoring and for technical assistance and monitoring during this year's data collection through the Teacher Quality Survey.

Although the districts and charter schools with at least 80% of classes taught by HQTs will be monitored as well as provided with technical assistance during the Teacher Quality Survey, the districts with less than 80% of classes taught by HQT will be the ones that are prioritized. Thirteen of Delaware's 19 districts and seven of its 13 charter schools have 80 – 100% of classes taught by HQTs and are thus not listed in Table Seven. The same priorities are used for Table Eight. With 3 being the lowest and 1 the highest, the priorities are:

- Priority 1 = < 60% of classes taught by HQTs
- Priority 2 = 60 – 69% of classes taught by HQTs
- Priority 3 = 70 – 79% of classes taught by HQTs

**Table Seven
District and Charter School HQT Results
and Prioritization**

| Districts | Total Number of Classes | Number of HQT Classes | Percent of HQT Classes | Priority |
|------------------------|-------------------------|-----------------------|------------------------|----------|
| Appoquinimink | 1158 | 780 | 67.4 | 2 |
| Colonial | 2098 | 1345 | 64.1 | 2 |
| Indian River | 1467 | 1044 | 71.2 | 3 |
| NCC Vo-Tech | 808 | 614 | 76.0 | 3 |
| Red Clay | 2994 | 1759 | 58.8 | 1 |
| Woodbridge | 401 | 291 | 72.6 | 3 |
| Charter Schools | | | | |
| Academy of Dover | 17 | 11 | 64.7 | 2 |
| East Side | 8 | 1 | 12.5 | 1 |
| Kuumba | 14 | 7 | 50.0 | 1 |
| Marion T. Academy | 54 | 27 | 50.0 | 1 |
| Providence Creek | 32 | 22 | 68.8 | 2 |
| Thomas Edison | 94 | 13 | 13.8 | 1 |

Table Eight
District and Charter School HQT Results
and Prioritization

| Schools Within District | Total Number of Classes | Number of HQT Classes | Percent of HQT Classes | Priority |
|--------------------------------|-------------------------|-----------------------|------------------------|----------|
| Appoquinimink | | | | |
| Silver Lake Elementary | 34 | 27 | 79.4 | 3 |
| Meredith Middle | 259 | 150 | 57.9 | 1 |
| Redding Middle | 210 | 148 | 70.5 | 3 |
| Middletown High | 529 | 342 | 64.7 | 2 |
| Brandywine | | | | |
| Springer Middle | 193 | 123 | 63.7 | 2 |
| Mt Pleasant High | 315 | 249 | 79.0 | 3 |
| Capital | | | | |
| Kent Secondary ILC | 13 | 0 | 0.0 | 1 |
| Christina | | | | |
| Douglass Alternative | 27 | 15 | 55.6 | 1 |
| Sarah Pyle Academy | 61 | 24 | 39.3 | 1 |
| Colonial | | | | |
| Bedford Middle | 397 | 245 | 61.7 | 2 |
| New Castle Middle | 165 | 83 | 50.3 | 1 |
| Read Middle | 414 | 205 | 49.5 | 1 |
| William Penn High | 704 | 455 | 64.6 | 2 |
| Colonial ILC | 41 | 20 | 48.8 | 1 |
| Indian River | | | | |
| Selbyville Middle | 288 | 188 | 65.3 | 2 |
| Sussex Central Middle | 272 | 208 | 76.5 | 3 |
| S. Delaware School of the Arts | 50 | 38 | 76.0 | 3 |
| Indian River High | 239 | 186 | 77.8 | 3 |
| Sussex Central High | 349 | 216 | 61.9 | 2 |
| Ennis School | 15 | 9 | 60.0 | 2 |
| Richard Allen School | 36 | 4 | 11.1 | 1 |
| Selbyville Middle | 288 | 188 | 65.3 | 2 |
| Lake Forest | | | | |
| W T Chipman Middle | 144 | 115 | 79.9 | 3 |

| Schools Within District | Total Number of Classes | Number of HQT Classes | Percent of HQT Classes | Priority |
|---------------------------------|-------------------------|-----------------------|------------------------|----------|
| New Castle County Vo-Tech | | | | |
| Delcastle Tech High | 365 | 269 | 73.7 | 3 |
| Hodgson Vo-Tech High | 232 | 185 | 79.7 | 3 |
| Howard HS of Technology | 211 | 160 | 75.8 | 3 |
| Red Clay | | | | |
| Baltz Elementary | 46 | 28 | 60.9 | 2 |
| Highlands Elementary | 29 | 17 | 58.6 | 1 |
| Marbrook Elementary | 32 | 11 | 34.4 | 1 |
| Mote Elementary | 35 | 24 | 68.6 | 2 |
| North Star Elementary | 34 | 19 | 55.9 | 1 |
| Richardson Park Elementary | 41 | 23 | 56.1 | 1 |
| Richey Elementary | 29 | 21 | 72.4 | 3 |
| Shortlidge Elementary | 33 | 15 | 45.5 | 1 |
| William Lewis Elementary | 35 | 13 | 37.1 | 1 |
| Warner Elementary | 47 | 25 | 53.2 | 1 |
| A I duPont Middle | 135 | 61 | 45.2 | 1 |
| Conrad Middle | 165 | 66 | 40.0 | 1 |
| H B duPont Middle | 262 | 182 | 69.5 | 2 |
| Skyline Middle | 163 | 83 | 50.9 | 1 |
| Stanton Middle | 170 | 81 | 47.6 | 1 |
| Calloway Art School of the Arts | 310 | 212 | 68.4 | 2 |
| A I duPont High | 404 | 288 | 71.3 | 3 |
| Dickinson High | 266 | 163 | 61.3 | 2 |
| McKean High | 319 | 226 | 70.8 | 3 |
| Central School | 138 | 17 | 12.3 | 1 |
| Community School | 47 | 0 | 0.0 | 1 |
| First State School | 29 | 1 | 3.4 | 1 |
| Meadowood Program | 15 | 4 | 26.7 | 1 |

| Schools Within District | Total Number of Classes | Number of HQT Classes | Percent of HQT Classes | Priority |
|-------------------------|-------------------------|-----------------------|------------------------|----------|
| Seaford | | | | |
| Seaford Middle | 191 | 129 | 67.5 | 2 |
| Woodbridge | | | | |
| Wheatley Middle | 190 | 130 | 68.4 | 2 |
| Woodbridge High | 174 | 125 | 71.8 | 3 |

1.5 Does the analysis identify particular courses that are often taught by non-highly qualified teachers?

Table Nine shows the classes taught by HQT in the core NCLB academic subject areas. The subjects with the greatest number of classes not taught by HQTs were geography followed economics and then reading/language arts. The subjects with the fewest number of classes not taught by HQTs were the arts followed by elementary classes and then by civics/government.

Also in the tables are the priorities for Title II monitoring and for technical assistance and monitoring during this year's Teacher Quality Survey.

For Title II monitoring and for technical assistance and monitoring during the Teacher Quality Survey, the following are the priorities with 4 being the lowest priority and 1 being highest:

- Priority 1 = > 30% of classes not taught by HQTs
- Priority 2 = 21 – 30% of classes not taught by HQTs
- Priority 3 = 11 – 20% of classes not taught by HQTs
- Priority 4 = 0 - 10% of classes not taught by HQTs.

Although all classes of all NCLB subject areas will be monitored and districts, schools, and teachers provided with technical assistance during the Teacher Quality Survey, those subjects area with less than 80% of classes taught by HQT will be the ones that are monitored more closely. For completeness, all subject areas are listed with their priorities are in Table Nine.

One subject area has the lowest priority, the arts, whereas three subjects have the highest priority: reading/language arts, geography, and economics.

Table Nine

Classes Taught by HQT by NCLB Core Academic Subjects

| NCLB Core Subject | Classes | N of HQT Classes | % of HQT Classes | % Not HQT Classes | Priority |
|-----------------------|---------|------------------|------------------|-------------------|----------|
| English | 2844 | 2175 | 76.5 | 23.5 | 2 |
| Reading/Language Arts | 1290 | 865 | 67.1 | 32.9 | 1 |
| Arts | 2729 | 2485 | 91.1 | 8.1 | 4 |
| Foreign Languages | 1186 | 998 | 84.1 | 15.9 | 3 |
| Science | 2906 | 2099 | 72.2 | 27.8 | 2 |
| Mathematics | 3565 | 2776 | 77.9 | 22.1 | 2 |
| Geography | 73 | 27 | 37.0 | 63.0 | 1 |
| Civics & Government | 385 | 328 | 85.2 | 14.8 | 3 |
| Economics | 54 | 34 | 63.0 | 37.0 | 1 |
| Social Studies | 1761 | 1316 | 74.7 | 25.3 | 2 |
| History | 861 | 716 | 83.2 | 16.8 | 3 |
| Elementary General | 3123 | 2736 | 87.6 | 12.4 | 3 |

- Priority 1 = > 30% of classes not taught by HQT's
Priority 2 = 21 – 30% of classes not taught by HQT's
Priority 3 = 11 – 20% of classes not taught by HQT's
Priority 4 = 0 - 10% of classes not taught by HQT's.

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.

2.1 Does the plan identify LEAs that have not met annual measurable objectives for HQT?

Since 2002, Delaware's Title II Coordinator and Title I Director have informed districts and charter schools that their annual measurable objective for HQT shall be 100% by June 2006 and that the district or charter school Consolidated Application for Federal and State funds will not be approved unless the 100% target is stated. This target is consistent with the State's goal of 100% of classes of core academic subjects being taught by HQTs. Table 10 lists the districts/charters and their HQT results.

Table 10
Classes of Core Academic Subjects Taught by HQTs:
District Results for 2005 - 2006

| District | Total Number of Classes | Number of HQT Classes | Percent of HQT Classes |
|---------------------|-------------------------|-----------------------|------------------------|
| Appoquinimink | 1158 | 780 | 67.4 |
| Brandywine | 1824 | 1549 | 84.9 |
| Caesar Rodney | 1194 | 1109 | 92.9 |
| Cape Henlopen | 794 | 765 | 96.3 |
| Capital | 791 | 656 | 82.9 |
| Christina | 2800 | 2618 | 93.5 |
| Colonial | 2098 | 1345 | 64.1 |
| Delmar | 388 | 388 | 100.0 |
| Indian River | 1467 | 1044 | 71.2 |
| Lake Forest | 495 | 434 | 87.7 |
| Laurel | 299 | 262 | 87.6 |
| Milford | 774 | 688 | 88.9 |
| NCC Votech | 808 | 614 | 76.0 |
| Polytech | 271 | 260 | 95.9 |
| Red Clay | 2994 | 1759 | 58.8 |
| Seaford | 502 | 427 | 85.1 |
| Smyrna | 568 | 503 | 88.6 |
| Sussex Technical | 345 | 345 | 100.0 |
| Woodbridge | 401 | 291 | 72.6 |
| State Totals | 20,909 | 16,555 | 79.2 |

Table 10
Classes of Core Academic Subjects Taught by HQTs:
Charter School Results for 2005 - 2006

| Charter School | Total Number of Classes | Number of HQT Classes | Percent of HQT Classes |
|------------------------------|-------------------------|-----------------------|------------------------|
| Academy of Dover | 17 | 11 | 64.7 |
| Campus Community | 92 | 83 | 90.2 |
| Charter School of Wilmington | 213 | 181 | 85.0 |
| Delaware Military Academy | 120 | 110 | 91.7 |
| East Side | 8 | 1 | 12.5 |
| Kuumba | 14 | 7 | 50.0 |
| Marion T. Academy | 54 | 27 | 50.0 |
| MOT | 90 | 77 | 85.6 |
| Newark Charter | 118 | 109 | 92.4 |
| Positive Outcomes | 64 | 55 | 85.9 |
| Providence Creek | 32 | 22 | 68.8 |
| Sussex Academy | 22 | 22 | 100.0 |
| Thomas Edison | 94 | 13 | 13.8 |
| State Totals | 20,909 | 16,555 | 79.2 |

Two districts and one charter school have met the 100% HQT goal. Additionally, seven districts or charter schools have 1 – 10% of classes *not* taught by HQTs. These districts have come very close to the goal. Ten districts or charter schools have 11 – 20% of classes *not* taught by HQTs and have made considerable progress toward the 100% HQT goal.

2.2 Does the plan include specific steps that will be taken by LEAs that have not met annual measurable objectives?

In the Consolidated Application for federal and state funds and the School Improvement Application for funds, districts and charter schools must:

- Set a 100% HQT goal.
- Identify HQT as a priority need and provide specific supporting data.
- Describe their plans for assisting teachers in meeting this requirement as soon as possible.
- Allocate appropriate funds to implement the plans.

The HQT sections of the Applications are reviewed by Department staff and must be complete, accurate, and appropriate for the Application to be approved.

Steps that districts have specified in their Application or have reported to the Delaware Department of Education include:

- Paying for Praxis II test fees.
- Providing Praxis II test preparation materials.
- Providing tutoring and coaching for Praxis II testing.
- After a transcript review, recommending academic course work to complete an academic major or equivalent.
- Providing tuition reimbursement for courses taken to meet the HQT requirement.
- Using state and/or federal funds for high quality professional development in the content area/field taught.

Other approaches that districts and charter schools are using include:

- Providing assistance to teachers in taking the Teacher Quality Survey (the on-line Delaware survey for determining a teacher's HQT status), such as information sessions or scheduling times in a computer lab for taking the Survey. District staff are available to guide teachers through the process and to answer questions.
- Developing written plans with specific steps that the teacher will take to meet the requirement.
- Partnering with college and university professors to provide academic coaching and mentoring to prepare teachers for Praxis II testing.
- Providing financial incentives and other support to candidates pursuing certification through the National Board for Professional Teaching Standards.
- Recommending enrollment in the Alternate Routes to Teacher Certification program, a partnership between the Delaware Department of Education and the University of Delaware.

A teacher's HQT status is determined through the Teacher Quality Status and results are available on-line to districts, charter schools, and to teachers. Data that every district and charter receive include overall HQT results as well as disaggregated results by academic subject/field, poverty and racial status of students, and special education or English language learner status by student.

The only way that a class could be considered HQ is if the teacher's certification matched the content area/field, all related data elements were complete (such as personnel ID number), the teacher completed the Survey, and the district verified the Survey through which the teacher met the HQT requirement in one of the approved options, such as an academic major, Praxis II, or HOUSSSE.

The Survey results are prompting districts and charters to more carefully consider the assignment of teachers, both in assigning teachers in the content/field in which they are HQT and in keeping teacher assignments relatively stable from year to year. Many districts and charter schools report no contractual barriers relative to teacher assignment, although such barriers do exist in some districts and charters. The Delaware DOE will look further into assignment and contractual issues during the 2006 – 2007 school year.

2.3 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?

The districts and charter schools must include their strategies to assist teachers to become HQT as soon as possible in the Consolidated Application for Federal and State funds and the School Improvement Application. The application is not approved if the HQT sections are incomplete or missing.

In the summer, all districts and charter schools received comprehensive data about their 2005 – 2006 HQT data. Following up on the release of data, Valerie Woodruff, the Delaware Secretary of Education, sent a letter to all chief school officers in which she listed commendations based on the district's/charter's performance as well as noted areas of concern. Furthermore, she stressed that the HQT goal to be met by the end of 2006 – 2007 is 100% and detailed the components of the required district/charter plans to assist teachers in meeting this goal. A copy of this letter, with identifying information removed, is in Appendix D.

In August, the Department met with district and charter school staff and HQT issues comprised a considerable part of the agenda. Department staff informed districts of the need for plans for teachers who have not met the HQT requirement and the components of the plan. Staff also offered technical assistance in developing or revising teacher plans and continue to do so.

The Delaware DOE, districts, and charter schools are now preparing for the 2006 – 2007 HQT data collection through the Teacher Quality Survey. The certification data base that launches and maintains the Survey has generated lists of teachers who have not yet met the HQT requirement. Districts and charters can also create lists that display the teachers' HQT status. This information will assist districts and charters in assigning teachers, in identifying the teachers for whom plans are needed, and in monitoring teacher compliance with taking the Survey.

Starting in October 2006, Delaware Department of Education staff will begin its annual comprehensive monitoring of districts and charter schools that will include HQT plans. Department staff will select teachers and ask for copies of the teachers' HQT plans that will be reviewed by program staff. In addition to this audit phase, Department staff will meet with district and charter school leadership and part of the discussion will focus on meeting or maintaining the 100% HQT goal. The necessity for teacher plans will be part of the discussion.

REQUIREMENT 3

The revised plan must provide 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 goal.

3.1 Does the plan include a description of the technical assistance the SEA will provide to assist LEAs in successfully carrying out their HQT plans?

The Delaware Department of Education staff with HQT responsibilities will continue to provide districts and charter schools with technical assistance. The categories of technical assistance and brief descriptions follow.

Workshops

- Conduct workshops for Personnel Directors from districts and charter schools about the NCLB HQT requirement, the content and processes associated with the Teacher Quality Survey, and the procedures for verifying the responses to the Survey.
- Conduct workshops for the State cadre of Lead Mentors from districts and charters about the NCLB HQT requirements and the options available for new teachers. The Lead Mentors have agreed to provide technical assistance to all new teachers to make certain that they complete the Survey and provide their required documentation to the district/charter school.
- Provide presentations at School Improvement Quarterly meetings regarding the NCLB HQT requirements, plans for teachers to meet the HQT requirement, and the Teacher Quality Survey. These meetings are for all district and charter school staff who have responsibilities for Title I, Title II, and other school improvement programs.

Technology

- Provide assistance to the district/charter schools technology departments to ensure accurate and complete data for the Teacher Quality Survey. The technology staff are responsible for updating the course catalogue that includes the coding of all classes relative to NCLB categories, teacher and student assignments to classes; making certain that all teachers have their accurate personnel system identifiers; and coding for specialty required classes (ESL, bilingual, and special education).

Staff at the Delaware Department of Education will not allow districts/charters to upload the course catalogue data until it is complete and accurate. After the upload, all district/charter data elements will be in place for teachers to take the Survey.

- Keep the Praxis II requirements current on the Department's website. This site provides information about the testing requirements for certification/licensure and for HQT.
https://deeds.doe.k12.de.us/forms/praxis_II_chart.doc

Technology, continued

- Deliver the Teacher Quality Survey on-line for teachers to complete and include explanations regarding options for meeting HQT, requirements of the Survey, definitions of key terms, what documentation to have available when taking the Survey, how to facilitate the verification process by the district/charter, and other information.
- Notify teachers of the HQT status through DEEDS. Once a district/charter verifies a Survey, teachers can view their teacher quality status.
- Provide districts/charters, through DEEDS, with lists to facilitate planning, such as: teachers who need to take the Survey and for which classes (that is, are not yet HQ for a class that they are teaching), teachers who have taken the Survey, and surveys that need to be verified.
- Provide data to districts/charters on classes by HQ status of teachers as well as data by school and subject area.

Visits to Districts/Charters

- Visit districts, charter schools, or schools to provide technical assistance when requested, such as assistance with developing plans for teachers who are not yet HQ.
- Provide HQT awareness sessions for teacher groups upon request.
- Continue to collaborate with the Delaware State Education Association (DSEA) to assure that information regarding the HQ process is provided so that DSEA has accurate information and understands the HQT requirements and Teacher Quality Survey.

On-going Communication

- Continue to work collaboratively with the Department's Title II coordinator and other School Improvement staff.
- Respond consistently to inquiries from teachers and districts in a timely manner.
- Respond to teachers via telephone, e-mail, and in-person with information regarding the specifics of becoming HQ in Delaware, including the appropriate Praxis II test based on the teacher's situation and the available options of meeting the HQT requirement.
- Provide references and resources regarding the appropriate Praxis II tests, test preparation, and passing scores for the purposes of licensure, certification, and HQ. Praxis II information is communicated by telephone, via e-mail, and is available on the Department's website.
- Provide information and work collaboratively with higher education institutions in Delaware to assure that they understand the HQT requirements, options, and available Praxis II content knowledge tests.
- Distribute HQT guidance consistent with the most recent US ED information to district/charter school personnel staff, to DOE staff involved with HQT, and to other district/charter staff, such as Title II coordinators.
- Present HQ and licensure/certification updates regularly to district personnel administrators at regularly scheduled meetings throughout the year.

3.2 Does the plan indicate that the staffing and professional needs of schools that are not making AYP will be given high priority?

The Delaware educational reform effort establishes the goal of all children achieving to challenging State standards through participation in effective schools. One of the components of an effective school is a staff of highly qualified teachers. Delaware and its districts and charter schools are committed to meeting the 100% HQT goal so that *all* students are taught by highly qualified teachers.

Delaware has established a consolidated application for State as well as Federal funds. Each school goes through the planning process as described below. Based on the school plan, districts/charters then develop a comprehensive plan and complete the Consolidated Application. As part of the application, districts/charters must:

- Identify staff needs based on data.
- Prioritize the needs.
- Set goals tied to the needs.
- For each goal, set measurable objectives, activities/strategies, timelines, and resources.
- Based on the needs and prioritization, request funds for the activities/strategies that will meet the needs.

As part of the application, each district/charter includes:

- Strategies to meet the 100% HQT goal.
- A professional development plan for the district/charter and how it meets identified needs.
- Steps to assure that all teachers have access to high quality professional development.
- Processes used to ensure that all professional development is needs-based, of high quality, and research-based.
- Plans for an evaluation to measure the extent to which the goals were accomplished.

This data-informed planning and application process, coupled with Federal statutory requirements, assures that schools and districts place the highest priority on professional development for schools that are not making AYP and/or are in School Improvement and on groups of teachers that are not yet highly qualified.

Districts that serve the lowest achieving schools and that demonstrate the greatest need and the strongest commitment to helping schools meet their progress goals are eligible for Title I school improvement funds.

For Title II funds, districts/charters must assure that they will target funds to schools with the lowest proportion of highly qualified teachers, schools that have the largest class size, and schools that are identified for Title I school improvement.

For information about the Consolidated Application: <http://www.doe.k12.de.us/SchoolImprovement/>.

1.3 Does the plan include a description of programs and services that the SEA will provide to assist teachers and LEAs in successfully meeting HQT goals?

The responses to the previous two requirements address services and funding available to assist districts and charter schools in meeting or maintaining the 100% HQT requirement. However, the Delaware Department of Education works with teachers, districts, and charter schools in additional ways that focus on assisting currently employed teachers in meeting the HQT requirement, in recruiting highly qualified teachers, and in retaining highly qualified teachers. Brief descriptions of the efforts in each of these areas follow.

ASSISTING CURRENTLY EMPLOYED TEACHERS IN MEETING THE HQT REQUIREMENT

Delaware Center for Teacher Education

- The Delaware Center for Teacher Education, in partnership with Arts and Science Faculty and three school districts, offers the opportunity for middle and high school special education teachers to work toward the HQT requirement in English, mathematics, science, and/or social studies. This program addresses the development of content knowledge in middle and high school special education teachers, a sub-group of teachers identified as a priority.

In addition, the Delaware Center for Teacher Education offers regular and special education teachers the opportunity to further develop their content knowledge through the Delaware Reading and Writing Projects, the Democracy Project, Social Studies and Reading Summer Institutes and the Summer Solve It Math Project. <http://www.udel.edu/dcte>

The Delaware Center for Mathematics and Science Education

- The Math and Science Resource Center provides support for Delaware's K -12 mathematics and science teachers who need additional course work in these content areas and provides opportunities throughout the state during the school year. <http://www.udel.edu/mserc/>

In several locations throughout the State, the Center offers graduate level courses of study each summer specifically targeted at middle and high school teachers. This initiative has provided additional course work to middle school teachers with elementary certification and who need mathematics courses at the middle school level. <http://www.udel.edu/mserc/s2006ms.html>

Praxis II and Out-of-field Teachers

- Delaware allows a teacher who is currently certified in an area to take additional Praxis II tests in other content areas for the purpose of certification and meeting the Highly Qualified Teacher requirement. In this way, a teacher who is currently in the field and may be assigned to teach multiple subjects can demonstrate their subject matter competency in the other area(s).

Multi-Subject HOUSSE

- Delaware offers a Multi-Subject HOUSSE to all teachers who teach multiple content areas. Regular education teachers must be highly qualified in one NCLB subject before they are allowed access to the Multi-Subject HOUSSE. Multi-subject special education teachers and teachers of English language learners can access this HOUSSE option directly.

Clusters

- Clusters are focused groups of courses and/or other professional development offered to Delaware educators by the Delaware Department of Education, Delaware districts, and outside vendors. Clusters are approved by the Professional Standards Board and the Delaware State Board of Education. Depending on the clock hour value of a particular cluster, participating educators are awarded pay increases in the amount of two to six percent.

https://deeds.doe.k12.de.us/certificate/deeds_cluster.aspx

Clusters are available in arts/music, English and language arts, reading, mathematics, foreign languages, science, and social studies, as well as content areas not included under the NCLB HQT requirement. http://www.doe.k12.de.us/files/pdf/profstds_approvedclusters.pdf

RECRUITING A WORKFORCE OF HIGHLY QUALIFIED TEACHERS

Certification Reciprocity

- The Delaware Department of Education takes part in the NASDTEC Interstate Contract and currently has reciprocity with more than 50 states, territories, and countries to provide a smooth transition to Delaware certification.

https://deeds.doe.k12.de.us/certificate/deeds_reciprocity.aspx#relocate

International Teachers

- Delaware offers certification to non-U.S. candidates. Candidates from other countries are required to have their transcripts evaluated by an independent agency. The results of the evaluation must determine that the candidates possess the equivalent of a bachelor's degree and a major in teaching.

In addition, candidates must demonstrate that they completed practice/student teaching. These teachers are given the equivalent Delaware certification. The candidates provide instruction in their native languages and in core content areas in which they are certified.

https://deeds.doe.k12.de.us/certificate/deeds_nonuscred.aspx

Alternate Routes to Certification

- The Delaware Alternate Routes to Certification (ARTC) provides a means for non-education majors to transition into the teaching profession. The program is administered by the University of Delaware and conducts classes in two locations in the State to allow candidates to have access to course work close to their work locations.

The purpose of the program is to allow individuals with academic degrees in critical needs areas to instruct in that area while acquiring pedagogical skills and knowledge. Candidates must be employed by a district/charter school and then enroll in the ARTC program. In addition, the candidate must meet Delaware's requirements for passing scores in Praxis I and Praxis II. Candidates complete an intensive summer session and attend classes during the school year over a two to three year period.

https://deeds.doe.k12.de.us/certificate/deeds_artc.aspx

Teach Delaware

- Delaware Center for Teaching Careers (Teach Delaware) was implemented to recruit qualified candidates to the teaching profession. This is a one-stop electronic system that leads the candidates through posting their credentials and résumés. Teach Delaware can be viewed by all district/charter schools. In addition, the site provides a variety of information and advisor-assisted services to the candidate. The site makes the information easily accessible to the recruiters as well. <http://www.teachdelaware.com>

Delaware's Recruitment and Retention Committee

- The Delaware DOE has a committee that oversees the issues of recruitment and retention of the State's teacher work force. An annual evaluation of recruitment and retention efforts is conducted each year through the University of Delaware and the findings are used to target ways to address recruitment and retention issues within Delaware. One recent recommendation has led to the reduction in the time required for a teacher to become certified by giving priority status to teachers employed in Delaware and waiting for the certification request to be processed.

Delaware Teacher Preparation Programs

- In collaboration with the Delaware DOE, the State's colleges and universities are aligning their programs, especially special education and those for teachers of English language learners, to prepare graduates in meeting the highly qualified teacher requirement. Some programs for elementary or middle school teachers are now requiring an academic major.

RETAINING A WORKFORCE OF HIGHLY QUALIFIED TEACHERS

Mentoring and Induction

- Delaware has a three-year new teacher induction program mandated by law for all teachers holding an initial license. The license is valid for this three year period. The successful completion of the program is what enables the teacher to move to a continuing license.

The program consists of four cycles. During these cycles, new teachers observe master teachers, are observed, read, engage in conversations with colleagues, and design and implement plans for improving their practice. The focus of the initial cycles includes classroom environment, planning and preparation, and delivery of instruction. The State pays for all new teachers to have a mentor during the first two cycles.

During cycle three, the new teachers work on learning teams to analyze student work and discuss how to construct and evaluate quality assessments with the intent of increasing student learning. The final cycle requires new teachers to construct a professional growth plan to be used when they attain their continuing license.

Delaware also requires a one year mandated mentoring and induction process for all teachers new to the state. This program includes three two-hour sessions in which the teachers explore the requirement for licensure and certification, the Delaware Teaching and Student Content Standards, and the Delaware State Testing Program.

Included in these sessions is information on the requirements for being highly qualified in Delaware. Assistance in completing the Highly Qualified Teacher process is offered to all new teachers through the mentoring program. <http://www.doe.k12.de.us/NewTchrMentor/>

National Board for Professional Teaching Standards Support

- Delaware has one of highest percentages of National Board Certified Teachers in the country. The state has made a substantial investment in the process by providing up front loans to candidates. Delaware provides additional funds for re-take candidates during the three active years of the process. The state provides and pays National Board Certified teachers to work with candidates.

Recently Delaware began a summer National Board Certification Boot Camp that provides candidates with the information and skills to complete the portfolio.

Those who attain National Board Certification receive an annual 12% increase on the state portion of their salary (about 70%) for the ten year period of the NBPTS certification. This increase may be extended for an additional ten years upon the successful completion of the NBPTS renewal process. Additionally, educators who move on to instructional positions below that of a director maintain their salary supplement.

<http://www.doe.k12.de.us/NatlBoardCert/>

3.4 Does the plan specifically address the needs of any subgroups of teachers identified in Requirement 1?

Requirement 1 identified special education teachers and teachers of English language learners, especially at the secondary levels, as two sub-groups whose needs relative to HQT have a high priority. Also, in terms of specific content areas, teachers of reading/language arts, geography, and economics also had a high priority.

Special education teachers and teachers of English language learners typically do not major, or even minor, in a NCLB academic subject area as part of their teacher preparation program. Additionally, the Praxis II test required for certification in exceptional children is not a test of academic content knowledge. Although Delaware does not require an ESL or bilingual Praxis II test at this time, even if such a test were required, neither would it be a test of academic content knowledge.

Thus, the challenge in Delaware is not certification. Teachers usually have the certificate that matches the type of learner to whom they are assigned to teach. Teachers who hold the ESL or bilingual certificate or exceptional children certificate at the appropriate grade range or category of disability, may teach any content area and therein is the HQT challenge. Most of these teachers, with the exception of elementary school teachers, were not prepared to be content area teachers.

Additionally, many special education teachers and teachers of English language learners often teach multiple core academic subjects. For these experienced teachers, Delaware has a Multi-Subject HOUSSE that can be helpful to some.

The Delaware Center for Teacher Education, in partnership with Arts and Science Faculty and three school districts, offers the opportunity for middle and high school special education teachers to work toward the HQT requirement in English, mathematics, science, and/or social studies. This program addresses the development of content knowledge in middle and high school special education teachers, a sub-group of teachers identified as a priority. <http://www.udel.edu/dcte>

Many districts/charters are providing Praxis II test preparation for all teachers for whom an academic major or equivalent or a graduate degree is not realistic and may request State or Federal funds to support these activities.

The Social Studies Coalition, of which Delaware is an affiliate, provides content support in geography and economics through its lead teacher training. Model instructional units for the Delaware Recommended Curriculum are available in both geography and economics.

The Center for Economic Education and Entrepreneurship at the University of Delaware offers a number of professional development opportunities and classes, <http://www.udel.edu/ceee/> The Delaware Geographic Alliance also provides professional development opportunities for teachers, <http://www.udel.edu/Geography/DGA/web/index.htm>

Districts are now encouraging teachers of English language learners to attend district professional development in the content areas. In cooperation with the Delaware DOE, the University's English Language Institute hosts a six day, 45-semester credit hour institute that focuses on instructional strategies for teaching academic subjects to English language learners.

Delaware has several initiatives available to reading teachers (<http://www.doe.k12.de.us/programs/reading/>):

- **Reading First** offers professional development in Language Essentials for Teachers of Reading and Spelling (*LETRS*) and Dynamic Indicators of Basic Early Literacy Skills (*DIBELS*).
- **Project CRISS** (CReating Independence through Student-owned Strategies) is an interdisciplinary program incorporating reading, writing and study strategies for literature and content classes in secondary schools.
- **Success for Secondary Struggling Readers**, a three-year program, focuses on teacher content knowledge of SBRR (Scientifically Based Reading Research) and the findings of the National Reading Panel as they apply to instructional strategies for diverse learners in grades 4 -12.

Also, the University of Delaware offers summer institutes for teachers of reading and writing:

- **The Summer Reading Institute or Summer Writing Institute** carries 6 graduate credits. Teachers may opt to use participation for a salary supplement.
<http://www.udel.edu/dcte/educators/cos/literacy.html>

Additionally, Delaware teachers can take courses tuition-free during the summer at the University of Delaware and at Delaware State University. This opportunity, made possible through legislation, offers teachers the opportunity to take courses that can be used to meet the HQT requirement and/or to earn advanced degrees.

3.5 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?

Through the Consolidated Application (described previously), districts and charter schools request State and Federal funding to address data-informed needs.

Districts and charters are required to list strategies to be used in meeting the HQT requirement. In the FY 2007 applications, many districts and charters referenced their HQT percentage from the 2005 – 2006 Teacher Quality Survey as well as identified sub-groups of teachers, such as classes taught by special education teachers and teachers of English language learners.

Districts may request funds from Federal sources, such as Title I, Title II, and Title V, to support initiatives that will address the needs of teachers who are not yet highly qualified. Additional State funding is available for professional development, early intervention reading programs, and Teacher-to-Teacher Cadre.

The Teacher-to-Teacher Cadre funding provides for the purchase of release time of exemplary teachers in the approved content areas who will provide assistance to districts/charters in designing, demonstrating, and implementing best teaching practicing.

Other uses of State and Federal funds that districts and charters have requested to support the needs of teachers who are not yet highly qualified include:

- Preparation materials or workshops for Praxis II content knowledge tests
- Tutoring or coaching in the content area to prepare for Praxis II testing
- Reimbursing the cost of Praxis II test fees
- Tuition reimbursement for college/university course work
- Professional development
- Content area specialists.

Another use of the funds is for salaries, either for teacher specialists in content areas or for highly qualified teachers, especially in critical needs areas.

Delaware uses State funds to support many of the initiatives described in the narrative for Requirement 3 and for 4.3, such as:

- State funds pay for the salary increase that teachers receive for completing approved clusters (focused groups of courses and/or other professional development). The clusters include the Delaware Reading and Writing Projects. Additionally, teachers who complete either (or both) Projects must design a workshop and make it available to requesting districts or charter schools.
- The Alternate Route to Certification Program is a partnership between the Delaware DOE and the University of Delaware and is partially supported through State funds.
- Teach Delaware, an initiative to recruit qualified teachers to Delaware, is State supported.
- The new teacher induction program is funded exclusively through State funds.
- The 12% salary supplement for National Board Certified Teachers comes through State funds.
- The Delaware Higher Education Commission, a branch of the Delaware DOE, offers interest-free loans for National Board Certification candidates.
- Through statute, teachers may take university courses during the summer and pay only a nominal registration fee; there is no tuition charged. Academic course work in the NCLB subject(s) currently taught can count toward meeting the HQT requirement.
- The Social Studies Coalition receives state funds. The Coalition provides content support in geography, economics, civics, and history through its lead teacher training.
- The Science Coalition also receives state funding and has provided teachers with university courses during the school year. Also, elementary teachers must complete Smithsonian Science Kit training before teaching the kits. The kits constitute a significant part of the elementary science curriculum and teachers receive training through Science Coalition staff who are DE DOE employees. The Science Coalition professional development now extends to the middle school and plans are underway to develop professional development for high school teachers.
- Similarly, State funds support statewide training in mathematics for elementary and middle school teachers, including an e-learning pilot that offers content-based courses from the SREB and PBS.
- State funds provide professional development to the Teacher-to-Teacher Cadre, exemplary teachers in the approved content areas who will provide assistance to districts/charters in designing, demonstrating, and implementing best teaching practices.
- Development of the State Recommended Curriculum that is consistent with the Delaware content standards and grade level expectations.

Federal funds partially support the salaries of Delaware DOE staff whose responsibilities include school improvement and professional development. Additionally, Federal funds support:

- Reading First, Project CRISS, and Success for Struggling Readers, including staff who work with these reading initiatives.
- Professional development for teachers that is standards-based. Funds support the consultants/providers, substitute costs associated with teacher participation, and stipends when indicated.
- The work associated with developing grade level expectations. These are expanded and clearer descriptions of the Delaware student content standards.
- In addition to the State funds described above, professional development for the Teacher-to-Teacher Cadre.
- The Advanced Placement Incentive Program. The most recently received grant will pay for staff and programs/services to teachers. The Program targets low income middle and high schools.

Teachers may count the professional development through these State and/or Federally supported initiatives toward licensure renewal.

3.6 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?

The Consolidated Application assures that if a district or charter is in School Improvement, it is eligible for additional State and Federal funds.

Districts that serve the lowest achieving schools, and that demonstrate the greatest need and the strongest commitment to helping school meet their progress goals, are eligible for Title I school improvement funds.

At least 10% of all Title I fund allocated to a district/charter in School Improvement must go to professional development. That professional development will be targeted based on the data-informed needs and priorities that the district/charter establishes.

For Title II funds, districts/charters must assure that they will target funds to schools with the lowest proportion of highly qualified teachers, schools that have the largest class size, and schools that are identified for Title I “school improvement.”

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 – 2007 school year.

4.1 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?

The Consolidated Application for Federal and State funds for FY 08 will continue to require districts and charter schools to explain their strategies for meeting the 100% HQT goal. The State Title II Coordinator, staff associated with the other relevant Federal programs, and staff from Professional Accountability will review the applications, including the budgets, needs analyses, strategies, and supporting narrative.

Approval of the Application will be conditional upon a clear statement of the strategies and funds that will provide the appropriate resources to assist teachers in meeting the HQT requirement.

The results of the Teacher Quality Survey will be available to districts and charters to assist them in developing plans in response to the most currently available data. The Department of Education will continue to make spreadsheets available to districts/charters with HQT results disaggregated by school, content areas, specialty areas (classes taught by special education teachers or ESL teachers, for example), and other variables.

The Delaware DOE will also use the 2006 - 2007 data when conducting regularly scheduled monitoring visits. These visits will include a review of individual teacher plans and parent notification letters.

Program managers responsible for HQT will schedule additional monitoring visits, when necessary, based on the most recent data. The focus of the visits will be to determine district/charter school compliance in implementing the written plan and to review individual teacher plans. Priority for monitoring will be given to those charter schools and districts that have schools not making AYP and/or are in School Improvement.

4.2 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?

Delaware DOE staff will analyze and review the most recent HQT data for each district, school, and charter school as well as the HQT data by AYP and School Improvement status. Districts and charters that have the greatest numbers of classes not taught by HQTs will receive priority for technical assistance as will schools/charters not making AYP and/or are in School Improvement.

The technical assistance described in previous sections of the Plan will continue to be available.

4.3 Does the plan describe how the SEA will monitor whether LEAs attain 100 percent HQT in each LEA and school:

- **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?**

MONITORING HQTs AT EACH DISTRICT, SCHOOL, AND CHARTER SCHOOL

Delaware will collect its HQT data through the 2006 – 2007 Teacher Quality Survey to determine the number and percent of classes not taught by highly qualified teachers. The 2005 – 2006 data will inform the need and level of appropriate technical assistance, the monitoring schedule, and will also provide the basis for districts' and charter schools' sections of the Consolidated Application for Federal and State funds.

Additionally, Professional Accountability staff and the Title II coordinator will be able to modify monitoring based on district and charter compliance and progress during the 2006 – 2007 data collection.

The monitoring visit will also include a review of individual teacher plans and district/school/charter school parent notification relative to parents' right to request information about teacher qualifications and parents' children being in classes not taught by highly qualified teachers.

HIGH QUALITY PROFESSIONAL DEVELOPMENT

Delaware offers a wide array of high quality professional development, some of which are described in Sections 3.3, 3.4, and later in this section, 4.3. In terms of monitoring high quality professional development, Delaware has several mechanisms.

To renew a continuing license, teachers enter their 90 clock hours of professional development through the electronic teacher professional accountability system, DEEDS (Delaware Educator Data System). The Delaware DOE has established approved options. Teachers print out a summary form of their professional development and submit it for approval to their district/charter school and must include documentation of successful completion of the work.

Teachers who complete clusters (focused groups of courses and/or other professional development) can count the professional development toward licensure renewal (or receive their salary supplement) *only* after the provider attests that the cluster has been successfully completed. The Delaware DOE can monitor and track cluster work through DEEDS, the electronic professional accountability system.

The Delaware DOE has released a Request for Proposals for a comprehensive web-based professional development management system through which professional development providers can list their offerings, teachers can register, and completed work can be monitored. The system will be linked with Delaware's electronic professional accountability system, DEEDS. Implementation is expected to begin in early 2007. Professional development must adhere to the standards of the National Staff Development Council.

Every professional development offering through the Delaware DOE has a detailed evaluation. Results are shared with the presenters and the Department uses the results in its customer satisfaction surveys.

Licensure Renewal

- When Delaware instituted a licensure system, it required that those educators with a continuing license must renew the license every five years. A continuing license is issued to teachers who have more than three years of experience and have other requirements. To renew the continuing license, educators must document 90 clock hours of relevant professional development that enhances knowledge and skills and contributes to the school or profession. Options include college courses, clusters, school professional development, and professional conferences. https://deeds.doe.k12.de.us/forms/renew_cont_lic_manual.pdf

Delaware supports and provides many professional development opportunities for teachers that they can use to gain content knowledge, pedagogical skills, and approaches to assessment that increase student learning. The professional development may count toward licensure renewal and some carry salary supplements as well. Some professional development may be taken as graduate courses and Delaware teachers may take the summer courses offered through the University of Delaware and Delaware State University at no cost. State law provides for free summer tuition at state funded universities. The following sections highlight some of these opportunities.

Clusters

- Clusters are focused groups of courses and/or activities offered to Delaware educators by the Delaware Department of Education, Delaware districts, and outside vendors. Clusters are approved by the Professional Standards Board and the Delaware State Board of Education, and depending on the clock hour value of a particular cluster, participating educators are awarded pay increases in the amount of two to six percent.
https://deeds.doe.k12.de.us/certificate/deeds_cluster.aspx

Clusters are available in arts/music, English and language arts, reading, mathematics, foreign languages, science, and social studies, as well as content areas not included under the NCLB HQT requirement. Completion of a cluster may also be used for licensure renewal.

http://www.doe.k12.de.us/files/pdf/profstds_approvedclusters.pdf

Graduate Level Courses of Study

- For increments on the salary schedule, Delaware has restricted the allowable options for teachers and no longer accepts miscellaneous, unrelated, or otherwise random assortments of classes. Teachers can use course work through a matriculated graduate program or graduate level courses of study. The latter consist of at least six semester credit hours that are related in content. Completion of a graduate level course of study may also be used for licensure renewal.
<https://deeds.doe.k12.de.us/forms/salary%20increment%20app.pdf>

Some colleges and universities have developed their own graduate level courses of study. The University of Delaware's Mathematics and Science Education Resource Center has developed such a course for middle school mathematics teachers. Teachers can use these courses to meet the HQT requirement. <http://www.udel.edu/mserc/>

Advanced Placement Incentive Program

- The Advanced Placement Incentive Program is part of the "Access to High Standards Act" in the No Child Left Behind Act of 2001. The statutory requirements authorized under the 810d(1) of the Incentive Program Grant prescribe three major goals to be achieved by the project: the increase of a) the enrollment of low income students in Advanced Placement courses; b) the participation of low-income students in Advanced Placements tests; and c) the availability of Advanced Placement courses in all schools.

Delaware offers professional development to teachers through the College Board Workshops and Summer Institutes. <http://www.doe.k12.de.us/programs/ap/>

State Recommended Curriculum

- By legislative directive, Delaware has recently embarked on the development of a State Recommended Curriculum to make content standards more user-friendly and to bridge gaps between the standards, classroom practices, and assessment. Four design elements occur through all content areas in all grade levels:
 - 21st Century knowledge and skills
 - Information and technology literacy
 - Cross-cultural communicative competence
 - Equitable access to learning opportunities

The Recommended Curriculum contains: standards-based enduring understandings, essential questions, course syllabi, grade level expectations, examples and non-examples, model units of instruction and assessment, as well as samples of student work, and rubrics. The State Recommended Curriculum will also be web-based for statewide sharing and exchanges. Model units are now available with more under development.

<http://www.doe.k12.de.us/standards/index.html>

Delaware Science Coalition

- The Delaware Science Coalition, is a partnership between the Delaware Department of Education, Delaware school districts, and the business community. The program was initiated through a grant from the National Science Foundation.

The Science Coalition offers units and training for elementary, middle, and high school teachers and other professional development. http://www.sciencede.org/science_index.html

The Democracy Project

- This Project offers an Institute for Teachers is a nine-day, three-credit graduate seminar that brings together social studies teachers (K-12) and leaders in government and education to discuss the importance of civic participation for the future of America's democratic society and collaborate on ways to inspire active youth citizenship.

The Project also offers a 90-hour (2%) cluster that provides teachers with the knowledge, resources, and strategies that can be used to promote a deep understanding of the content and skills embedded within the Delaware Civics (Social Studies) Standards and the manner in which they can be taught and assessed effectively. <http://www.ipa.udel.edu/democracy/>

Teach History

- Teach History offers professional development for elementary and middle school history teachers. The Teaching American History Workshops and Summer Institutes increases and enhances teachers' and students' American History content knowledge and teachers' knowledge of new strategies to teach this content to their students.

The three-year grant from the U.S. Department of Education's Teaching American History program creates a partnership between the University of Delaware, the Red Clay and Milford school districts, and various mid-Atlantic museums and historical societies. Each workshop and summer institute is designed to address topics included in the school curriculum.

<http://www.udel.edu/readhistory/about.html>

Mathematics Initiatives

- On-going training is offered for elementary teachers in school districts that have adopted *Trailblazers* or *Investigations*. The training is content-focused and uses activities from the materials teachers use in their classrooms to deepen their understanding of the content that they teach.

Middle school training is also offered for teachers of struggling/striving math students. Many of these teachers are special education teachers with limited mathematics background or elementary teachers who are currently teaching in a middle school. The intent is to deepen the content knowledge of these teachers and give them some representational tools that will help their students to make sense of the mathematics.

The University of Delaware offers a course of study that consists of 15 credit hours to deepen the mathematics content knowledge of middle school mathematics teachers and a course of study to deepen the content knowledge of high school mathematics teachers.

Additionally, Delaware is in the first year of an e-learning pilot that offers content-based courses from SREB and PBS. This initiative will be expanded as more facilitators are trained and more sources of quality e-learning based courses are identified.

International Study in Mathematics and Science

- Delaware has been selected to take part in an international study conducted by Dylan Wiliam through ETS. The purpose of the study is to determine how specific content strategies impact the level of student performance, as measured on Delaware's statewide testing program, the Delaware Student Testing Program.

Approximately one hundred fourth and eighth grade mathematics and science teachers will participate in the first year of study with an additional one hundred in the second. The measure of increased performance will be determined by progress on the Delaware Student Testing Program.

The focus of the study is on the teachers' instructional practices. During the study, the teachers will be provided with materials, training, and support in building content knowledge for the students through strategies that closed the achievement gap in students in the United Kingdom.

Further information about the research underpinnings of this new study can be found at <http://www.pdkintl.org/kappan/kbla9810.htm> and <http://ngfl.northumberland.gov.uk/keystage3ictstrategy/Assessment/blackbox.pdf#search=%22dylan%20Wiliam%20%2B%20inside%20the%20black%20box%22>

Some of the professional development available in reading and English language arts is highlighted in Section 3.

4.4 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?

Technical Assistance

The State's Title II Coordinator and Professional Accountability staff will continue to provide technical assistance to districts, schools, and charters that do not meet the 100% HQT goal. Many programs and initiatives are available to assist teachers toward meeting the highly qualified requirement and are described in Sections 3 and 4.

Delaware has developed an accountability system that focuses on support for continuous improvement of all public schools and districts. This system is structured to ensure full compliance with the No Child Left Behind requirements and to align consequences for Title I and non-Title I schools. Current Delaware Code, Title 14, § 154 requires all schools, regardless of Title I status, to complete a School Improvement plan if the school is Under School Improvement.

The plan requires a representation of the broad school community, including parents, to develop and implement an appropriate school-based plan. The plan must include a thorough review of appropriate data and must be approved by local boards of education after receiving public comment. In addition, Delaware has in place a district-level Consolidated Application process that requires districts to prepare an overall district plan for continuous improvement based on strong data analysis, collaborative community involvement, and comprehensive program reviews.

Through the Consolidated Application, the Department makes decisions relative to the acceptability of identified needs, strategies, activities, and funding requests.

Corrective Action

Teacher quality data from 2006 – 2007 will be compared to that from 2005 – 2006 to determine if districts, schools, and charters have made acceptable progress in meeting the HQT goals. Based on this review, districts, schools, and charters will once more be prioritized for monitoring. After the data are available to districts and charters, the Department expects that plans will be in place for all teachers to become HQ. Reviewing the plans, including available support and resources, will be part of the monitoring process.

The Department will also request copies of the parent notifications required under NCLB. Additionally, the Delaware Secretary of Education has informed all chief school officers verbally and in writing that if there is not sufficient progress toward the 100% goal that conditions will be placed on the district's/charter's FY 08 Title II funds. Appendix D contains a copy of one such letter with identifying information removed.

Delaware DOE program managers of Federal programs will approve requests for professional development funding through the Consolidated Application only if the professional development is of high quality and meets the National Staff Development Council's standards.

The current Teacher Quality Survey, the mechanism through which Delaware determines if teachers meet the HQT requirement, is in its second year (2006 – 2007) of being able to report by class. Last year was the first year in which Delaware could determine the HQT status of each NCLB eligible class. Delaware will review the results of this year's Survey against last year's. Districts/charters that did not make a good faith effort to meet the 100% HQT requirement and show improvement will have conditions placed on their Title II funds.

Thus, 2005-2006 is the most appropriate starting point to begin tracking for corrective action. The third year of HQT data collection will be through the 2007 – 2008 Teacher Quality Survey. The Delaware Department of Education will develop a plan based on the provisions in Section 2141 of the Federal statute.

Delaware's accountability system for schools, districts, and the State is described in regulation at: <http://www.state.de.us/research/AdminCode/title14/100/103.shtml#TopOfPage>

Currently, schools that do not meet AYP for two consecutive years must address teacher quality in their application for School Improvement funds.

The Delaware Department of Education is refining its processes and procedures for schools and districts in corrective action or in planning for restructuring. The HQT requirements will be articulated as part of the processes for districts/schools/charters that do not make progress toward the 100% goal.

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 – 2006 school year, and how the SEA will limit the use of HOUSSE procedures for teachers hired after the end of the 2005-2006 school year to multi-subject teachers in rural schools who are eligible for additional flexibility under previous US ED guidance and to multi-subject special education teachers who are highly qualified in language arts, or mathematics, or science at the time of hire.

5.1 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?

Delaware will offer HOUSSE to experienced educators as part of the 2006 – 2007 Teacher Quality Survey. However, this will be the last year in which HOUSSE will be available to all experienced teachers who meet the eligibility requirements. To be able to access HOUSSE, the teacher must have a bachelor's degree and full state certificate in the subject/field taught.

The reason for offering HOUSSE for one more year to all who are eligible is that although 2006 – 2007 will be the fourth year of the Teacher Quality Survey, it is the second year in which the Survey is designed by class. That is, teachers will take the Survey for each NCLB eligible class that they teach.

The 2005 – 2006 Survey was the first year in which all necessary data bases and sources of information were linked so that teachers could take the Survey for each NCLB eligible subject that they taught. In the first two years, teachers took the Survey based on their certification and position code in the State payroll system (examples of position codes are “middle school science teacher,” “secondary mathematics teacher,” “elementary generalist,” or “secondary teacher, exceptional children”). This design precluded teachers of multiple subjects from taking the Survey for each academic subject taught.

Offering HOUSSE to all experienced educators as part of the 2006 – 2007 Teacher Quality Survey will afford teachers, especially multi-subject teachers, an opportunity to meet the Highly Qualified Teacher requirement for the subjects that they teach. Districts and charter schools have developed plans to assist teachers in meeting the HQT requirement, such as additional course work, Praxis II, or professional development. Offering HOUSSE in 2006 – 2007 will give these teachers an opportunity to take the Survey after working on their HQT plans.

Additionally, Delaware will offer HOUSSE to multi-subject special education teachers who are new to the profession and at the time of hire are HQ in either language arts, mathematics, or science. These teachers may use HOUSSE to demonstrate subject matter competence in other subjects but must do so within two years of the date of hire.

A copy of Delaware’s HOUSSE is in Appendix B. Eligible teachers will access HOUSSE through the electronic Teacher Quality Survey. To meet the HQT requirement, more than half of the 100 required points must come from course work in the core academic subject taught. Additionally, the Delaware HOUSSE does not allow awards, serving as a cooperating teacher, committee work, and other such activities with a tenuous link to subject matter competence. Additionally, pedagogical course work is also limited.

A description of the 2006–2007 HOUSSE follows.

- One hundred points are required to be HQ.
- Teachers can count the following within HOUSSE.
 - College/university course work in the core academic subject(s) taught. No limit exists for eligible course work.
 - Teachers of one core academic subject need a *minimum* of 18 semester credit hours. Additionally, experienced elementary teachers, as part of the 18 semester credit hours, must have at least one course in each of the following: mathematics, science, social studies, and language arts/reading/English.
 - Course work in eligible pedagogy courses (limited to 9 semester credit hours).
 - Professional development experiences are limited to 10 experiences with the exception of professional development offered through universities, approved providers, or the Delaware Science Coalition. For these latter three, there is no limit on eligible professional development.
 - Teaching experience (limited to 8 years of experience).

Delaware's Multi-Subject HOUSSE is similar but requires a minimum of 15 semester credit hours in the core academic subject taught, the equivalent of an academic minor. Teachers can earn additional points by passing pre-specified Praxis II content knowledge tests. A copy of the Multi-Subject HOUSSE is in Appendix C.

Delaware believes that its HOUSSE establishes acceptable criteria for it to be used for all eligible teachers for one more year, considering that 2006 – 2007 is the second year in which teachers take the Survey for each core academic subject taught.

5.2 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:

- **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.**

Based on guidance from the US Department of Education and from Delaware's Secretary of Education, HOUSSE will continue to be available after 2006 – 2007 in a more limited way. The State has notified districts that the use of HOUSSE will be limited starting in 2007 – 2008.

HOUSSE will continue to be available under conditions such as the following.

- **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.**
- **Teachers in alternate route programs.** The use of HOUSSE for these teachers is necessary because during their enrollment in the alternate route program, they do not hold full state certification but the US ED has established provisions under which the teachers can meet the HQT requirement.
- **Experienced teachers of English language learners who teach multiple subjects.** These bilingual or English as a Second Language teachers must have full state certification; however, most teacher preparation programs in these fields did not require an academic major.
- **Experienced special education teachers of multiple subjects.** Often, special education teachers can meet the HQT requirement in one subject but they are often assigned to teach additional subjects or in some instances, four subjects (typically language arts/reading, science, social studies, and mathematics). And, most special education teacher preparation programs traditionally have not required an academic major or even a minor.
- **Experienced regular education teachers of multiple subjects.** These teachers will need to be HQ in one of the subjects taught before being allowed to proceed through HOUSSE. This provision will be helpful to middle school teachers who work in two-person teams and must teach at least two subjects or work in a self-contained setting and usually teach four subjects (language

arts/reading, science, social studies, and mathematics). Also, many Delaware high schools are small and teachers can be asked to teach a related subject. Or, a high school has insufficient enrollment to offer five or six periods of a subject, such as physics, and thus a science teacher in a related field is asked to teach several classes of physics.

- **Experienced teachers new to Delaware.** If experienced teachers new to Delaware do not have an academic major or equivalent or have not passed a Praxis II test of content knowledge that Delaware has adopted, the teachers may use HOUSSE if they hold full Delaware certification. Delaware has reciprocity agreements and also issues certification to teachers who hold a current and valid certificate from another state.
- **Experienced teachers for whom no Praxis II content knowledge test exists.** This provision will be helpful primarily to teachers of Latin, German, and other world languages for which the State has not adopted Praxis II tests. Standard setting studies for these subjects are difficult to arrange because the number of teachers needed for a valid standard setting study may well exceed the total number of teachers in the State.

Delaware does not have any districts or schools that meet the federal definition of “rural” and thus is ineligible to use this area of flexibility. The State will respond to any additional guidance from the US ED relative to the use of HOUSSE.

Appendix A

School HQT Data by AYP and School Improvement Status

Table Eleven
Classes Taught by HQT by School

| District | School | Classes | N HQT Classes | % HQT Classes | Met AYP | Under SI |
|----------------------|-------------------------|---------|------------------|---------------------|------------|-------------|
| Appoquinimink | | | | | | |
| | Appoquinimink ECC | 7 | 6 | 85.7 | Y | N |
| | Cedar Lane ECC | 9 | 8 | 88.9 | | |
| | Brick Mill Elementary | 35 | 30 | 85.7 | Y | N |
| | Cedar Lane Elementary | 28 | 26 | 92.9 | Y | N |
| | Loss Elementary | 29 | 26 | 89.7 | Y | N |
| | Silver Lake Elementary | 34 | 27 | 79.4 | Y | N |
| | Townsend Elementary | 18 | 17 | 94.4 | Y | N |
| | Meredith Middle | 259 | 150 | 57.9 | Y | N |
| | Redding Middle | 210 | 148 | 70.5 | N | N |
| | Middletown High | 529 | 342 | 64.7 | N | Y |
| Brandywine | | | | | | |
| | Brandywood Elementary | 22 | 22 | 100.0 | Y | N |
| | Carrcroft Elementary | 22 | 20 | 90.9 | Y | N |
| | Claymont Elementary | 46 | 42 | 91.3 | N | N |
| | Darley Road Elementary | 27 | 25 | 92.6 | Y | N |
| | Harlan Elementary | 28 | 23 | 82.1 | N | N |
| | Forwood Elementary | 19 | 17 | 89.5 | Y | N |
| | Lancashire Elementary | 20 | 17 | 85.0 | Y | N |
| | Lombardy Elementary | 20 | 19 | 95.0 | Y | N |
| | Maple Lane Elementary | 16 | 16 | 100.0 | Y | N |
| | P. S. duPont Elementary | 47 | 42 | 89.4 | N | Y |
| | Mt. Pleasant Elementary | 31 | 25 | 80.6 | Y | N |
| | Hanby Middle | 177 | 150 | 84.7 | N | Y |
| | Springer Middle | 193 | 123 | 63.7 | N | N |
| | Talley Middle | 113 | 108 | 95.6 | N | Y |
| | Brandywine High | 361 | 303 | 83.9 | N | Y |
| | Concord High | 367 | 348 | 94.8 | N | Y |
| | Mt Pleasant High | 315 | 249 | 79.0 | N | Y |
| Caesar Rodney | | | | | | |
| | Brown Elementary | 31 | 31 | 100.0 | Y | N |
| | Frear Elementary | 36 | 34 | 94.4 | Y | N |
| | McIlvaine Elementary | 8 | 8 | 100.0 | Y | N |
| | Simpson Elementary | 29 | 29 | 100.0 | Y | N |
| | Star Hill Elementary | 34 | 33 | 97.1 | Y | N |
| | Stokes Elementary | 35 | 34 | 97.1 | Y | N |
| | Welch Elementary | 27 | 27 | 100.0 | Y | N |
| | DAFB Middle | 53 | 51 | 96.2 | Y | N |
| | Fifer Middle | 224 | 203 | 90.6 | Y | N |
| | Postlethwait Middle | 244 | 208 | 85.2 | Y | N |
| | Caesar Rodney High | 444 | 423 | 95.3 | Y | N |
| | Charlton School | 23 | 22 | 95.7 | Y | N |
| | Kent Elementary ILC | 6 | 6 | 100.0 | | |

Classes Taught by HQT by School

| District | School | Classes | N HQT Classes | % HQT Classes | Met AYP | Under SI |
|----------------------|----------------------------|---------|------------------|---------------------|------------|-------------|
| Cape Henlopen | | | | | | |
| | Brittingham Elementary | 28 | 27 | 96.4 | Y | N |
| | Milton Elementary | 26 | 24 | 92.3 | Y | N |
| | Rehoboth Elementary | 30 | 29 | 96.7 | Y | N |
| | Shields Elementary | 28 | 28 | 100.0 | Y | N |
| | Beacon Middle | 140 | 126 | 90.0 | N | N |
| | Mariner Middle | 209 | 202 | 96.7 | N | N |
| | Cape Henlopen High | 308 | 308 | 100.0 | Y | N |
| | Sussex Consortium | 25 | 21 | 84.0 | Y | N |
| Capital | | | | | | |
| | Fairview Elementary | 17 | 16 | 94.1 | Y | N |
| | Hartly Elementary | 21 | 19 | 90.5 | Y | N |
| | East Dover Elementary | 20 | 18 | 90.0 | Y | N |
| | North Dover Elementary | 21 | 18 | 85.7 | Y | N |
| | South Dover Elementary | 21 | 18 | 85.7 | Y | N |
| | Towne Point Elementary | 18 | 16 | 88.9 | Y | N |
| | Washington Elementary | 19 | 19 | 100.0 | Y | N |
| | William Henry | 40 | 36 | 90.0 | N | N |
| | Central Middle | 257 | 206 | 80.2 | N | Y |
| | Dover High | 341 | 287 | 84.2 | N | Y |
| | Kent County Community | 3 | 3 | 100.0 | Y | N |
| | Kent Secondary ILC | 13 | 0 | 0.0 | Y | N |
| Christina | | | | | | |
| | Bancroft Intermediate | 44 | 41 | 93.2 | N | Y |
| | Bayard Intermediate | 58 | 58 | 100.0 | N | N |
| | Brader Elementary | 40 | 40 | 100.0 | Y | N |
| | Brookside Elementary | 36 | 36 | 100.0 | Y | N |
| | Downes Elementary | 28 | 28 | 100.0 | Y | N |
| | Elbert-Palmer Elementary | 14 | 14 | 100.0 | Y | N |
| | Gallaher Elementary | 29 | 29 | 100.0 | Y | N |
| | Keene Elementary | 43 | 43 | 100.0 | Y | N |
| | Jones Elementary | 29 | 29 | 100.0 | Y | N |
| | Leasure Elementary | 38 | 38 | 100.0 | N | N |
| | Maclary Elementary | 25 | 25 | 100.0 | Y | N |
| | Marshall Elementary | 46 | 44 | 95.7 | N | N |
| | McVey Elementary | 28 | 28 | 100.0 | Y | N |
| | Pulaski Intermediate | 22 | 22 | 100.0 | N | Y |
| | Smith Elementary | 34 | 34 | 100.0 | Y | N |
| | Stubbs Intermediate | 17 | 16 | 94.1 | N | N |
| | West Park Place Elementary | 25 | 25 | 100.0 | Y | N |
| | Wilson Elementary | 30 | 30 | 100.0 | Y | N |
| | Gauger-Cobbs Middle | 290 | 284 | 97.9 | N | Y |
| | Kirk Middle | 246 | 242 | 98.4 | N | Y |
| | Shue-Medill Middle | 305 | 284 | 93.1 | N | Y |

| District | School | Classes | N HQT Classes | % HQT Classes | Met AYP | Under SI |
|-----------------------------|--------------------------------|---------|------------------|---------------------|------------|-------------|
| Christina, continued | | | | | | |
| | Christiana High | 390 | 344 | 88.2 | N | Y |
| | Glasgow High | 364 | 353 | 97.0 | N | Y |
| | Newark High | 424 | 404 | 95.3 | N | Y |
| | Brennen School | 49 | 39 | 79.6 | Y | N |
| | Douglass Alternative | 27 | 15 | 55.6 | | |
| | Sarah Pyle Academy | 61 | 24 | 39.3 | | |
| | Sterck School | 58 | 49 | 84.5 | N | N |
| Colonial | | | | | | |
| | Castle Hills Elementary | 51 | 49 | 96.1 | N | N |
| | Colwyck Elementary | 31 | 26 | 83.9 | Y | N |
| | Downie Elementary | 37 | 34 | 91.9 | Y | N |
| | Eisenberg Elementary | 40 | 32 | 80.0 | N | N |
| | McCullough Elementary | 74 | 63 | 85.1 | Y | N |
| | Pleasantville Elem | 34 | 30 | 88.2 | Y | N |
| | Southern Elementary | 67 | 61 | 91.0 | Y | N |
| | Wilmington Manor Elementary | 28 | 27 | 96.4 | Y | N |
| | Bedford Middle | 397 | 245 | 61.7 | N | N |
| | New Castle Middle | 165 | 83 | 50.3 | N | N |
| | Read Middle | 414 | 205 | 49.5 | N | Y |
| | William Penn High | 704 | 455 | 64.6 | N | Y |
| | Colonial ILC | 41 | 20 | 48.8 | N | N |
| | Leach School | 15 | 15 | 100.0 | Y | N |
| Delmar | | | | | | |
| | Delmar Middle | 214 | 214 | 100.0 | N | N |
| | Delmar Sr High | 174 | 174 | 100.0 | Y | N |
| Indian River | | | | | | |
| | East Millsboro Elementary | 39 | 34 | 87.2 | Y | N |
| | Frankford Elementary | 25 | 25 | 100.0 | Y | N |
| | Georgetown Elementary | 35 | 28 | 80.0 | Y | N |
| | Long Neck Elementary | 30 | 28 | 93.3 | Y | N |
| | Lord Baltimore Elementary | 36 | 34 | 94.4 | Y | N |
| | North Georgetown Elementary | 31 | 28 | 90.3 | Y | N |
| | Showell Elementary | 22 | 18 | 81.8 | Y | N |
| | Selbyville Middle | 288 | 188 | 65.3 | Y | N |
| | Sussex Central Middle | 272 | 208 | 76.5 | Y | N |
| | S. Delaware School of the Arts | 50 | 38 | 76.0 | Y | N |
| | Indian River High | 239 | 186 | 77.8 | Y | N |
| | Sussex Central High | 349 | 216 | 61.9 | N | N |
| | Ennis School | 15 | 9 | 60.0 | Y | N |
| | Richard Allen School | 36 | 4 | 11.1 | | |

| District | School | Classes | N HQT Classes | % HQT Classes | Met AYP | Under SI |
|---|-------------------------------|---------|------------------|---------------------|------------|-------------|
| Lake Forest | | | | | | |
| | L F Central Elementary | 32 | 31 | 96.9 | Y | N |
| | L F East Elementary | 27 | 25 | 92.6 | Y | N |
| | L F North Elementary | 43 | 40 | 93.0 | Y | N |
| | L F South Elementary | 36 | 36 | 100.0 | Y | N |
| | W T Chipman Middle | 144 | 115 | 79.9 | N | Y |
| | Lake Forest High | 206 | 180 | 87.4 | N | N |
| | Lake Forest ILC | 7 | 7 | 100.0 | | |
| Laurel | | | | | | |
| | Dunbar Elementary | 20 | 20 | 100.0 | Y | N |
| | N Laurel Elementary | 27 | 26 | 96.3 | Y | N |
| | Laurel Intermediate | 21 | 20 | 95.2 | Y | N |
| | Laurel Middle | 100 | 83 | 83.0 | Y | N |
| | Laurel High | 127 | 109 | 85.8 | Y | N |
| | West Sussex Academy | 4 | 4 | 100.0 | | |
| Milford | | | | | | |
| | Morris ECC | 44 | 40 | 90.9 | Y | N |
| | Banneker Elementary | 35 | 29 | 82.9 | Y | N |
| | Ross Elementary | 34 | 31 | 91.2 | Y | N |
| | Milford Middle | 330 | 292 | 88.5 | Y | N |
| | Milford High | 331 | 296 | 89.4 | Y | N |
| New Castle County Vocational Technical | | | | | | |
| | Delcastle Tech High | 365 | 269 | 73.7 | N | Y |
| | Hodgson Vo-Tech High | 232 | 185 | 79.7 | Y | N |
| | Howard HS of Technology | 211 | 160 | 75.8 | N | N |
| Polytech | | | | | | |
| | Polytech High | 271 | 260 | 95.9 | Y | N |
| Red Clay | | | | | | |
| | Baltz Elementary | 46 | 28 | 60.9 | Y | N |
| | Brandywine Springs Elementary | 46 | 41 | 89.1 | Y | N |
| | Forest Oak Elementary | 34 | 30 | 88.2 | Y | N |
| | Heritage Elementary | 34 | 28 | 82.4 | Y | N |
| | Highlands Elementary | 29 | 17 | 58.6 | Y | N |
| | Linden Hill Elementary | 37 | 32 | 86.5 | Y | N |
| | Marbrook Elementary | 32 | 11 | 34.4 | Y | N |
| | Richardson Park Elementary | 41 | 23 | 56.1 | Y | N |
| | Richey Elementary | 29 | 21 | 72.4 | Y | N |
| | Shortlidge Elementary | 33 | 15 | 45.5 | N | N |
| | William Lewis Elementary | 35 | 13 | 37.1 | Y | N |
| | Mote Elementary | 35 | 24 | 68.6 | N | N |
| | North Star Elementary | 34 | 19 | 55.9 | Y | N |
| | Warner Elementary | 47 | 25 | 53.2 | N | N |
| | A I duPont Middle | 135 | 61 | 45.2 | N | Y |
| | Conrad Middle | 165 | 66 | 40.0 | N | Y |
| | H B duPont Middle | 262 | 182 | 69.5 | Y | N |

| District | School | Classes | N HQT Classes | % HQT Classes | Met AYP | Under SI |
|----------------------------|------------------------------------|---------|------------------|---------------------|------------|-------------|
| Red Clay, continued | | | | | | |
| | Skyline Middle | 163 | 83 | 50.9 | N | N |
| | Stanton Middle | 170 | 81 | 47.6 | N | Y |
| | Calloway Art School of the Arts | 310 | 212 | 68.4 | Y | N |
| | A I duPont High | 404 | 288 | 71.3 | Y | Y |
| | Dickinson High | 266 | 163 | 61.3 | N | Y |
| | McKean High | 319 | 226 | 70.8 | N | Y |
| | Central School | 138 | 17 | 12.3 | N | N |
| | Community School | 47 | 0 | 0.0 | | |
| | First State School | 29 | 1 | 3.4 | Y | N |
| | Meadowood Program | 15 | 4 | 26.7 | Y | N |
| | Richardson Park Learning Center | 59 | 48 | 81.4 | N | N |
| Seaford | | | | | | |
| | Blades Elementary | 25 | 25 | 100.0 | Y | N |
| | Fred Douglass Elementary | 31 | 27 | 87.1 | Y | N |
| | Seaford Central Elementary | 22 | 21 | 95.5 | Y | N |
| | West Seaford Elementary | 27 | 27 | 100.0 | Y | N |
| | Seaford Middle | 191 | 129 | 67.5 | N | Y |
| | Seaford High | 206 | 198 | 96.1 | N | Y |
| Smyrna | | | | | | |
| | Smyrna Kindergarten | 5 | 5 | 100.0 | Y | N |
| | Clayton Elementary | 31 | 31 | 100.0 | Y | N |
| | N Smyrna Elem | 27 | 27 | 100.0 | Y | N |
| | Smyrna Elementary | 27 | 27 | 100.0 | Y | N |
| | J Bassett Moore Intermediate | 34 | 34 | 100.0 | Y | N |
| | Smyrna Middle | 179 | 145 | 81.0 | N | Y |
| | Smyrna High | 265 | 234 | 88.3 | Y | Y |
| Sussex Technical | | | | | | |
| | Sussex Technical High | 345 | 345 | 100.0 | Y | N |
| Woodbridge | | | | | | |
| | Woodbridge Elementary | 37 | 36 | 97.3 | Y | N |
| | Wheatley Middle | 190 | 130 | 68.4 | Y | N |
| | Woodbridge High | 174 | 125 | 71.8 | N | Y |

| Charter Schools | School | Classes | N HQT Classes | % HQT Classes | Met AYP | Under SI |
|------------------------|------------------------------|----------------|--------------------------|------------------------------|--------------------|---------------------|
| | Academy of Dover | 17 | 11 | 64.7 | Y | N |
| | Campus Community Charter | 92 | 83 | 90.2 | Y | N |
| | Charter School of Wilmington | 213 | 181 | 85.0 | Y | N |
| | Delaware Military Academy | 120 | 110 | 91.7 | Y | N |
| | East Side Charter | 8 | 1 | 12.5 | Y | N |
| | Kuumba Academy | 14 | 7 | 50.0 | Y | N |
| | Marion T. Academy | 54 | 27 | 50.0 | N | Y |
| | MOT Charter | 90 | 77 | 85.6 | Y | N |
| | Newark Charter | 118 | 109 | 92.4 | Y | N |
| | Positive Outcomes | 64 | 55 | 85.9 | N | Y |
| | Providence Creek | 32 | 22 | 68.8 | N | N |
| | Sussex Academy Charter | 22 | 22 | 100.0 | Y | N |
| | Thomas Edison Charter | 94 | 13 | 13.8 | Y | N |

Appendix B

Delaware HOUSSE

The following is the HOUSSE used in 2005 – 2006. Minor refinements in wording and functionality in the electronic format will be made but the point system will remain the same.

**DELAWARE HOUSSE
2005-2006
FOR TEACHERS OF CORE ACADEMIC SUBJECTS
WHO HAVE AT LEAST ONE YEAR OF EXPERIENCE**

Certification through the National Board for Professional Teaching Standards

This section is for only those elementary teachers and for those special education teachers who hold certification through the National Board for Professional Teaching Standards.

| | |
|--|---------------------|
| Do you hold the Early Childhood Certificate through the National Board for Professional Teaching Standards and do you currently teach students in grades K – 3? | If yes, 100 points. |
| Do you hold the Middle Childhood Certificate through the National Board for Professional Teaching Standards and do you currently teach students in grades 3 - 6? | If yes, 100 points. |
| Do you hold the Exceptional Needs Specialist Certificate through the National Board for Professional Teaching Standards and do you currently teach elementary school special education students? | If yes, 50 points. |
| Do you hold the Exceptional Needs Specialist Certificate through the National Board for Professional Teaching Standards and do you currently teach middle or high school special education students? | If yes, 50 points. |

College/University Course Work in the Core Academic Subject(s) Currently Taught

To meet the NCLB teacher quality requirement, elementary school teachers and elementary special education teachers need a minimum of 6 three-credit courses in core academic subjects to meet the NCLB teacher quality requirement. Also, elementary school teachers and elementary special education teachers must have at least one course in each of these subjects: mathematics, social studies, science, reading/language arts or English.

All other teachers must have a minimum of 6 three-credit courses in the core academic subject(s) that they currently teach to meet the NCLB teacher quality requirement.

Teachers may count all undergraduate and graduate academic course work in the core subject(s) currently taught.

Each credit hour counts 3 points with no maximum.

| | |
|---|---|
| How many credit hours do you have in the core academic subject(s) currently taught? A minimum of 6 three-credit courses is needed to meet the NCLB teacher quality requirement. Count 3 points for each credit hour. There is no maximum on academic course work. | _____ credit hours x 3 points = _____ points. |
|---|---|

College/University Course Work in Pedagogy Related to the Core Academic Subject(s) Currently Taught

The pedagogy must be college or university course work and be related to the core academic subject(s) currently taught. The following are the eligible pedagogy courses: methods courses in the core academic subject(s) currently taught, instructional strategies, educational technology, classroom management, curriculum, educational assessment/measurement, educational or cognitive psychology, child or adolescent psychology as appropriate to the age level currently taught, human growth and development appropriate to the age level currently taught, behavioral interventions, individualized/differentiated instruction.

Each credit hour counts 3 points with a maximum of 27 points.

| | |
|--|---|
| How many credit hours do you have in pedagogy related to the core academic subject(s) currently taught? Count three points for each credit hour with a maximum of 27 points (3 three-credit hour courses). | _____ credit hours x 3 points = _____ points. |
|--|---|

Clusters, Delaware Science Coalition Unit Courses, DEMCI and DESMAP Courses

Teachers may count completed clusters toward meeting the NCLB teacher quality requirement *only if* the cluster focuses on the core academic subject(s) currently taught.

Science teachers may count unit courses offered through the Delaware Science Coalition. Mathematics teachers may count courses offered through DEMCI (Delaware Exemplary Mathematics Curriculum Implementation) and DESMAP (Delaware Secondary Mathematics Partnership).

A completed 90-hour cluster counts 9 points; completed science unit courses and mathematics (DEMCI or DESMAP) courses count 5 points each with no maximum.

| | |
|---|---|
| How many 90-hour clusters have you completed in the core academic subject(s) currently taught? Count 9 points for each completed cluster with no maximum. | _____ 90-hour cluster(s) x 9 points = _____ points. |
|---|---|

| | |
|---|---|
| For science teachers, how many unit courses through the Delaware Science Coalition have you completed? Count 5 points for each completed unit course with no maximum. | _____ unit courses x 5 points = _____ points. |
|---|---|

| | |
|--|---|
| For mathematics teachers, how many courses through DEMCI and/or DESMAP have you completed? Count 5 points for each completed course with no maximum. | _____ courses credit x 5 points = _____ points. |
|--|---|

Professional Development in the Core Academic Subject(s) Currently Taught

The professional development must be in the core academic subject(s) currently taught. Only professional development taken after June 30, 1995, is eligible.

Each eligible professional development activity is worth one point with a maximum of 10 points.

| | |
|--|--|
| <p>How many professional development activities have you taken in the core academic subject(s) currently taught? Each eligible professional development activity counts 1 point with a maximum of 10 activities.</p> | <p>_____ professional development activities x 1 point = _____ points.</p> |
|--|--|

Years of Experience in the Core Academic Subject(s) Currently Taught

The years of eligible teaching experience must be in the core academic subject(s) currently taught. Each eligible year counts 2 points with a maximum of 16 points (eight years).

| | |
|--|---|
| <p>How many years of teaching experience do you have in the core academic subject(s) currently taught? Each year counts two points, with a maximum of 16 points (8 years).</p> | <p>_____ years of experience x 2 points = _____ points.</p> |
|--|---|

Appendix C

Delaware Multi-Subject HOUSSE

The following is the HOUSSE used in 2005 – 2006. Minor refinements in wording and functionality in the electronic format will be made but the point system will remain the same. Additionally, some revision will be needed to accommodate the new special education teachers of multiple subjects.

**DELAWARE HOUSSE
2005-2006**

**FOR MIDDLE AND HIGH SCHOOL TEACHERS OF
OF MULTIPLE CORE ACADEMIC SUBJECTS**

**SPECIAL AND REGULAR EDUCATION TEACHERS
WHO HAVE AT LEAST ONE YEAR OF EXPERIENCE**

Certification through the National Board for Professional Teaching Standards

This section is for only those special education teachers who hold the Exceptional Needs Specialist certificate through the National Board for Professional Teaching Standards.

| | |
|--|--------------------|
| Do you hold the Exceptional Needs Specialist certificate through the National Board for Professional Teaching Standards and do you currently teach middle or high school special education students? | If yes, 50 points. |
|--|--------------------|

Praxis II Test, Fundamental Subjects

| | |
|---|--------------------|
| Have you passed the Praxis II test, Fundamental Subjects, and do you currently teach English language arts, and/or mathematics, and/or science, and/or social studies to middle or high school regular education or special education students? | If yes, 30 points. |
|---|--------------------|

Praxis II Test, General Science

| | |
|---|--------------------|
| Have you passed the Praxis II test 0435, General Science, and do you currently teach more than one science field (chemistry and/or physics and/or earth science and/or biology and/or physical science) to high school regular education or special education students? | If yes, 30 points. |
|---|--------------------|

College/University Course Work in the Core Academic Subject(s) Currently Taught

To meet the NCLB teacher quality requirement, middle and high school teachers of multiple core academic subjects need a minimum of 5 three-credit courses in each core academic subject to meet the NCLB teacher quality requirement.

Teachers may count all undergraduate and graduate academic course work in the core subject(s) currently taught.

Each credit hour counts 3 points with no maximum.

| | |
|---|--|
| <p>How many credit hours do you have in the core academic subject currently taught? A minimum of 5 three-credit courses is needed to meet the NCLB teacher quality requirement for each core academic subject taught. Count 3 points for each credit hour. There is no maximum on academic course work.</p> | <p>_____ credit hours x 3 points = _____ points.</p> |
|---|--|

College/University Course Work in Pedagogy Related to the Core Academic Subject(s) Currently Taught

The pedagogy must be college or university course work and be related to the core academic subject(s) currently taught. The following are the eligible pedagogy courses: methods courses in the core academic subject(s) currently taught, instructional strategies, educational technology, classroom management, curriculum, educational assessment/measurement, educational or cognitive psychology, child or adolescent psychology as appropriate to the age level currently taught, human growth and development appropriate to the age level currently taught, behavioral interventions, individualized/differentiated instruction.

Each credit hour counts 3 points with a maximum of 27 points.

| | |
|---|--|
| <p>How many credit hours do you have in pedagogy related to the core academic subject(s) currently taught? Count three points for each credit hour with a maximum of 27 points (3 three-credit hour courses).</p> | <p>_____ credit hours x 3 points = _____ points.</p> |
|---|--|

Clusters, Delaware Science Coalition Unit Courses, DEMCI and DESMAP Courses

Teachers may count completed clusters toward meeting the NCLB teacher quality requirement *only if* the cluster focuses on the core academic subject(s) currently taught.

Science teachers may count unit courses offered through the Delaware Science Coalition. Mathematics teachers may count courses offered through DEMCI (Delaware Exemplary Mathematics Curriculum Implementation) and DESMAP (Delaware Secondary Mathematics Partnership).

A completed 90-hour cluster counts 9 points; completed science unit courses and mathematics (DEMCI or DESMAP) courses count 5 points each with no maximum.

| | |
|---|---|
| How many 90-hour clusters have you completed in the core academic subject(s) currently taught? Count 9 points for each completed cluster with no maximum. | _____ 90-hour cluster(s) x 9 points = _____ points. |
|---|---|

| | |
|---|---|
| For science teachers, how many unit courses through the Delaware Science Coalition have you completed? Count 5 points for each completed unit course with no maximum. | _____ unit courses x 5 points = _____ points. |
|---|---|

| | |
|--|---|
| For mathematics teachers, how many courses through DEMCI and/or DESMAP have you completed? Count 5 points for each completed course with no maximum. | _____ courses credit x 5 points = _____ points. |
|--|---|

Professional Development in the Core Academic Subject(s) Currently Taught

The professional development must be in the core academic subject(s) currently taught. Only professional development taken after June 30, 1995, is eligible.

Each eligible professional development activity is worth one point with a maximum of 10 points.

| | |
|---|---|
| How many professional development activities have you taken in the core academic subject(s) currently taught? Each eligible professional development activity counts 1 point with a maximum of 10 activities. | _____ professional development activities x 1 point = _____ points. |
|---|---|

Years of Experience in the Core Academic Subject(s) Currently Taught

The years of eligible teaching experience must be in the core academic subject(s) currently taught. Each eligible year counts 2 points with a maximum of 16 points (eight years).

| | |
|---|--|
| How many years of teaching experience do you have in the core academic subject(s) currently taught? Each year counts two points, with a maximum of 16 points (8 years). | _____ years of experience x 2 points = _____ points. |
|---|--|

Appendix D

Sample Letter from Valerie Woodruff to

Districts and Charter Schools Regarding HQT Data

And Corrective Action

The following is a letter to a district in which the identifying district information has been removed.



DEPARTMENT OF EDUCATION
 401 Federal Street, Suite #2
 DOVER, DELAWARE 19901
 DOE WEBSITE: <http://www.doe.k12.de.us>

Valerie A. Woodruff
 Secretary of Education
 Voice: (302) 735-4000
 FAX: (302) 739-4654

August 14, 2006

XXX, Superintendent
 XXX School District
 XXXX
 XXXX

Dear XXX:

I am writing to follow-up on the July 14 e-mail about the NCLB Highly Qualified Teacher (HQT) requirement that you received from Pat Dunn, Director of the Technology Management and Design Work Group at the Department.

This e-mail contained 17 Excel spreadsheets that detailed the results of XXX School District relative to the 2005-2006 Teacher Quality Survey that we used to determine teacher quality status. You will recall that teachers were to take the Survey for each NCLB content area class that they taught.

The spreadsheets provided the following data at the *class* level:

- Results by district and by school
- Reasons why teachers were not HQT
- Disaggregated analyses by:
 - Poverty and minority status of students
 - NCLB academic content areas
 - Teachers' years of experience
 - Students with disabilities
 - English language learners
 - DSTP performance.

Reporting by class is an NCLB requirement, and Delaware has reported its HQT data to the US Department of Education (USDOE) as required.

I commend your district for having:

- Six schools with more than 80% of classrooms taught by HQTs
- Four academic content areas/fields with at least 80% of classrooms taught by HQTs
- Few or no issues with teacher assignments at the secondary level
- Verified all completed Teacher Quality Surveys.

XXX

August 14, 2006

Page 2

On the other hand, the data show that your district has:

- Four schools with less than 80% of classrooms taught by HQTs
- Six academic content areas/fields with less than 80% of classrooms taught by HQTs.
- Classes for which teachers did not take the Teacher Quality Survey.

For each state, the USDOE has set a 100% HQT goal by the end of 2006 – 2007. It is requiring that districts and charter schools have plans in place to assist teachers who are not highly qualified to attain HQT status as soon as possible.

The data that you have received from DOE and the teacher quality status of teachers, available through your personnel/human resources office, will provide you with the information needed for XXX School District to develop and implement its plan to meet the 100% HQT goal for 2006 – 2007.

Specifically, DOE expects that districts and charter schools will use the data in these ways.

- Develop a written district/charter school plan to assist teachers who are not highly qualified to attain HQT status as soon as possible. This plan should be reflected in your Consolidated Application.
- Develop a written plan for each teacher who is not yet HQ and provide resources to assist the teacher with the plan. You may use state and federal funds in assisting teachers with the two options for attaining HQT status as soon as possible this year:
 - Passing Praxis II
 - Taking college courses in the academic content area taught if the teacher is close to an academic major (30 semester credit hours).
 - HOUSSE (USDOE wants us to limit this option. We will provide additional information later)
- Teacher assignment or equitable distribution of HQTs is a special area of focus for USDOE and one that we had to include in our HQT State Plan. Thus, another use of the data is to review and make modifications to teacher assignment, such as:
 - Out-of-field assignments
 - Frequent changes in teacher schedules
 - Assignment of HQTs relative to student characteristics (minority status, poverty, disabilities, English language proficiency) and the teacher's years of experience.
- Remedy data quality issues:
 - Make certain that all teachers who must take the Teacher Quality Survey this year do so, and that they complete a survey for each NCLB content area class taught.
 - Require that personnel/HR staff verify all completed surveys. If a survey is not verified, the teacher appears in the database as not having taken the Survey and his/her HQT status cannot be determined.

XXX

August 14, 2006

Page 3

- Make certain that all teachers have correct PHRST IDs; that all NCLB content courses are correctly coded for eSchool Plus; and that certification information is correct.
- Plan focused and sustained professional development that will deepen content area knowledge, skills in effectively teaching that content to all students, and ways to assess students that will promote learning.

The accuracy and completeness of eSchool Plus, PHRST, and certification data are critical to teachers being able to take the Survey. Most likely, more teachers would have attained HQT status if data accuracy and completeness issues were significantly reduced, and if all completed surveys had been verified by personnel/HR staff.

The Delaware DOE is using the data to develop monitoring protocols for district and charter school visits, for monitoring during the Survey, and in providing technical assistance and guidance for teachers and administrators relative to the Survey. Also, staff is using the data in planning professional development, as well as recruitment and retention initiatives and policies.

USDOE is very serious about states working diligently toward meeting the 100% HQT goal by the end of 2006 – 2007. Also, the USDOE has indicated that it will withhold federal funds to states if they are out of compliance with NCLB requirements, thereby reducing funds for districts and charter schools.

Therefore, the Delaware DOE is requiring districts and charter schools to use the available data in developing and implementing plans toward meeting the 100% HQT goal. A focus on data quality and completeness is critical to meeting this goal.

Districts and charter schools that continue to have serious data quality issues or who do not make significant progress toward the 100% HQT goal may have conditions placed on their FY 08 Title II funds.

Sincerely,

Valerie A. Woodruff
Secretary of Education

VAW/dcs

**DELAWARE PLAN
TO ENSURE ALL STUDENTS
ARE TAUGHT BY EXPERIENCED
HIGHLY QUALIFIED TEACHERS**



NOVEMBER 29, 2006

**SUBMITTED BY:
Delaware Department of Education
401 Federal Street, Suite 2
Dover, DE 19901**

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DELAWARE PLAN TO ENSURE STUDENTS ARE TAUGHT BY EXPERIENCED HIGHLY QUALIFIED TEACHERS

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DELAWARE PLAN TO ENSURE ALL STUDENTS ARE TAUGHT BY EXPERIENCED HIGHLY QUALIFIED TEACHERS

REQUIREMENT 6:

SEA equity plan for ensuring poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than other children.

BACKGROUND INFORMATION

During the 2005–2006 school year, 79.2% of Delaware NCLB content area classes were taught by Highly Qualified Teachers (HQT). The Delaware Department of Education (DDOE) is committed to meeting the federal target of 100% of classes taught by an HQT by the end of the 2007–2008 school year. This may seem an ambitious goal; however, we believe it is attainable, and we have a solid plan to ensure success.

Of the 20.8% of classes not taught by an HQT, 76.6% could not be classified due to incomplete data. Data quality issues were primarily due to teachers' failure to complete the online Teacher Quality Survey in the Delaware Educator Data System (DEEDS). Roughly one-fourth of the 4,354 classes not taught by an HQT statewide were housed in one Local Education Agency (1,235 classes). DDOE is working closely with Local Education Agency (LEA) staff members to ensure all teachers complete the Teacher Quality Survey in 2006–2007.

The SEA is also committed to working with LEAs and charter schools to ensure equitable distribution of students in classes taught by an HQT as soon as possible. Delaware's sophisticated data system now allows us to analyze teacher quality data at the student level. Therefore, we are able to determine whether HQTs are distributed equitably *within* schools, not just across schools. Since much of the variance in student demographics, teacher demographics, and student achievement is at the individual and classroom levels, our ability to analyze teacher quality data by student and classroom is paramount to meeting the spirit of Title II, Part A teacher equity targets.

Analysis of Data Quality Issues

Finding: Data quality issues, especially within specific LEAs and charter schools, are the primary reason why Delaware has not yet met the target of 100% content area classes taught by HQT. The majority of data quality issues were due to incomplete DEEDS Teacher Quality Surveys, inaccurate teacher data within DEEDS, and unverified Teacher Quality Surveys.

Data quality issues were significant in 4 out of 19 LEAs and 2 out of 13 charter schools. Only three other schools statewide evidenced significant data quality issues.

Analyses for LEAs with significant data quality issues:

- *Red Clay Consolidated*
 - 41.2% of classes were non-HQT LEA-wide

- Of non-HQT classes LEA-wide, 87.1% were due to data quality issues
 - ▲ 64.6% of non-HQT classes LEA-wide were due to data quality issues in DEEDS (teacher did not take survey or did not complete survey; survey not verified by LEA office)
 - ▲ 22.5% of non-HQT classes LEA-wide were due to data quality issues in eSchoolPLUS (content area not identified for class; state teacher ID missing)
- In 25 out of 28 schools – 80% or more of non-HQT class reasons were data quality issues
- In all LEA schools 60% – or more of non-HQT class reasons were data quality issues
- In 14 out of 28 schools – 30% or more of all classes were non-HQT
- *Colonial*
 - 35.9% of classes were non-HQT LEA-wide
 - Of non-HQT classes LEA-wide, 76.1% were due to data quality issues
 - ▲ 72.5% of non-HQT classes LEA-wide were due to data quality issues in DEEDS (teacher did not take survey or did not complete survey; survey not verified by LEA office)
 - ▲ 3.6% of non-HQT classes LEA-wide were due to data quality issues in eSchoolPLUS (content area not identified for class; state teacher ID missing)
 - In 11 out of 14 schools – 80% or more of non-HQT class reasons were data quality issues
 - In 13 schools – 60% or more of non-HQT class reasons were data quality issues
 - In 5 of 14 schools – 30% or more of all classes were non-HQT
- *Appoquinimink*
 - 32.6% of classes were non-HQT LEA-wide
 - Of non-HQT classes LEA-wide, 91.0% were due to data quality issues
 - ▲ 88.4% of non-HQT classes LEA-wide were due to data quality issues in DEEDS (teacher did not take survey or did not complete survey; survey not verified by LEA office)
 - ▲ 2.6% of non-HQT classes LEA-wide were due to data quality issues in eSchoolPLUS (content area not identified for class; state teacher ID missing)
 - In 8 out of 10 schools – 80% or more of non-HQT class reasons were data quality issues
 - In 3 of 10 schools – 30% or more of all classes were non-HQT
- *Indian River*
 - 28.8% of classes were non-HQT LEA-wide
 - Of non-HQT classes LEA-wide, 93.1% were due to data quality issues
 - ▲ 89.1% of non-HQT classes LEA-wide were due to data quality issues in DEEDS (teacher did not take survey or did not complete survey; survey not verified by LEA office)

- ▲ 4.0% of non-HQT classes LEA-wide were due to data quality issues in eSchoolPLUS (content area not identified for class; state teacher ID missing)
- In 12 out of 13 schools – 80% or more of non-HQT class reasons were data quality issues
- In 4 out of 13 schools – 30% or more of all classes were non-HQT

Analyses for charter schools with significant data quality issues:

- *East Side Charter School*
 - 87.5% of classes were non-HQT
 - 100% of non-HQT class reasons were data quality issues
- *Thomas Edison Charter School*
 - 67% of classes were non-HQT
 - 77.8% of non-HQT class reasons were data quality issues

Analyses for other schools with significant data quality issues:

Statewide, only three other schools evidenced significant data quality issues. These schools are located in LEAs that did not evidence significant data quality issues overall:

- *Seaford Middle School* (Seaford School District)
 - 93% of non-HQT class reasons were data quality issues
 - 29% of classes were non-HQT
- *Sarah Pyle Academy for Academic Intensity* (special school in Christina School District for those students who have been unable to attain success in the traditional high school environment)
 - 73% of non-HQT class reasons were data quality issues
 - 44.6% of classes were non-HQT
- *Douglas Behavioral School* (special school in Christina School District for students who have experienced difficulties in a traditional setting)
 - 66.7% of non-HQT class reasons were data quality issues
 - 29.6% of classes were non-HQT

The SEA must address data quality issues within LEAs and charter schools with significant data quality issues. In particular, the SEA must take steps to ensure DEEDS Teacher Quality Surveys are completed by all teachers, teacher data within DEEDS is accurate, and all Teacher Quality Surveys are verified by the LEA/charter school administration.

DELAWARE'S TEACHER QUALITY AND EQUITY DATA ANALYSES

Overview

During the 2005–2006 school year, there were discrepancies in the percentage of classes taught by an HQT across poverty and minority quartiles in both elementary and secondary schools. However, the SEA has the ability to look at HQT data at a finer level.

The SEA HQT database includes the students who were enrolled in each class for which an HQ decision was made. Since the database also contains demographic information on the students, the SEA has examined the likelihood that traditionally at-risk subgroups are assigned to classes with an HQT relative to an appropriate non-at-risk comparison group. This level of analysis allowed the SEA to determine if inequities existed in the assignment of students within LEAs and schools.

For example: assume that a school has only two NCLB content area classes. Class A contains 20 students (5 low-income and 15 non-low-income) and is taught by an HQT. Class B contains 20 students (15 low-income and 5 non-low-income) and is taught by a non-HQT. The likelihood of any student being taught by an HQT is 20/40 or 50% since 20 of the 40 students in the school are in class with an HQT. However, the likelihood is not the same for low-income and non-low-income students. In this example, 5 of the 20 (25%) low-income students were taught by an HQT whereas 15 of the 20 non-low-income students were taught by an HQT.¹ This suggests equity issues in how students were assigned to classes within the school.

In order to determine inequity in student assignment to classes, comparisons like the one in the example were calculated for each LEA and school for the following subgroup comparisons: low-income compared to non-low income students, African-American compared to white students, Hispanic compared to white students, students with disabilities (SWDs) compared to non-SWDs, and students who are English Language Learners (ELLs) compared to non-ELLs. Inferential statistical tests were conducted for each comparison to determine if any observed differences were statistically reliable.

These same analyses were also conducted comparing student assignment to classes taught by *experienced* HQT for each LEA and school and subgroups. For purposes of this analysis, the SEA definition of *experienced* is a teacher who has taught for four or more years.

The following sub-sections describe these analyses and present findings.

Analysis of Reasons Not HQT by School Level

Finding: Out-of-field teaching and the qualifications and roles of special education teachers are areas of concern, particularly in secondary schools.

¹ Students in secondary schools are enrolled in multiple NCLB content area classes. Any particular secondary student may be enrolled in some classes where the teacher is HQ and others where the teacher is not HQ. In the example above, it is possible that 5 low-income students in Class A are also in Class B. However, the calculation of the likelihood would be the same as described in the example.

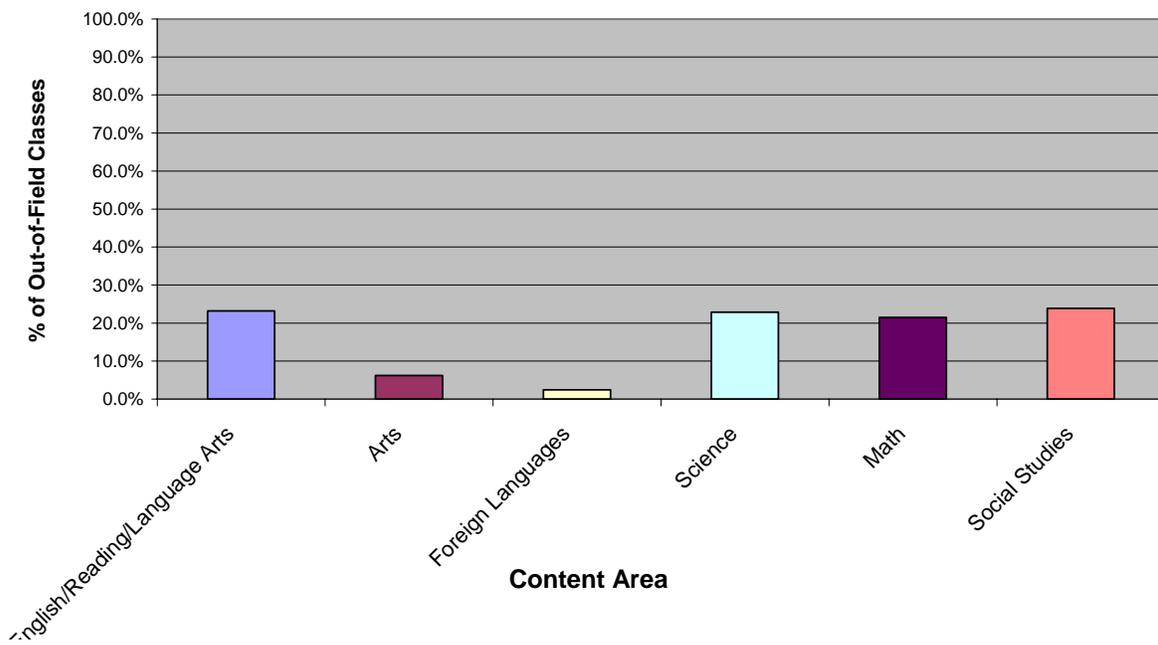
Secondary schools showed inequity in the percentage of classes taught by non-HQT. The chief reasons for classes not taught by an HQT (for teachers who completed the Teacher Quality Survey) were out-of-field teaching in secondary classes (57%) and certified secondary special education teachers who have not demonstrated subject-matter competency in the subjects they teach (20%). Only 11% of non-HQT classes were attributable to secondary school classes taught by teachers who are not fully certified. All elementary teacher assignment and certification issues comprised only 12% of all classes not taught by an HQT. Detailed analyses of primary reasons for classes not taught by an HQT follow:

Analysis of Out-of-Field Teaching by Content Area

Findings: 97% of out-of-field teaching is at the secondary level. Almost half of the secondary classes taught by out-of-field teachers are located in two LEAs. The majority of out-of field teaching in English/language arts/reading (ELA) and social studies classes is in middle schools. Out-of-field teaching in science and mathematics is equally distributed across middle schools and high schools.

Out-of-field teaching is primarily an issue in secondary schools. (At the elementary level, only 16 general education classes were taught by out-of-field teachers statewide.) The graph below illustrates the distribution of out-of-field teaching in secondary school by content area. Statewide, 582 secondary classes are taught by out-of-field teachers. At the state level, out-of-field teaching is evenly distributed across the four assessed content areas: English/reading/language arts (ELA), mathematics, science, and social studies.

**Out-of-Field Teachers in Secondary Classes by Content Area
Statewide Data**



Almost half of the secondary classes taught by out-of-field teachers are in two LEAs: Brandywine and Colonial. 60% of ELA and 83% of arts classes taught by out-of field teachers are in these two LEAs. 38% of science, 36% of social studies and 22% of mathematics classes taught by out-of-field teachers are in these two LEAs.

71% of out-of-field ELA classes and 67% of out-of-field social studies classes are in middle schools. Several factors may be contributing to this phenomenon. This may be the result of inaccurate coding of classes or teachers in state databases. Alternatively, this may be the result of teaming and hiring practices within middle schools. *The SEA needs to investigate causes for high incidences of out-of field teaching in ELA and social studies in middle schools.*

In contrast, out-of-field teaching in science and mathematics is equally distributed across middle schools and high schools and occurs at low rates across schools in most districts. This seems to indicate a problem with teacher supply, not local practices. *The SEA needs to confirm whether or not teacher supply is the cause of out-of-field teaching in secondary mathematics and science classes.*

Analysis of Secondary School Classes Taught by Certified Special Education Teachers Who Have Not Demonstrated Subject-Matter Competency in Those Subjects

Findings: Statewide 1% of secondary school classes are taught by certified special education teachers who have not demonstrated subject-matter competency in those subjects. These classes occur in 16% of schools within 12 LEAs and are equally distributed across middle and high schools. None of these classes were housed in charter schools.

Data indicate special education subject-matter competency is an issue in 63% of LEAs; however, none (0) of the charter schools had classes taught by certified special education teachers without subject-matter competency. This problem is shared across the majority of LEAs in both middle schools and high schools (16 middle schools with 112 classes, 17 high schools with 84 classes, 1 special school with 7 classes).

These findings are not surprising. The Delaware Teacher Supply Survey Analysis Report (Raffel & Pullella, 2006) states, “While difficulty in filling special education positions has decreased from last year, special-education positions remained the most difficult positions to fill.” Therefore, it is reasonable to believe that LEAs and schools have difficulty staffing these classes with special education teachers who have content area expertise. *The SEA must investigate further to determine whether assignment practices are also contributing to this effect.*

Analysis of Teacher Equity by Student Disability Status

Findings: SWDs are less likely to be taught in HQT classes; approximately one-third of Delaware schools showed inequities. The majority of schools with inequities were secondary schools. (Detailed LEA data are in Appendix A. Detailed school data are in Appendix B.)

Data for SWDs indicate 34% of schools (25 high schools, 24 middle schools, 16 elementary schools and 1 special school) in 15 of 19 LEAs (79%) evidence a higher likelihood of SWDs being taught in non-HQT classes. Two (2) of the 13 charter schools have inequities for SWDs.

Given results of the Delaware Teacher Supply Survey Analysis Report, it is likely that some inequities are due to difficulty recruiting and hiring special education teachers with content-area expertise. It is also possible that SWDs in secondary schools are more likely to be assigned to non-HQT classes because secondary SWDs are less likely to be assigned to inclusion classes. *The SEA needs to conduct further analyses to determine whether inclusion practices, special education teacher qualifications, and special education teacher assignment are contributing to these disparities. The SEA also needs to conduct further analyses to determine whether or not these inequities are more likely in specific content area classes.*

Conversely, in 5% of schools (8 elementary schools, 1 middle school and 1 high school) SWDs were more likely to be assigned to HQT classes. *The SEA needs to investigate teacher and student assignment practices within these schools and share promising practices with other schools across the state.*

Analyses of data for SWDs in classes taught by *experienced* HQT mirrored those for SWDs and HQT in general. Statewide analyses show SWDs are less likely to be taught by an *experienced* HQT than students without disabilities. This was also the case in 14 out of 19 LEAs (74%) and 1 of the 13 charter schools. Analyses within schools indicate that SWDs were less likely to be in classes with an *experienced* HQT in 32% of schools. Again, the majority of disparities were found at the secondary level (10 high schools, 5 middle schools, 5 elementary schools and 1 special school).

Experienced HQT data do show promise. In 2 LEAs (Sussex Technical School District and Christina School District), SWDs were more likely to be in classes taught by *experienced* HQT. In 13% of schools (16 elementary schools, 6 middle schools and 4 high schools), SWDs were more likely to be in classes taught by an *experienced* HQT. *The SEA needs to investigate teacher and student assignment practices within these LEAs and schools and share promising practices with other LEAs and schools across the state.*

Analysis of Teacher Equity by Student Poverty Status

Findings: Low-income students (students eligible for the Free and Reduced Lunch Program) are less likely to be assigned to HQT classes or experienced-HQT classes within specific LEAs. Within these LEAs, the majority of poverty-based equity issues are found in secondary schools. Data indicate charter schools do not have poverty-related HQT equity issues. (Detailed LEA data are in Appendix A. Detailed school data are in Appendix B.)

78.8% of high-poverty quartile elementary school classes were taught by an HQT, while 91.4% of low-poverty quartile elementary school classes were taught by an HQT. At the secondary level, 60.1% of high-poverty quartile schools' classes were taught by an HQT, while 77.4% of low-poverty quartile schools' classes were taught by an HQT.

Examination of statewide low-income data for students within classes indicates that low-income students (students eligible for the Free and Reduced Lunch Program) are less likely to be assigned to HQT classes than students who are not eligible. This discrepancy was found at both the elementary and secondary school levels.

When data were broken out by LEA, low-income students were less likely to be taught by an HQT than non-low-income students in 68% of LEAs. School-level data show that in 23% of

schools, low-income students were less likely to be in classes taught by an HQT than non-low-income students were. The overwhelming majority of the 46 schools with discrepancies were at the secondary level (20 high schools, 20 middle schools, 5 elementary schools, and 1 special school). Charter school data show no poverty-related HQT equity issues. ***The SEA needs to conduct further analyses to determine whether or not these inequities are more likely in specific content area classes.***

It is interesting to note that none (0) of the 13 charter schools had statistically significant differences in the number of poverty and non-poverty student-classes taught by an HQT. ***The SEA needs to investigate teacher and student assignment practices within charter schools and to share promising practices with LEAs and schools across the state.***

Analyses of data for low-income students in classes taught by an *experienced* HQT are similar to those for low income and HQT in general. Statewide analyses show low-income students are less likely to be taught by an *experienced* HQT than non-low-income students. This is also the case in 68% of LEAs. Again, none (0) of the 13 charter schools showed this inequity.

Analysis within schools indicates that in 17% of schools low-income students were less likely to be in classes with an *experienced* HQT. The majority of the disparities were found at the secondary level (17 high schools, 10 middle schools, 4 elementary schools, and 2 special schools). Conversely, in 3 elementary schools low-income students were more likely to be in classes taught by an HQT.

These data raise some interesting questions for the SEA to investigate. The SEA knows secondary students are less likely to be classified low-income than elementary students. Historically, secondary students have been less likely to sign up for Free and Reduced Lunch Program even if they are eligible. If secondary students are less likely to be classified as low income, why are inequities so much more prevalent in secondary schools? Is this a function of student assignment practices, teacher assignment practices, widening achievement gaps at the secondary level or some combination of these factors? ***The SEA needs to determine what secondary school practices and conditions are causing low-income students to have inequitable access to HQTs.***

Analysis of Teacher Equity by Student Minority Status

African-American Students in Classes Taught by HQT

Findings: In approximately one-half of Delaware LEAs, African-American students are less likely to be in classes taught by an HQT, particularly those in secondary schools. Teacher quality disparities between African-American and white students are not evident in charter schools. (Detailed LEA data are in Appendix A. Detailed school data are in Appendix B.)

Examination of minority-status data mimics that of student poverty-level data. Statewide 75% of high-minority quartile elementary school classes were taught by an HQT, while 90% of low-minority quartile elementary school classes were taught by an HQT. At the secondary level, 65.7% of high-minority quartile schools' classes were taught by an HQT, while 83.2% of low-minority quartile schools' classes were taught by an HQT.

Further analyses of data by racial/ethnic category show African-American students were statistically less likely to be taught by an HQT than white students. 81.5% of African-American students were in classes taught by an HQT while 86.6% of white students were in classes taught by an HQT.

LEA-level data show these disparities are not evenly distributed across the state. Only 53% of LEAs and none (0) of the 13 charter schools showed disparities in the likelihood of African-American being taught in an HQ class compared to white HQT students. *The SEA needs to investigate teacher and student assignment practices within charter schools and to share promising practices with LEAs and schools across the state.*

School-level analyses show that inequities are greatest at the secondary level. 19% of schools had a statistically higher likelihood of African-American students participating in non-HQT classes. Of those 38 schools, 17 were high schools, 15 were middle schools, 5 were elementary schools and 1 was a special school. *The SEA needs to conduct further analyses to determine what is causing the higher rates of inequity at the secondary level and whether or not these inequities are more likely in specific content area classes or whether these schools share similar characteristics (i.e., income level or geographic variables).*

Analyses of data for African-American students in classes taught by *experienced* HQT are similar to those for African-American students and HQT in general. Statewide analyses show African-American students are less likely to be taught by an *experienced* HQT than white students. This is also the case in 74% of LEAs and 2 of the 13 charter schools.

Analysis within schools indicates African-American students were less likely to be in classes taught by an *experienced* HQT in 16% of schools. Again, the majority of disparities were found at the secondary level (18 high schools, 8 middle schools, 4 elementary schools and 1 special school).

On a more promising note, African-American students were more likely to be in classes taught by an HQT in 2 elementary schools and 1 middle school. *The SEA needs to investigate teacher and student assignment practices within these schools and share promising practices with other schools across the state.*

Hispanic Students in Classes Taught by HQT

Findings: In more than one-third (36%) of Delaware LEAs, Hispanic students are less likely to be in classes taught by an HQT than white students. Within these LEAs, Hispanic-white teacher quality differences are evenly distributed across elementary, middle and high schools. Teacher quality disparities for Hispanic and white students are not evident in charter schools. (Detailed LEA data are in Appendix A. Detailed school data are in Appendix B.)

Statewide, 77.4% of Hispanic students were in classes taught by an HQT while 86.6% of white students were in classes taught by an HQT. This difference is statistically significant. It is possible that the difference between Hispanic and white HQT-student classes can be attributed to the percentage of English Language Learners (ELLs) in non-HQT classes (76.2% of ELLs versus 84.5% of non-ELLs). In 2005–2006, 35% of Hispanic students were also ELL and, as is discussed in the next section, ELLs are less likely to in classes taught by an HQT than non-ELLs.

The SEA must conduct further analyses to determine what effect, if any, ELL status is having on Hispanic-white equity statistics.

LEA data show these disparities are not evenly distributed across the state. Only 7 out of 19 LEAs (37%) and none (0) of the 13 charter schools showed disparities in the likelihood of Hispanic students being taught in an HQT class compared to white students. 16% of schools had a higher likelihood of Hispanic students being taught non-HQT classes than white students; these disparities were found in 11 middle schools, 10 elementary schools, 9 high schools and 1 special school. ***The SEA needs to conduct further analyses to determine whether or not these inequities are more likely in specific content area classes or whether these schools share similar characteristics (i.e., income level, proportion of Hispanic ELLs, or geographic variables).***

Analyses of data for Hispanic students in classes taught by *experienced* HQT are similar to those for Hispanic students and HQT in general. Statewide analyses show Hispanic students are less likely to be taught by an *experienced* HQT than white students. This is also the case in 47% of LEAs and none (0) of the 13 charter schools. Analysis within schools indicates in 13% of schools Hispanic students were less likely to be in classes with an *experienced* HQT. Disparities were almost evenly distributed between elementary, middle, and high schools (11 high schools, 7 middle schools, 7 elementary schools and 1 special school).

Conversely, in 1 LEA (Indian River School District) Hispanic students were more likely to be in classes taught by *experienced* HQT. Furthermore, in 2 middle schools and 1 elementary school (none of which are in the Indian River School District) Hispanic students were more likely to be in classes taught by an *experienced* HQT. ***The SEA needs to investigate teacher and student assignment practices within the LEA and schools where Hispanic students were more likely to be in classes taught by and experienced HQT and share promising practices with other LEAs and schools across the state.***

Analysis of Teacher Equity by Student English Language Learner (ELL) Status

Findings: ELLs in approximately half of Delaware LEAs are less likely to be in classes taught by an HQT. Most discrepancies are found within high schools and middle schools. (Detailed LEA data are in Appendix A. Detailed school data are in Appendix B.)

Data for ELLs show 14% of schools (11 high schools, 8 middle schools, 7 elementary schools and 1 special school) in 53% of LEAs evidence a higher likelihood of ELLs being taught in non-HQT classes. None (0) of the 13 charter schools showed inequities for ELLs. ***The SEA needs to conduct further analyses to determine whether or not these inequities are more likely in specific content area classes.***

In 17 of the 27 schools with inequities both ELLs and Hispanic students were more likely to be taught by non-HQTs. In 2005–2006, 74% of ELLs were Spanish-speaking, and 34% of Hispanic students were ELLs. ***The SEA needs to conduct further analyses to determine what effect, if any, ELL status is having on Hispanic-white equity statistics.***

Conversely, in 5 schools (3 high schools and 2 elementary schools) ELLs were more likely to be assigned to HQT classes. ***The SEA needs to investigate teacher and student assignment***

practices within these schools and share promising practices with other schools across the state.

Analyses of data for ELLs in classes taught by *experienced* HQT are similar to those for ELLs and HQT in general. Statewide analyses show ELLs are less likely to be taught by an *experienced* HQT than non-ELL students. However, this is only the case in 37% of LEAs and none (0) of the 13 charter schools.

Analysis within schools indicates ELLs were less likely to be in classes with an experienced HQT in 11% of schools. The majority of disparities were found at the secondary level (10 high schools, 5 middle schools, 5 elementary schools and 1 special school). ***The SEA needs to conduct further analyses to determine whether or not these inequities are more likely in specific content area classes.***

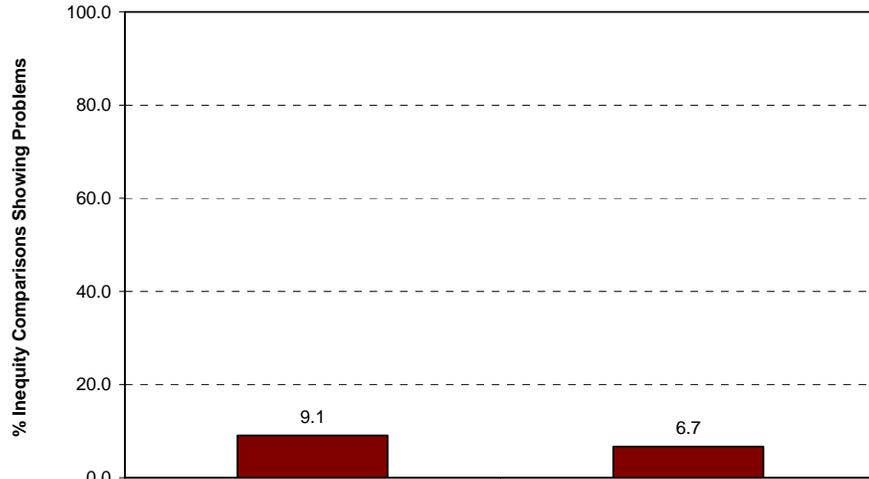
On a more positive note, in 2 LEAs (Indian River School District and Christina School District) and 2 middle schools (one in the Indian River School District, one in the Milford School District) ELLs were more likely to be in classes taught by experienced HQT. ***The SEA needs to investigate teacher and student assignment practices within Indian River School District and these two middle schools and share promising practices with other schools across the state.***

Analyses of Inequities by School Improvement Status

Findings: Elementary and charter schools show no statistical differences in the rate of student sub-groups inequities (taught by HQT) across schools under school improvement and not under school improvement. However, the rate of student sub-group inequities is statistically higher in middle and high schools under school improvement than in schools not under school improvement.

Comparison of inequity rates for student sub-groups assigned to classes with HQT shows that elementary schools under school improvement are no more likely to assign African-American students, Hispanic students, SWDs, and ELLs to classes not taught by an HQT than elementary schools not under school improvement.

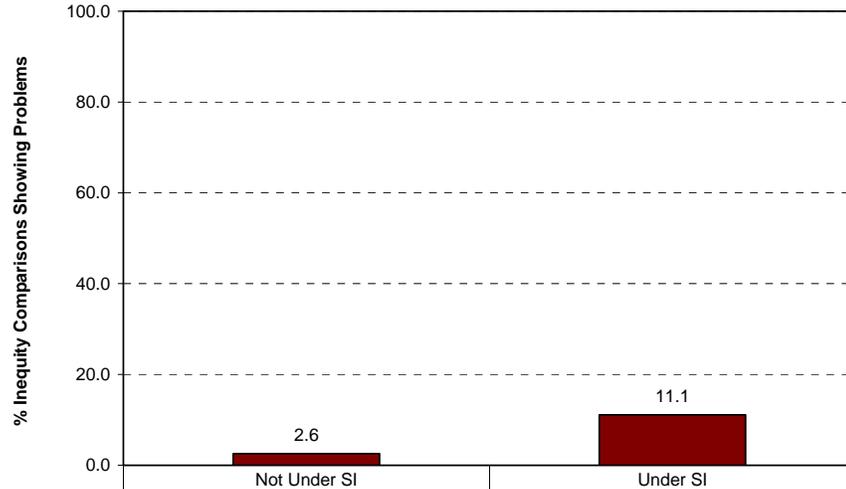
**Inequities by School Improvement Status, 2006
Elementary Schools**



| | Not Under SI | Under SI |
|---|--------------|----------|
| Number of Schools | 100 | 3 |
| Number of Inequity Comparisons | 463 | 15 |
| Number of Inequity Comparisons Showing Problems | 42 | 1 |
| Pct of Inequity Comparisons Showing Problems | 9.1 | 6.7 |
| Mean No. of Inequity Comparisons per School | 4.63 | 5.00 |

The same holds true in charter schools. Charter schools under school improvement are no more likely to assign African-American students, Hispanic students, SWDs, and ELLs to classes not taught by an HQT than charter schools not under school improvement.

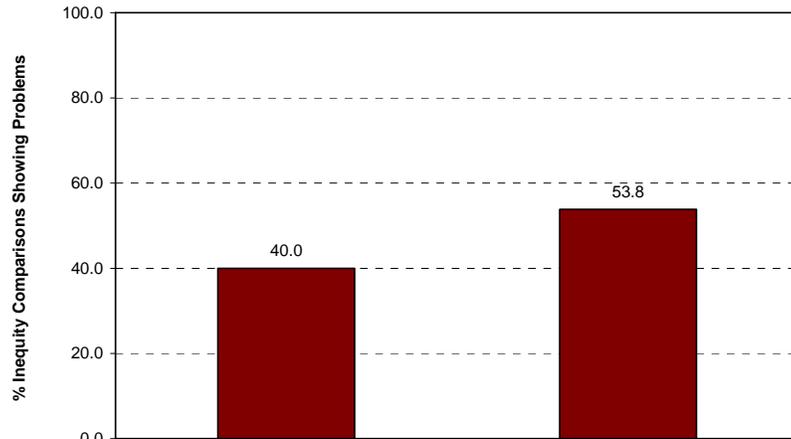
**Inequities by School Improvement Status, 2006
Charter Schools**



| | Not Under SI | Under SI |
|---|--------------|----------|
| Number of Schools | 11 | 2 |
| Number of Inequity Comparisons | 39 | 9 |
| Number of Inequity Comparisons Showing Problems | 1 | 1 |
| Pct of Inequity Comparisons Showing Problems | 2.6 | 11.1 |
| Mean No. of Inequity Comparisons per School | 3.55 | 4.50 |

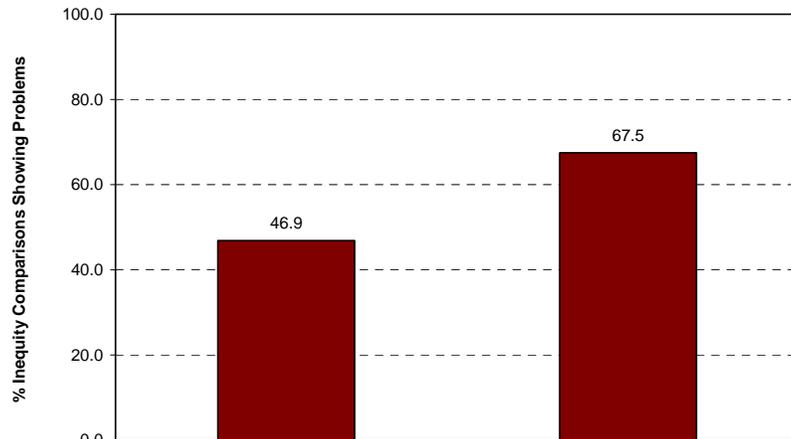
However, African-American students, Hispanic students, SWDs, and ELLs in middle schools and high schools under school improvement are more likely to be assigned to classes not taught by an HQT than the same sub-groups of students in schools not under school improvement. This finding is likely impacted by the elevated rate of middle and high schools under school improvement and elevated rates of inequitable student and teacher assignment across sub-populations in secondary schools. ***The SEA needs to conduct additional analyses to determine what factors are contributing to higher rates of inequitable student and teacher assignment at the middle and high school levels.***

**Inequities by School Improvement Status, 2006
Middle Schools**



| | Not Under SI | Under SI |
|---|--------------|----------|
| Number of Schools | 18 | 13 |
| Number of Inequity Comparisons | 90 | 65 |
| Number of Inequity Comparisons Showing Problems | 36 | 35 |
| Pct of Inequity Comparisons Showing Problems | 40.0 | 53.8 |
| Mean No. of Inequity Comparisons per School | 5.00 | 5.00 |

**Inequities by School Improvement Status, 2006
High Schools**

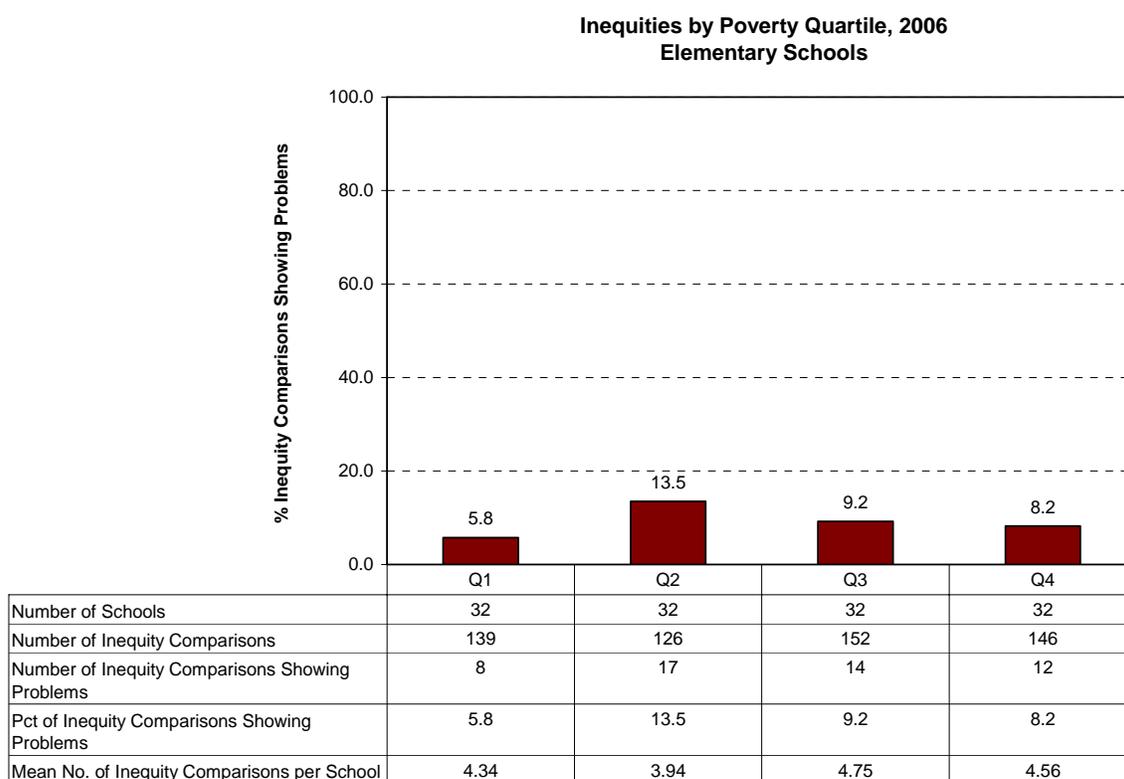


| | Not Under SI | Under SI |
|---|--------------|----------|
| Number of Schools | 13 | 16 |
| Number of Inequity Comparisons | 64 | 80 |
| Number of Inequity Comparisons Showing Problems | 30 | 54 |
| Pct of Inequity Comparisons Showing Problems | 46.9 | 67.5 |
| Mean No. of Inequity Comparisons per School | 4.92 | 5.00 |

Analysis of Inequities by Poverty Quartile

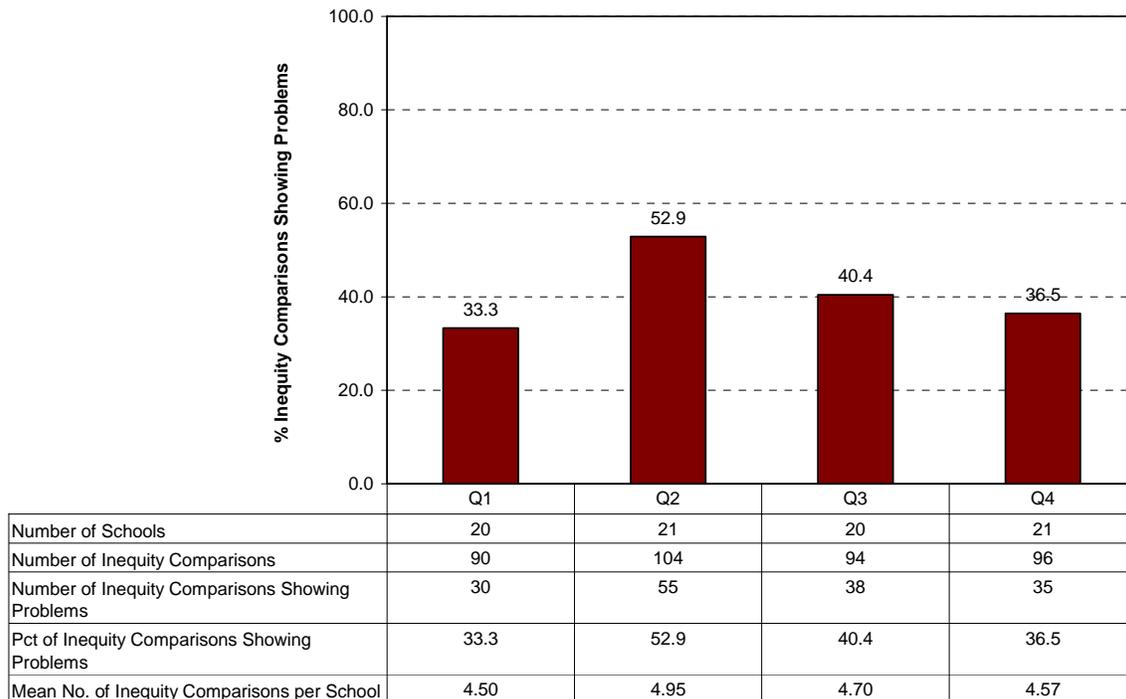
Findings: Elementary and secondary schools show no statistical differences in the rate of student sub-groups inequities (taught by HQT) for schools in the highest two poverty quartiles and the lowest poverty quartile. However, the rate of student sub-group inequities is statistically higher in schools in the second-lowest poverty quartile.

Comparison of inequity rates for student sub-groups assigned to classes with HQT shows that elementary schools within the second-lowest poverty quartile are more likely to assign African-American students, Hispanic students, SWDs, and ELLs to classes not taught by an HQT than elementary schools in the two highest poverty quartiles and in the lowest poverty quartile. (In the graph below Q1 = highest income, Q4 = lowest income.)



Comparison of inequity rates for student sub-groups assigned to classes with HQT shows the same pattern for secondary schools; although, secondary schools were more likely to show inequities overall. (In the graph below Q1 = highest income, Q4 = lowest income.)

Inequities by Poverty Quartile, 2006
Secondary Schools



It is unclear what factors are contributing to this pattern of inequities within the second-lowest poverty quartile. ***The SEA needs to conduct additional analyses to determine what factors are contributing to higher rates of inequitable student and teacher assignment in second-lowest poverty quartile schools.***

Analysis of Teacher Recruitment Practices in LEAs

The SEA commissioned the Institute for Public Administration at the University of Delaware to conduct a survey of LEA personnel directors regarding personnel hiring practices and attrition issues and to report findings. The Delaware Teacher Supply Survey Analysis Report (Raffel & Pulella, 2006) concluded that within the 19 LEAs: 1) teacher hiring and retention are gaining increased visibility as issues, 2) LEAs are working harder to address these issues, and 3) the state still needs to address late hires, critical-needs areas, and the effects of contracts on hiring. Specifically, the report indicated the following issues related to teacher recruitment:

1. During 2005–2006, LEAs hired new staff earlier (before August), secured more letters of intent from new hires, and issued fewer temporary contracts than they did in 2004–2005.
2. In 2005–2006, special education, high school math, technology and high school science positions were the most difficult for LEAs to fill.
3. Special education teachers were a highly mobile population in comparison to other types of teachers.

4. In 2005–2006 social science, physical education, elementary, and English positions were not difficult to fill.
5. Fewer personnel directors reported all new teachers as highly *prepared* than in previous years.
6. LEA personnel cited lack of qualified candidates as the main reason for teacher shortages.
7. Nearly half of LEA personnel directors believe contractual barriers are a hindrance to offering timely contracts to teachers.
8. Across LEAs there is a great deal of variation in the funds and support targeted to teacher recruitment.

In response to this report, the SEA has made major improvements to the new teacher-mentoring program. The SEA will continue to require all teachers holding an initial license to participate in a structured mentoring program. This is a three-year program requiring new teachers to observe master teachers and be observed by master teachers. The program provides support and feedback in the areas of classroom environment, planning and preparation, and assessment of student learning. During these cycles, specific emphasis is placed on knowing students and how to instruct them, how to use data to plan for individual differences, and how to work in culturally diverse schools.

The SEA is collaborating with the Delaware Academy for School Leadership (DASL) at the University of Delaware to implement a State Action for Education Leadership Project (SAELP). Through the SAELP, the SEA and DASL are addressing findings from the Delaware Teacher Supply Survey Analysis Report as follows:

1. The SEA and DASL have established a Recruitment and Retention Institute for LEA personnel directors and superintendents. Currently the SEA and DASL are collecting improved data on reasons why teachers leave the profession within the first five years. Findings from this work will provide the basis for a training institute to be offered in spring 2007.
2. The SEA and DASL meet multiple times a year with LEA personnel directors and superintendents. Through these efforts LEAs have a heightened awareness of recruitment and retention issues, which has resulted in improved coordination of recruitment activities within LEAs.
3. The SEA and DASL are working with LEAs to develop and implement a common teacher application for use on the TeachDelaware website. This effort is geared toward minimizing recruitment and hiring barriers across LEAs.
4. Beginning in late November 2006, the SEA and DASL will offer principals training in interviewing techniques and strategies three times a year. These training sessions are intended to provide principals with the skills needed to ensure they hire qualified staff well suited to address school needs and conditions.
5. The SEA and DASL are collaborating with LEAs to investigate and address local contract barriers to recruitment and retention.
6. In an effort to stem problems resulting from late hiring, the SEA and DASL have developed proposed legislation that requires teachers to notify LEAs of their intention to leave employment by July 15 each year. Under this proposed legislation, teachers who do not provide sufficient notice may have their teaching license suspended for a

one-to-two-year period. This proposal will be brought to the state legislature during the 2006–2007 school year.

7. In collaboration with state Institutes of Higher Education (IHEs), the SEA and DASL have developed a six-credit internship program for new administrators in masters and doctoral educational leadership programs.

DELAWARE’S TEACHER QUALITY EQUITY GOALS

Delaware is committed to the goal of 100% of classes taught by an HQT in 2007–2008. Once this goal is achieved, most issues of equitable distribution will be moot. Until that time, the SEA is dedicated to six, short-term goals, and one, long-term goal for ensuring teacher equity:

1. Significantly improve data completeness and data quality in 2006–2007.
2. Eliminate out-of-field teaching, particularly at the secondary level.
3. Eliminate non-HQT special education classes, particularly in schools under school improvement at the secondary level.
4. Reduce the incidence of non-HQT classes for low-income and minority students, particularly within secondary schools under school improvement and within specific LEAs.
5. Reduce the incidence of non-HQT classes for ELLs.
6. Reduce LEA policy barriers and ineffective practices for teacher recruitment. The SEA recognizes that teachers with more than three years of experience provide greater achievement gains for their students.

The SEA is also committed to the following long-term goal:

1. Ensure all students, regardless of poverty status, racial/ethnic background, language proficiency, disability, and geographical location have equitable access to highly qualified *experienced* teachers

SEA Support to Meet Teacher Quality Equity Goals

Delaware’s Title II Plan, in its entirety, is supported by the SEA’s sophisticated data system and the Delaware Education Support System (DESS). In addition, the SEA is involved in two collaborative projects that support this plan: 1) with higher education on the Correlates of Achievement Data System and 2) with education foundation, business, community organization, higher education, LEA, and SEA leaders on the Vision 2015 Delaware project. Each of these ongoing efforts is described in the following sections.

Delaware’s Statewide Data System

Delaware’s sophisticated data system assigns unique longitudinal identifiers to students and teachers. This allows the SEA to collect, analyze, and report data at the student, teacher, and classroom levels. Delaware’s statewide system to collect and analyze HQT status includes

- Delaware Educator Data System (DEEDS) – Teacher Quality Survey which includes the following data elements:
 - HQT status;
 - Certification(s);
 - Licensure status;
 - Praxis testing results;
 - National Board Certified Teachers (NBCT) status.

- eSchool-Plus Pupil Accounting System – Unique longitudinal identifier for students, classes (scheduling, student and teacher assignment to classes, type of class), student demographics.
- PHRST Personnel and Payroll System – Unique longitudinal identifier for educators, location of employment, and years of service.
- Delaware Student Testing Program (DSTP)-Online Reports – School-, LEA-, and SEA-level testing data by subpopulation, school, and LEA level accountability ratings.

Data collection systems are linked through relational database structures to allow for data integration and analyses.

The SEA also provides LEAs/charter schools with daily data quality reports. These reports provide each LEA/charter school Personnel Director and Data Manager with specific information about missing teacher quality data elements within eSchoolPLUS databases. (See Appendix C for a sample report.)

The SEA also makes a variety of Impromptu Web Reports (IWR) available to LEA/charter school administrators. The purpose of these reports is to aid in data verification and quality control. These reports include

- *HQT All Teacher's Classes Non-HQT Eligible Verification* – A list of teachers that are tagged in eSchoolPLUS as working in the building but who are teaching no classes or have elementary classes that are not a homeroom, pullout, push-in, or special in Art, Music, or Foreign Language (e.g., special in computer technology).
- *HQT Elementary General Teachers without a Homeroom Verification* – A list of teachers that are tagged in eSchoolPLUS as elementary general teachers but are not assigned homeroom.
- *HQT Elementary Specials Teacher Verification* – A list of teachers that are tagged in eSchoolPLUS as teaching an elementary special of Art, Music, or a foreign language.
- *HQT Linked Class Verification* – A list of pairs of master schedule classes for the current year that have been linked in eSchoolPLUS so they are treated as one class for HQT under the provision that two classes in the master schedule that share the same room and time slot (e.g., TAM) may be treated as one class for HQT as long as the classes function as a unit more than 50% of the time.
- *HQT Master Schedule Verification* – A list of master schedule classes for the current year with the NCLB Content Area, Course Level, and Specialty Required as they have been entered into eSchoolPLUS.
- *HQT Pullout Verification* – A list of teachers that are tagged in eSchoolPLUS as pullout teachers with the pullout content area.
- *HQT Secondary Team Teacher Verification* – A list of secondary teachers that are tagged in eSchoolPLUS as team or push-in teachers with the content area, master schedule class, and teacher role.

- *HQT Course Catalog Verification* – A list of Course Catalog courses with the NCLB Content Area, Course Level, and Specialty Required as they have been entered into eSchoolPLUS.
- *HQT Elementary Paraprofessionals Verification* – A list of elementary paraprofessionals that are tagged in eSchoolPLUS by homeroom(s) served, Title I status, and paraprofessional role.
- *HQT Elementary Team Teacher Verification* – A list of elementary teachers that are tagged in eSchoolPLUS as team or push-in teachers with the content area, homeroom, and teacher role.
- *HQT Long-Term Substitute Verification* – A list of teachers that are tagged in eSchoolPLUS as long-term substitutes.
- *HQT PHRST ID Verification* – A list of teachers with their PHRST IDs as they have been entered into eSchoolPLUS.
- *HQT Secondary Paraprofessional Verification* – A list of secondary paraprofessionals that are tagged in eSchoolPLUS by master schedule class(es) served, Title I status, and paraprofessional role.
- *HQT Specialty Homeroom Verification* – A list of elementary teachers/ homerooms that are tagged in eSchoolPLUS as serving a specialty population only (e.g., students with disabilities).

Delaware Education Support System (DESS)

As detailed in the introduction, the Delaware Education Support System (DESS) is built on the concept of continuous improvement and data-based problem solving reflected in the Domains of Continuous Improvement. DESS Domains of Continuous Improvement related to the Title II Equity Plan include Teaching and Learning, Connections to Learning, and Leadership for Learning. Through DESS, low-performing schools receive priority for professional development offered by the SEA.

DESS Teaching and Learning Strategies

The state has approved Professional Development Clusters (ongoing, targeted, high-quality professional development) designed to improve specialized knowledge and skills to meet the needs of at-risk students, students for whom English is a second language, and students with special needs. Professional development clusters must be aligned with Delaware Content Standards, National Teaching and/or Administrator Standards and National Staff Development Council (NSDC) Standards. Teachers who successfully complete Professional Development Clusters receive a five-year, 2% to 6%, state pay supplement, based on the duration of the cluster (i.e., 90-clock-hour cluster = 2% raise in state base salary; 180-clock-hours = 4% increase in state base salary). For more information on Professional Development Clusters see: <http://www.doe.k12.de.us/ProfStandardsBoard/AppforProfDevClusters/ProfDevClustersExplanation.pdf>

The SEA provides specialized mini-courses, aligned with NSDC Standards, for Teacher-to-Teacher Instructional Cadre members (lead teachers on special assignment to provide professional development, coaching, and monitoring to classroom teachers); including “Accessing the Curriculum for All Students” (ACAS). ACAS training prepares Teacher-to-

Teacher Instructional Cadre members to facilitate the Differentiated Instruction/Universal Design for Learning Professional Development Cluster.

The SEA provides specialized mini-courses for the state's Lead Mentor Cadre members (lead teachers selected to provide staff development relative to the Delaware Mentoring/Induction Program, coach and monitor the progress of new teachers during the three year induction process: including "Assessment for Learning," "Strategies to Close the Achievement Gap," and "Pathwise Induction Program/Frameworks." In addition, the lead mentors facilitate the Professional Development Cluster for Quality Classroom Assessment 101, in which new teachers and mentors apply their skills and knowledge of Assessment for Learning.

The SEA received and is implementing grants to provide professional development around targeted needs in high-poverty, high-minority, and/or low-achieving LEAs and schools. High-poverty, high-minority, and/or low-achieving schools are the first to receive services through:

- Reading First: To improve reading instruction in K–3 classrooms.
- National Governors Association (NGA) Redesigning High Schools Grant has 3 goals:
 - Restore value of high school diploma;
 - Redesign high schools;
 - Set goals, measure progress and hold high schools and colleges accountable.
- NGA – Reading to Achieve: To improve secondary student literacy, across all content areas.
- IDEIA State Improvement Grant: Has 2 goals:
 - Pre-literacy and literacy skills to improve student achievement (and reduce the achievement gap for SWD).
 - Access to the general curriculum (reduce time out of general education classes for SWD).
- Ready to Learn Grant: e-learning courses for educators, including content area courses and specialized skills. Information about e-learning courses can be found at: <http://www.dcet.k12.de.us/elearning>

SEA is building professional development to address disproportional minority and low-income identification of students receiving special education services.

The state provides funding for Reading Resource Teachers in all K–5 configured schools to provide additional instruction and leadership in reading at the building level.

The state provides funding for Mathematics Resource Teachers/Specialists in middle schools to provide additional instruction and coaching.

The SEA provides Project CRISS (CReating Independence through Student-owned Strategies) training statewide. Project CRISS is an interdisciplinary program incorporating reading, writing, and study strategies for literature and content classes in secondary schools.

The SEA provides Success for Secondary Struggling Readers (SSSR) and Independence through Multiple Practices for Activating Comprehension in Teaching (IMPACT) training statewide.

SSSR & IMPACT are based on research in reading strategies from the University of Texas, Language Essential for Teachers of Reading and Spelling (LETRS), and the National Reading Panel adapted by Delaware teachers for Delaware teachers. It empowers LEAs to help teachers make informed decisions to deliver purposeful instruction using research-based strategies.

DESS Connections to Learning Strategies

The DESS Connections to Learning Action Team is developing professional development and technical assistance strategies to improve conditions for students, families, and educators in Delaware schools.

The SEA offers Positive Behavior Supports training to LEAs and schools statewide—this program is designed to improve school climate for staff, students, and families. Schools under school improvement are given priority for training. The SEA provides LEA staff supplementary training to ensure sustainability.

The SEA, in collaboration with the Delaware State Educators Association, is developing a teacher and administrator survey to determine working conditions within schools. The Delaware survey is based on the North Carolina Teacher Working Conditions Survey model.

Delaware has a task force examining funding and methods to provide additional teachers to reduce class size in low-performing and high-poverty schools.

DESS Leadership for Learning Strategies

The SEA improves instructional leadership skills through statewide, targeted professional development programs. Instructional leadership professional development content is aligned with content area and program-specific training. This year the leadership of the organization providing this training is developing a comprehensive plan to ensure professional development and support for aspiring, new, and experienced school leaders.

Correlates of Achievement Data Reporting System

The SEA, in collaboration with the University of Delaware’s Delaware Education Research & Development Center, is developing the Correlates of Achievement Data Reporting System. The system is based on the Educational Testing Service (ETS) “Parsing the Achievement Gap” report. The state study and data system will include longitudinal measures of

- Teachers’ academic qualifications;
- Teaching in field;
- Teacher experience; and
- Teacher attendance.

Data reporting will be provided at the state, LEA, and school levels and is expected to raise awareness about the effects of equitable access to high-quality teachers on student achievement. LEA and school planning committees will be expected to examine these reports and take these data into consideration when making decisions about recruitment and staffing assignments.

Vision 2015 Delaware

Delaware's Vision 2015 effort is examining broad-based policy changes related to the following objectives:

- High expectations of all students to meet world-class standards.
- A good early start for all children.
- Substantially more academic time for all students.
- Instructional improvement as the major responsibility of the school leader.
- A talent pipeline and a fulfilling career path to attract and retain more exceptional educators.
- Robust, ongoing professional development that enhances educator quality.
- Technologically advanced systems and tools that support educators and enable them to make data-driven decisions to improve instruction, strengthen management, and raise student achievement.
- A system of schools that provides high-quality options for all students.
- A statewide strategy for encouraging and building significant family involvement.
- A simple, equitable, easily understood funding system.
- A system for managing transformational change.

Vision 2015 proposals related to the SEA Title II Equity Plan include

- Define a multistage career path for educators.
- Implement a uniform, statewide salary for teachers in order to reduce teacher attrition in low-paying LEAs
- Provide release-time for full-time new teacher mentors
- Aggressive recruitment mechanisms to select and develop teachers from multiple sources
- Create mechanisms/incentives for differential teacher pay
 - In hard-to-staff schools
 - In hard-to-staff content areas
 - For teacher performance related to student achievement goals

For more information on Vision 2015 see:

<http://www.vision2015delaware.org/AboutVision2015/tabid/53/Default.aspx>

Delaware Plan to Ensure All Students Are Taught By Experienced Highly Qualified Teachers

Goal A: *Significantly improve data completeness and data quality in 2006–2007*

| Targets | Strategies & Timelines | Evaluation Plan |
|---|---|---|
| <ol style="list-style-type: none"> 1. 100% of NCLB content area teachers will complete the Teacher Quality Survey by December 31, 2006 2. 100% of Teacher Quality Surveys will be verified by LEAs by February 28, 2007 | <ol style="list-style-type: none"> 1. The SEA sends daily data quality reports to LEAs/charter schools (August 2006–February 2007) 2. The SEA provides LEAs with access to Impromptu Web Reports for HQT data verification (September 2006) 3. SEA staff will monitor LEA data weekly, provide technical assistance to LEAs/charter schools as necessary (September 2006–February 2007) 4. SEA Professional Accountability and Technology Design and Management staff members will work with LEA Personnel Directors and Pupil Accounting managers, including regular statewide meetings, to provide technical assistance for data entry and verification (August 2006–June 2007) 5. The SEA will place conditions on FY 08 Title II funds for any LEA/charter school with significant teacher quality issues—notify LEAs of new policy (June–September 2007) 6. SEA Curriculum Development and Professional Accountability staff members will provide services and monitoring in all districts. Priority services and monitoring will be targeted to Red Clay Consolidated School District, Colonial School District, Appoquinimink School District, Indian River School District, East Side Charter School, and Thomas Edison Charter School (October 2006–August 2007) | <ol style="list-style-type: none"> 1. Longitudinal analyses of percentage of classes taught by an HQT 2. Longitudinal analyses of data quality problems in LEAs and schools |

Goal B: *Eliminate out-of-field teaching at the secondary level*

| Targets | Strategies & Timelines | Evaluation Plan |
|---|---|---|
| <ol style="list-style-type: none"> 1. 100% of NCLB content area classes will be taught by HQT by June 2007 | <ol style="list-style-type: none"> 1. SEA Curriculum Development and Professional Accountability staff members will provide services and monitoring in all districts. Priority services and monitoring will be targeted to Brandywine School District and Colonial School District (October 2006–August 2007) 2. SEA Professional Accountability staff members will work with LEA Personnel Directors and Data Managers regularly; provide technical assistance for teacher recruitment, hiring, and assignment practices (August 2006–June 2007) 3. Development and implementation of the Correlates of Achievement Data Reporting System (February 2007) | <ol style="list-style-type: none"> 1. Longitudinal analyses of percentage of classes not taught by an HQT including out-of-field teaching rates for all LEAs and schools |

Delaware Plan to Ensure All Students Are Taught By Experienced Highly Qualified Teachers

Goal C: *Reduce the incidence of non-HQT classes for SWDs, particularly in schools under school improvement at the secondary level*

| Targets | Strategies | Evaluation Plan |
|---|---|---|
| 1. 100% of NCLB content area classes will be taught by HQT by June 2007 | 1. SEA Professional Accountability staff members will work with LEA Personnel Directors, including regular statewide meetings, to provide technical assistance for teacher recruitment, hiring, and assignment practices (August 2006–June 2007) 2. The SEA will establish priority LEAs and schools with significant SWDs in classes taught by a non-HQT; provide targeted monitoring and technical assistance including site-based needs analyses and planning (October 2006–May 2007) 3. The SEA will analyze data on special education teacher duties, qualifications, and certification rules to determine state, LEA, and school-level policy coherence; establish policy changes and new policies as necessary (August 2006–June 2007) 4. The SEA will analyze LEA bargaining agreements to determine if contract language is a barrier to equitable student access to classes with an HQT (August 2006–June 2007) 5. The SEA will develop and implement the Correlates of Achievement Data Reporting System (completion by February 2007) | 1. Longitudinal analyses of percentage of SWDs in classes not taught by an HQT for all LEAs and schools |

Goal D: *Reduce the incidence of non-HQT classes for low-income and minority students, particularly within secondary schools under school improvement and within specific LEAs*

| Targets | Strategies & Timelines | Evaluation Plan |
|---|---|---|
| 1. 100% of NCLB content area classes will be taught by HQT by June 2007 | 1. SEA Professional Accountability staff members will work with LEA Personnel Directors, including regular statewide meetings, to provide technical assistance for teacher recruitment, hiring, and assignment practices (August 2006–June 2007) 2. The SEA will establish priority LEAs and schools with significant poverty and minority student participation in classes taught by a non-HQT; provide targeted monitoring and technical assistance including site-based needs analyses and planning (October 2006–May 2007) 3. The SEA will analyze LEA bargaining agreements to determine if contract language is a barrier to equitable student access to classes with an HQT 4. The SEA will develop and implement the Correlates of Achievement Data Reporting System (completion by February 2007) | 1. Longitudinal analyses of percentage of low-income, not-low-income, minority, and white students in classes not taught by an HQT for all LEAs and schools |

Delaware Plan to Ensure All Students Are Taught By Experienced Highly Qualified Teachers

Goal E: *Reduce the incidence of non-HQT classes for ELLs*

| Targets | Strategies & Timelines | Evaluation Plan |
|---|---|---|
| 1. 100% of NCLB content area classes will be taught by HQT by June 2007 | <ol style="list-style-type: none"> 1. SEA Professional Accountability staff members will work with LEA Personnel Directors, including regular statewide meetings, to provide technical assistance for teacher recruitment, hiring, and assignment practices (August 2006–June 2007) 2. The SEA will establish priority LEAs and schools with significant ELLs in classes taught by a non-HQT; provide targeted monitoring and technical assistance including site-based needs analyses and planning (October 2006–May 2007) 3. The SEA will analyze data on ELL teacher duties, qualifications, and certification rules to determine state, LEA, and school-level policy coherence; establish policy changes and new policies as necessary (August 2006–June 2007) 4. Analyze LEA bargaining agreements to determine if contract language is a barrier to equitable student access to classes with an HQT (August 2006–June 2007) 5. Development and implementation of the Correlates of Achievement Data Reporting System (completion by February 2007) | 1. Longitudinal analyses of percentage of ELLs, and non-ELLs in classes not taught by an HQT for all LEAs and schools |

Goal F: *Reduce LEA policy barriers to and ineffective practices for teacher recruitment*

| Targets | Strategies | Evaluation Plan |
|---|--|---|
| 1. 100% of NCLB content area classes will be taught by HQT by June 2007 | <ol style="list-style-type: none"> 1. Analyze LEA bargaining agreements to determine if contract language is a barrier to equitable student access to classes with an HQT (August 2006–June 2007) 2. SEA Professional Accountability staff members will work with LEA Personnel Directors, including regular statewide meetings, to provide technical assistance for teacher recruitment, hiring, and assignment practices (August 2006–June 2007) 3. The SEA will work with public and private leadership to examine the feasibility of educator pay equalization across the state (by May 2008) | 1. Longitudinal analyses of percentage classes not taught by HQT for all LEAs and schools |

Goal G: *Ensure all students, regardless of poverty status, racial/ethnic background; language proficiency, disability and geographical location have equitable access to highly qualified experienced teachers*

| Targets | Strategies | Evaluation Plan |
|--|---|--|
| 1. All student sub-populations will have equitable access to NCLB content area classes taught by experienced HQTs by June 2010 | <ol style="list-style-type: none"> 1. The SEA will work with state legislature to fund incentives for <i>experienced</i> HQT to teach in hard-to-staff and low-performing schools (February–May 2007) 2. The SEA will work with state legislature to fund incentives for <i>experienced</i> HQT to transfer to hard-to-staff and low-performing schools (February–May 2007) 3. The SEA will work with public and private leadership to examine the feasibility of educator pay equalization across the state (by May 2008) | 1. Longitudinal analyses of percentage of low-income, not-low-income, minority, and white students in classes not taught by an <i>experienced</i> HQT for all LEAs and schools |

DELAWARE’S SUPPORTING STRATEGIES TO ENSURE ALL STUDENTS ARE TAUGHT BY HIGHLY-QUALIFIED TEACHERS

Sub-requirement 1: Data and Reporting Systems

How the SEA plans to develop the teacher data and reporting systems needed to identify and correct inequities in teacher distribution in high-poverty/high-minority schools vs. low-poverty/low-minority schools.

Evidence of Probable Success of SEA Strategies

All schools and LEAs are required to engage in annual improvement planning. However, many LEA and school personnel lack the capacity to analyze and interpret data accurately. Therefore, the SEA has established sub-strategies to improve LEA and school personnel capacity to use data effectively.

In a study of the effect of data use and support on administrator, principal, and teacher practice Kerr, Marsh, Ikemoto, Darilek, & Barney (2006) found,

Several factors are found to affect data use [for school improvement planning], including accessibility and timeliness of data, perceptions of data validity, training, and support for teachers with regard to data analysis and interpretation, and the alignment of data strategies with other instructional initiatives.

Each of the sub-strategies in this section is aimed at improving data validity, reliability, and specificity; ensuring timely data access for LEAs and schools; providing LEA and school personnel with technical assistance to understand and interpret data accurately; and ensuring LEA and school personnel prioritize and align improvement plan strategies to promote student achievement.

Strategies in Place

As stated earlier, Delaware has a sophisticated data system that assigns unique longitudinal identifiers to both students and teachers. This allows the SEA to collect, analyze, and report data at the individual student, teacher, and classroom levels. Thus, Delaware is able to analyze teacher quality data in fine detail to determine if inequities exist in the classroom assignment of students *within* LEAs and schools. These data analyses support LEA and school use of data for improvement planning through the following sub-strategies:

Sub-strategy 1.1: The SEA currently conducts statewide data-driven needs analyses through the DESS Data Action Team and the DESS needs analysis process. Teacher quality data are a key component of this process.

Sub-strategy 1.2: Regarding HQT specifically, the SEA publicly reports the percentage of classes not taught by an HQT including the percentage of classes taught by an HQT in high-poverty and not high-poverty schools (by quartile) in LEA and school profiles <http://profiles.doe.k12.de.us/>

Sub-strategy 1.3: The SEA also provides LEAs/charter schools with technical assistance linked to daily data quality reports and IWRs. These reports provide each LEA's Personnel Director and Data Manager with specific information about current data quality including missing teacher quality data elements within eSchoolPLUS databases. (See Appendix C for sample reports.)

Sub-strategy 1.5: The SEA requires all LEAs/charter schools to address the 100% of classes taught by HQT target in the Consolidated Application for Federal and State Funds. Plans must include specific needs, planned activities, fund allocations to support activities, and strategies to evaluate progress.

Sub-strategy 1.6: The SEA requires all schools under school improvement to address 100% of classes taught by HQT target in School Improvement Applications. Plans must include specific needs, planned activities, fund allocations to support activities, and strategies to evaluate progress.

Sub-strategy 1.7: SEA Professional Accountability and Technology Design and Management staff members regularly meet with LEA Personnel Directors and Pupil Accounting managers to provide training and support for data entry and verification.

Specific Strategies Delaware Will Adopt

As stated in the Delaware Plan to Ensure All Students Are Taught by Highly Qualified Teachers, beginning with the FY 2008 LEA/charter school Consolidated Application for Federal and State Funds, the SEA will place conditions on Title II, Part A funds for any LEA/charter school that has not made sufficient progress toward the 100% target. In addition, SEA Curriculum Development and Professional Accountability staff members will provide services and monitoring in all districts. Priority services and monitoring will be targeted to Red Clay Consolidated School District, Colonial School District, Appoquinimink School District, Indian River School District, East Side Charter School, and Thomas Edison Charter School. (October 2006–August 2007)

Sub-strategy 1.8: The SEA will expand current data collection, analysis, and reporting mechanisms as follows:

- Out-of-field teaching rate for state, LEAs, and schools, and as a function of percentage of assigned classes at the teacher and school level including analyses by content area
- Percentages of classes taught by an *experienced* HQT teacher in the school by
 - Subject
 - Grade
 - Student characteristics
- Information about the grade level and subject area for teacher vacancies in schools
- Teacher certification changes including
 - Date of certification change
 - Certification type
- Exit reasons for teachers

- Leaving the teaching force
- Transferring between jobs

Sub-strategy 1.9: The SEA will further expand analyses and reporting to include teacher turnover rates and teacher quality/experience as a function of class type. First the SEA must determine whether it is possible under current systems to collect, analyze, and report teacher turnover rate for LEAs by grade level and subject area. The first step in this process will be to define teacher turnover (e.g., if a teacher leaves a reading position and LEA chooses to eliminate the reading position and hire a new teacher in a mathematics position, is this turnover or is it a newly created slot?). Similarly, the SEA will determine whether it is possible under current systems to collect, analyze, and report percentages of classes taught by an HQT by level of class. In order to accomplish this task, the SEA will define advanced classes and remedial classes. If available data are insufficient to conduct these analyses, the SEA will establish appropriate data collection and analysis systems.

Sub-requirement 2: Teacher Preparation

How the SEA plans to build a pipeline of prospective teachers for high-poverty, low-performing schools

Evidence of Probable Success of SEA Strategies

In 2005, the SEA funded a study of recruitment and hiring of new teachers in Delaware (Raffell & Beck, 2005). Results indicated that the majority of new teachers in Delaware LEAs are “home-grown”, that is they either grew up in Delaware or did their student teaching in Delaware schools. Given these findings the SEA has developed strategies to recruit individuals beyond Delaware and to increase the pool of applicants within Delaware.

Strategies in Place

As stated in the Delaware Plan to Ensure All Students Are Taught by Highly Qualified Teachers, SEA Professional Accountability staff members will work with LEA Personnel Directors, including regular statewide meetings, to provide technical assistance for teacher recruitment, hiring, and assignment practices. The SEA also implements the following sub-strategies:

Sub-strategy 2.1: The SEA manages the TeachDelaware website (<http://www.teachdelaware.com>) to recruit qualified individuals to the teaching profession in order to alleviate the shortage of credential teachers in Delaware. TeachDelaware is a one-stop information and referral recruitment center for individuals who may be interested in a teaching career. Because TeachDelaware is web-based, it provides access to prospective candidates on a global scale. TeachDelaware offers a variety of informational and advisor-assisted services to prospective teachers.

Sub-strategy 2.2: The SEA, in collaboration with the University of Delaware, offers the Alternative Routes to Certification (ARTC) program (<http://www.udel.edu/artc/>). Under the Delaware ARTC program, individuals with college degrees in selected secondary school subjects may be hired by a public or charter secondary school and complete certification requirements during the first year of teaching—through a one-year, state-approved program of classes and seminars accompanied by intensive, school-based mentoring and supervision. A new program was added in 2005: Masters Plus Certification Program in Special Education. This program is designed for individuals with non-education college degrees who want to complete special education certification while employed in a Delaware school.

Sub-strategy 2.3: The Delaware Center for Teacher Education, in partnership with Arts and Science Faculty and three school districts, offers the opportunity for middle and high school special education teachers to become “highly qualified”—English, math, science, and/or social studies. This program addresses the development of content knowledge in middle and high school special education, an area of need. <http://www.udel.edu/tqe/index.html>

Sub-strategy 2.4: The Delaware Higher Education Commission administers financial aid and scholarship incentive programs for K–12 teachers including the Christa McAuliffe Teacher Scholarship Loan, Delaware Teacher Corps, Critical Needs Scholarships, and National Board for

Professional Teaching Standards Loan. For more information on these programs go to:
<http://www.doe.k12.de.us/high-ed/scholarships.htm>

Sub-strategy 2.5: The SEA sponsors loan deferment programs for teachers in high need areas through the Federal Stafford and Supplemental Loans for Students and Paul Douglas Teacher Scholarship Programs.

Sub-strategy 2.6: State legislation allows candidates who have undergraduate degrees with a 3.75 GPA or higher to qualify for an extra year's credit on the state salary schedule.

Sub-strategy 2.7: The SEA is a member of the Meritorious New Teacher Candidate Program, which awards exceptional new teachers with regional recognition and career-long reciprocity across four Mid-Atlantic States and the District of Columbia.
<http://www.aacte.org/mntc/index.cfm>

Specific Strategies Delaware Will Adopt

As stated in the Delaware Plan to Ensure All Students Are Taught By Highly Qualified Teachers, the SEA will work with state legislature to fund incentives for *experienced* HQT to teach in hard-to-staff and low-performing schools; the SEA will work with state legislature to fund incentives for *experienced* HQT to transfer to hard-to-staff and low-performing schools; and the SEA will work with public and private leadership to examine the feasibility of educator pay equalization across the state. While these strategies do not specifically speak to teacher preparation, they do help attract quality teachers to schools in need. The SEA will also engage in the following sub-strategies:

Sub-strategy 2.8: The SEA will increase the available pool of teachers by expanding and improving the state's Future Educators of America (FEA) program. The SEA is taking an active role in supporting the FEA program. The SEA has set aside both staff time and funding to support FEA expansion. As a result, FEA chapters are present in all high schools statewide. The SEA will work with IHE undergraduate education programs to establish FEA member visitations and outreach programs.

Sub-strategy 2.9: Through SAELP the SEA and DASL are working with LEAs to develop and implement a common teacher application for use on the TeachDelaware website. This effort is geared toward minimizing recruitment and hiring barriers across LEAs.

Sub-strategy 2.10: Beginning in late November 2006, the SEA and DASL will offer principals training in interviewing techniques and strategies three times a year. These training sessions are intended to provide principals with the skills needed to ensure they hire qualified staff well suited to address school needs and conditions.

Sub-strategy 2.11: Through SAELP, the SEA and DASL are collaborating with LEAs to investigate and address local contract barriers to recruitment and retention.

Sub-strategy 2.12: In an effort to stem problems resulting from late hiring, the SEA and DASL have developed proposed legislation which requires teachers to notify LEAs of their intention to leave employment by July 15 each year. Under this proposed legislation, teachers who do not

provide sufficient notice may have their teaching license suspended for a one-to-two-year period. This proposal will be brought to the state legislature during the 2006–2007 school year.

Sub-strategy 2.13: In collaboration with state Institutes of Higher Education (IHEs), the SEA and DASL have developed a six-credit internship program for new administrators in masters and doctoral educational leadership programs.

Sub-requirement 3: Out-of-Field Teaching

How the SEA plans to reduce the incidence of out-of-field teaching in high-poverty, high-minority, and low-performing schools.

Evidence of Probable Success of SEA Strategies

The SEA did not have access to reliable and valid data on out-of-field teaching rates until July 2006. Now that these data are available, the SEA is making them available to LEAs and schools for use in local improvement planning. The state will ensure elimination of out-of-field teaching by requiring LEAs to address these data in the Consolidated Application improvement plans. This will also be a focus for monitoring.

In addition, the Delaware Teacher Supply Survey Analysis Report (Raffel & Pullella, 2006) indicates that late hiring practices and areas of critical shortage are contributing to hiring teachers on temporary contracts. These conditions may also contribute to the out-of-field teaching problem.

SEA strategies to eliminate out-of-field teaching include improved data reliability, validity, timely access, and use. In addition, the SEA is working to improve access to content area training for existing teachers and SEA certification processes—particularly in critical needs content areas.

Strategies in Place

The SEA has several strategies in place to meet this requirement. Additional strategies will be decided upon once further analyses are conducted in collaboration with LEAs. Current sub-strategies include targeted technical assistance and systems improvements such as:

Sub-strategy 3.1: SEA Professional Accountability and Technology Management & Design staff members meet with LEA Personnel Directors and Data Managers regularly to provide training and support for teacher recruitment, hiring, and assignment practices.

Sub-strategy 3.2: Technical assistance for completion of the Teacher Quality Survey (in DEEDS) is provided directly to teachers on an as-needed basis.

Sub-strategy 3.3: The SEA has identified priority LEAs and schools with significant out-of-field teaching rates. Plans are in place to provide targeted monitoring and technical assistance including site-based needs analyses and planning through the current Consolidated Planning and Quality Review Processes. These processes are under revision and will become a part of the new Rigorous Application, Monitoring, and Planning System (RAMPS).

Sub-strategy 3.4: In order to shorten the time that it takes for a teacher to be certified in Delaware, the SEA designates priority status for those teachers who are employed by the state or placed in our Alternate Routes to Certification (ARTC) program. The anticipation is that the adjustment will cut the time from potentially 90 days to complete the process to approximately 45 days or less.

Sub-strategy 3.5: The SEA allows a teacher who is currently certified in an area to take additional Praxis II tests in other content areas for the purpose of certification and highly qualified. In this way, a teacher who is currently in the field and may be assigned to teach multiple subjects can demonstrate their subject matter competency in the other area(s).

Sub-strategy 3.6: The SEA, in collaboration with the University of Delaware's Delaware Education Research & Development Center, is developing a "Correlates of Achievement" data reporting system based on the Educational Testing Service (ETS) "Parsing the Achievement Gap" report. Data reporting will be provided at the state, LEA, and school levels. The state study and data system will include longitudinal measures of

- Teachers' academic qualifications
- Teaching in field
- Teacher experience
- Teacher attendance

These data will be used by LEAs and schools to determine needs and make staffing decisions.

Sub-strategy 3.7: The SEA collaborated with LEAs, charter schools, and the University of Delaware to establish the Masters Plus Certification Program. Through this program individuals who hold a Bachelor's degree and have passed the Praxis I exam earn a Masters of Education in Exceptional Children and Youth and state certification while working as para-educators (year 1) and teachers (year 2) in Delaware classrooms serving students with disabilities.

Sub-strategy 3.8: The Delaware Higher Education Commission also administers Critical Needs Scholarships to help LEAs staff middle and high school classrooms with fully certified teachers. These scholarships are available to full-time employees with a valid emergency certificate. These teachers are eligible to receive reimbursement for undergraduate and graduate coursework to obtain certification in critical needs areas including bilingual, business education, English, English to speakers of other languages, foreign language, mathematics, music, reading specialists, science, school librarians, special education, and technology education.
<http://www.delcode.state.de.us/title14/c011/index.htm#TopOfPage>

Specific Strategies Delaware Will Adopt

As stated in the Delaware Plan to Ensure All Students Are Taught by Highly Qualified Teachers, SEA Curriculum Development and Professional Accountability staff members will provide priority services and monitoring to Brandywine School District and Colonial School District. SEA services will include determination of causes for high out-of-field teaching rates in these two districts, planning assistance, targeted professional development. Title II, Part A state administrative funds will support these efforts.

In addition, the SEA will develop and implement the Correlates of Achievement Data Reporting System. This will include dissemination of data to LEAs/charter schools and schools accompanied by training and ongoing technical assistance.

Sub-strategy 3.9: Beginning with the FY 2008 LEA/charter school Consolidated Application for Federal and State Funds, the SEA will place conditions on Title II, Part A funds for any LEA/charter school that has not made sufficient progress toward the 100% target.

Sub-strategy 3.10: At this time, the SEA knows out-of-field teaching is an issue at the secondary level; however, it is not clear what factors are contributing to the problem. The SEA will collaborate with LEAs to determine what policies and practices are misaligned. Once root causes have been established, the SEA will assist individual LEA development and implementation of targeted policies and practices that will effectively eliminate out-of-field teaching assignments.

Sub-strategy 3.11: The SEA is evaluating options and issues around HQT reciprocity with other states. The SEA plans to review the data and make a decision on HQT reciprocity regulations by the beginning of the 2007–2008 school year.

Additional Strategies Delaware May Adopt After Further Analyses

Vision 2015 proposals including aggressive recruitment mechanisms to select and develop teachers from multiple sources and mechanisms/incentives for differential teacher pay

- In hard-to-staff schools
- In hard-to-staff content areas
- For teacher performance related to student achievement goals

Sub-requirement 4: Recruitment and Retention of Experienced Teachers

How the SEA plans to build a critical mass of qualified, experienced teachers willing to work in hard-to-staff schools.

Evidence of Probable Success of SEA Strategies

As stated in the Analysis of Teacher Recruitment Practices in LEAs (page 16), the Delaware Teacher Supply Survey Analysis Report (Raffel & Pullella, 2006) indicated the following issues related to *experienced* teacher recruitment and retention:

1. In 2005–2006, special education, high school math, technology, and high school science positions were the most difficult for LEAs to fill.
2. Special education teachers were a highly mobile population in comparison to other types of teachers.
3. In 2005–2006, social science, physical education, elementary, and English positions were not difficult to fill.
4. LEA personnel cited lack of qualified candidates as the main reason for teacher shortages.
5. Nearly half of LEA personnel directors believe contractual barriers are a hindrance to offering timely contracts to teachers.
6. Across LEAs there is a great deal of variation in the funds and support targeted to teacher recruitment.

In response to this report, the SEA has made major improvements to the new teacher-mentoring program. The Evaluation of Delaware’s New Teacher Mentoring Induction Program (Raffel & Holbert, 2006) indicates that these improvements have resulted in, “a significant drop in the overall attrition rate for first-year teachers.”

The SEA is also collaborating with the Delaware Academy for School Leadership (DASL) at the University of Delaware to implement a State Action for Education Leadership Project (SAELP). As stated in the Delaware Plan to Ensure All Students Are Taught By Highly Qualified Teachers, SEA staff members will also analyze LEA bargaining agreements to determine if contract language is a barrier to equitable student access to classes with an HQT; SEA Professional Accountability staff members will work with LEA Personnel Directors, including regular statewide meetings, to provide technical assistance for teacher recruitment, hiring, and assignment practices; and the SEA will work with public and private leadership to examine the feasibility of educator pay equalization across the state.

Strategies in Place

The SEA supports efforts to promote teacher recruitment and retention through the following sub-strategies:

Sub-strategy 4.1: The SEA will continue to annually commission the Delaware Teacher Supply Survey and report findings to LEAs and the public. The SEA will use findings from these reports to develop and provide technical assistance and professional development targeted to improve LEA recruitment and retention policies and practices.

Sub-strategy 4.2: The SEA manages the TeachDelaware website to recruit qualified individuals to the teaching profession in order to alleviate the shortage of credential teachers in Delaware. TeachDelaware is a one-stop information and referral recruitment center for individuals who may be interested in a teaching career. TeachDelaware offers a variety of informational and advisor-assisted services to prospective teachers. <http://www.teachdelaware.com>

Sub-strategy 4.3: The SEA participates in the National Association of State Directors of Career Technical Education Consortium Interstate Contract and currently has reciprocity with more than 50 states, territories, and countries. Delaware has agreed to accept other states' HOUSSE plans for the purpose of demonstrating content mastery for becoming highly qualified. https://deeds.doe.k12.de.us/certificate/deeds_reciprocity.aspx#relocate

Sub-strategy 4.4: The SEA offers certification to non- U.S. candidates. Candidates from other countries are required to have their transcripts evaluated by an independent agency. The results of the evaluation must determine that the candidates possess the equivalent of a bachelor's degree with a major in teaching. In addition, candidates must demonstrate that the teacher completed practice/student teaching. These teachers are given the equivalent Delaware certification. The candidates provide instruction in their native languages and in core content areas in which they are certified. https://deeds.doe.k12.de.us/certificate/deeds_nonuscred.aspx

Sub-strategy 4.5: The SEA will continue to require participation in a structured mentoring program required of all teachers holding an initial license. This is a three-year program and requires that new teacher observe master teachers and be observed by master teachers. The program provides support and feedback in the areas of Classroom Environment, Planning and Preparation, and Assessment of Student Learning. During these cycles, specific emphasis is placed on knowing students and how to instruct them, how to use data to plan for individual differences, and how to work in culturally diverse schools.

Sub-strategy 4.6: The SEA has developed recruitment videos and brochures for state and LEA use at regional recruitment fairs. In addition, the SEA sponsors advertisements to recruit teachers to teach in Delaware schools. These advertisements are aired on local television stations and state resort hotel television programs.

Sub-strategy 4.7: The SEA sponsors a Recruitment and Retention Committee that meets quarterly during the year. The committee consists of representatives from LEA superintendents, LEA personnel directors, IHEs, the Delaware Professional Standards Board, teachers, state agencies, and the SEA. This committee reviews various recruitment and retention data, including new teacher surveys, and makes recommendations for changes in policy and practice to the State Secretary of Education.

Specific Strategies Delaware Will Adopt

At this time, the SEA knows LEA commitment to recruiting varies widely; however, the SEA needs to specifically identify LEAs with weak recruiting policies and practices. Once LEAs are identified, the SEA will work with them to determine which factors are contributing to recruitment problems. The SEA will collaborate with LEAs to determine what policies and practices are misaligned. Once root causes have been established, the SEA, in collaboration with

LEAs and local unions, will develop and implement policies and practices to effectively ensure all students have equitable access to *experienced* highly qualified teachers.

Sub-strategy 4.8: The SEA, in collaboration with the Delaware State Education Association, is piloting a new teacher and administrator performance and evaluation system in two school districts. The new evaluation system incorporates measures of planning and preparation, classroom environment, instruction, professional responsibilities, and student improvement. The SEA expects to implement the finalized version of DPAS II statewide during the 2007–2008 school year. More information about DPAS II can be found at:

<http://www.doe.k12.de.us/dpasii/>

Additional Strategies Delaware May Adopt After Further Analyses

Vision 2015 proposals including

- Defining a multistage career path for educators
- Implementing a uniform, statewide salary for teachers in order to reduce teacher attrition in low-paying LEAs
- Provide release time for full-time new teacher mentors
- Adopting aggressive recruitment mechanisms to select and develop teachers from multiple sources
- Create mechanisms/incentives for differential teacher pay
 - In hard-to-staff schools
 - In hard-to-staff content areas
 - For teacher performance related to student achievement goals

Sub-requirement 5: Professional Development

How the SEA plans to strengthen the skills, knowledge and qualifications of teachers already working in high-poverty, low-performing schools.

And

Sub-requirement 6: Specialized Knowledge and Skills

How the SEA plans to ensure teachers have the specialized knowledge and skills they need to be effective with the populations of students typically served in high-poverty, low-performing schools.

Evidence of Probable Success of SEA Strategies

The SEA conducts needs analyses through DESS and establishes priorities for LEA technical assistance and professional development. Through DESS, low-performing schools receive priority for professional development services offered by the SEA. Delaware's strategic plan and aligned DESS priorities address the need to meet the 100% classes taught by HQT by June 2007.

As described in the DESS Teaching for Learning Strategies (pages 21–23), the SEA adheres to NSDC standards. The professional development offered by the SEA focuses on specialized content knowledge and high-priority pedagogical knowledge and skills. The National Staff Development Council (NSDC) has extensive supporting research validating the NSDC Standards for Professional Development (<http://www.nsd.org>)

In addition, the SEA promotes local alignment with NSDC standards and targeted needs-based professional development through LEA application and monitoring systems, regulations for the design and delivery of Professional Development Clusters, and the design of professional development opportunities sponsored by the SEA.

Strategies in Place

The SEA also has several ongoing programs to address this sub-requirement including:

Sub-strategy 5.1: Delaware's New Teacher Induction Program provides mentors 3 years of support and training. In turn, mentors provide new teachers with 3 years of support, training, and coaching. Mentor training is provided using the Pathwise Framework Induction Program.

Information about the content of Pathwise training may be found at:

<http://www.ets.org/portal/site/ets/menuitem.1488512ecfd5b8849a77b13bc3921509/?vgnextoid=f18aaf5e44df4010VgnVCM10000022f95190RCRD&vgnnextchannel=a965253b164f4010VgnVCM10000022f95190RCRD>

Sub-strategy 5.2: Delaware provides all full-time public school educators with the opportunity to participate in free graduate coursework at the two state IHEs (Delaware State University and University of Delaware) each summer.

Sub-strategy 5.3: Delaware has a tuition assistance program for full-time public educators, which provides reimbursement for graduate coursework taken during the school year.

Sub-strategy 5.4: The SEA requires all LEAs and schools to develop, implement, and evaluate annual data-driven improvement planning through the Continuous Improvement Process (Consolidated Application Planning and its revised process, RAMPS). Professional development planning is designed using this process. All professional development funded through federal funds are required to meet the definition of professional development in NCLB, Title IX, Section 9101(34), and must be justified as a priority need based on LEA and school data.

Sub-strategy 5.5: All instructional staff in Delaware public schools must complete 90-clock hours of professional development every 5 years to renew licensure. Multiple professional development options may be used for renewal of a Continuing License. Experiences must enhance job knowledge/skills or help contribute to the educator's school or profession. Professional development activities submitted for license renewal must be aligned with the Delaware Teaching Standards, the Delaware Administrator Standards or, when available, the DPAS II Specialist Domains. For more information on options, please see: https://deeds.doe.k12.de.us/forms/renew_cont_lic_manual.pdf

Sub-strategy 5.6: The SEA requires high-need LEAs/schools to participate in NCLB competitive partnership grant opportunities such as Math and Science Partnership (MSP), Enhancing Education Through Technology (E2T2), and State Agency for Higher Education (SAHE).

Sub-strategy 5.7: The SEA has revised the Delaware Performance Appraisal System (DPAS). Now in its second iteration, DPAS II is based on the effective teaching research of the present time (a Framework for Teaching), and the Delaware Professional Teaching Standards. DPAS II has two purposes: quality assurance and professional growth. Quality assurance focuses on the collection of credible evidence about the performance of educators. Evaluators use this evidence to make important decisions: recognizing effective practice, recommending continued employment, recommending an improvement plan, or beginning dismissal proceedings. Professional growth focuses on enhancing the skills and knowledge of educators. Through self-assessment and goal-setting, working with colleagues, taking courses, attending workshops, designing new programs, piloting new programs or approaches, developing proficiency in test data analysis, and many other learning opportunities, educators improve their professional practice in ways that will contribute to improved student learning.

Sub-strategy 5.8: The Delaware Center for Math and Science Education provides support for Delaware's K–12 mathematics and science teachers who need additional coursework in these content areas. This has provided training throughout the state during the school year. <http://www.udel.edu/mserc/>

The center also offers graduate-level courses of study each summer in several locations throughout the state specifically targeted at middle and high school level teachers. This has assisted in providing additional content hours to middle school teachers who held elementary certification and needed additional math courses at the middle school level.

<http://www.udel.edu/mserc/s2006ms.html>

Specific Strategies Delaware Will Adopt

HQT data analyses will continue to contribute to DESS needs analyses. The SEA will continue to focus on strategies to meet the 100% target and will also establish specific priorities for LEA technical assistance and professional development related to equitable student access to classes taught by *experienced* HQTs.

Sub-strategy 5.9: The SEA, in collaboration with LEA, community, and higher education representatives will formalize a comprehensive professional development plan as a component of DESS. This plan will be aligned with National Staff Development Council Standards for Staff Development and will provide the department, LEAs, and charter schools with a structure for prioritized, high quality, and effective professional development. The plan will include the following elements

- Definition of professional development aligned with NCLB, Title IX, §9101(34)
- Adoption of professional development standards
- Identification of priority professional development areas to inform
 - Request for proposal development
 - Grant reviews
 - Priority projects
- Comprehensive, cohesive, and high-quality professional development structure for all Delaware Department of Education professional development offerings including
 - Mentoring program for teachers and administrators
 - ▲ Three-year program
 - ▲ Pathwise and Santa Cruz models
 - ▲ Focus on classroom environment, planning and preparation, assessment, and professional growth plans
 - Ongoing targeted professional development for in-service educators
 - ▲ DESS priority areas under Teaching and Learning
 - Programs for Teacher-to-Teacher Cadre
 - Specialized content area training (e.g., science, Reading First)
 - Differentiated Instruction and Universal Design for Learning
 - Inclusive schools
 - ▲ DESS priority areas under Connections to Learning
 - Program-specific training (e.g., PBS, Inclusive schools)
 - School environment
 - Character
 - ▲ DESS priority areas under Leadership for Learning
 - Instructional leadership skills
 - Instructional leadership content aligned with content area and program-specific training
 - ▲ LEA office staff and school board members
 - DESS priority areas

- Federal and state policy, requirements, etc.
 - ▲ Delaware Department of Education staff
 - Workplace skills and knowledge (Tier 1 training)
 - DESS priority areas (Tier 2 training)
 - ▲ DESS Professional Development website and database
 - Professional development offerings
 - Registration and participation tracking
 - Evaluation data
- Guidance for the department, LEAs, and charter schools including
 - Selecting high-quality professional development programs
 - Designing high-quality professional development programs
 - Implementing Professional Learning Plans for all Delaware educators
 - Fulfilling expectations—monitoring requirements
 - Revising re-licensure requirements aligned with the adopted definition of professional development
 - Developing and implementing professional development clusters
 - Assigning dedicated department staff to provide technical assistance for professional development design and implementation to department, LEA, and charter school staff (current employees responsible for professional development)

Sub-strategy 5.9: Through the NGA grant, the SEA will acquire/develop a professional development database to track teacher participation in ongoing, high-quality professional development activities by

- Content area
- Type of training
- Teaching standards addressed

Sub-strategy 5.10: Through the NGA grant, the SEA will design and deliver high-quality professional development to address the needs of diverse learners including

- Differentiated Instruction
- Universal Design for Learning
- Sheltered Instruction Observation Protocol

Sub-strategy 5.11: Additional strategies will be based on data analyses; strategies will be targeted to priority needs evidenced in high-poverty and low-performing schools. These will include development of targeted Professional Development Clusters.

Sub-strategy 5.12: The SEA will initiate planning discussions with LEAs and Institutes of Higher Education (IHE) to ensure graduate course credit for online Ready-to-Teach courses.

Sub-requirement 7: Working Conditions

How the SEA plans to improve the conditions in hard-to-staff schools that contribute to excessively high rates of teacher turnover.

Evidence of Probable Success of SEA Strategies

Raffel & Beck (2005) report new Delaware teachers are least satisfied with the following aspects of their jobs: support of parents in the school, the availability of supplies, and salary. To a lesser extent, new teachers also expressed dissatisfaction with their ability to influence decisions, time spent on work after hours, and the amount of time spent on record keeping.

In response to this study and results of the DESS needs assessment, the SEA is addressing conditions in hard-to-staff schools through the DESS Connections to Learning Action Team (described on page 23) and collaborative work with other agencies and constituents. The SEA sub-strategies are targeted at addressing aspects of teacher dissatisfaction detailed in the Raffel and Beck report.

Strategies in Place

Specific sub-strategies are:

Sub-strategy 7.1: The DESS Connections to Learning Action Team is developing professional development and technical assistance strategies to improve conditions for students, families, and educators in Delaware schools.

Sub-strategy 7.2: The SEA offers Positive Behavior Supports training to LEAs and schools statewide—this program is designed to improve school climate for staff, students, and families. Schools under school improvement are given priority for training. The SEA provides LEA staff supplementary training to ensure sustainability.

Sub-strategy 7.3: The SEA will apply for paperwork reduction and three-year Individualized Education Plans (IEPs) under IDEIA.

Sub-strategy 7.4: Delaware has a task force examining funding and methods to provide additional teachers to reduce class size in low-performing and high-poverty schools.

Sub-strategy 7.5: The SEA, in collaboration with the University of Delaware’s Delaware Education Research & Development Center, is developing a “Correlates of Achievement” data reporting system based on the ETS “Parsing the Achievement Gap” report. Data reporting will be provided at the state, LEA, and school levels. The state study and data system will include longitudinal measures of

- Teachers’ academic qualifications
- Teaching in field
- Teacher experience
- Teacher attendance

Sub-strategy 7.6: The SEA, in collaboration with the Delaware State Educators Association, is developing a teacher and administrator survey to determine working conditions within schools. The Delaware survey is based on the North Carolina Teacher Working Conditions Survey model.

Sub-strategy 7.7: As required in Delaware Code (Title 14, §1210), the Delaware New School Leader Induction Program is a joint venture between the Department of Education, The Delaware Association of School Administrators, the Delaware Principals' Academy, and the Delaware Academy for School Leadership. This program provides ongoing mentoring support for all new educational administrators.

Sub-strategy 7.8: The SEA will continue to require participation in a structured mentoring program required of all teachers holding an initial license. This is a three-year program and requires that new teacher observe master teachers and be observed by master teachers. The program provides support and feedback in the areas of Classroom Environment, Planning and Preparation, and Assessment of Student Learning. During these cycles, specific emphasis is placed on knowing students and how to instruct them, how to use data to plan for individual differences, and how to work in culturally diverse schools.

Sub-strategy 7.9: The state has significant legislation designed to ensure positive working environments for all educational staff including

- Delaware Code, Title 14, Chapter 7: Teachers Lawful Authority over Students <http://www.delcode.state.de.us/title14/c007/index.htm#TopOfPage>
- Delaware Code, Title 14, Chapter 8: School Shared Decision-Making <http://www.delcode.state.de.us/title14/c008/index.htm#TopOfPage>
- Delaware Code, Title 14, Chapter 13: Salaries and Working Conditions of School Employees <http://www.delcode.state.de.us/title14/c013/index.htm#TopOfPage>
- Delaware Code, Title 14, Chapter 14: Provisions for Termination of Services of Professional http://www.delcode.state.de.us/title14/c014/index.htm#P-1_0
- Delaware Code, Title 14, Chapter 16: Comprehensive School Discipline Improvement Program <http://www.delcode.state.de.us/title14/c016/index.htm#TopOfPage>
- Delaware Code, Title 14, Chapter 38: Controlled Substances <http://www.delcode.state.de.us/title14/c038/index.htm#TopOfPage>
- Delaware Code, Title 14, Chapter 39: Teachers' Retirement and Disability Pensions <http://www.delcode.state.de.us/title14/c039/index.htm#TopOfPage>
- Delaware Code, Title 14, Chapter 40: Public School Employment Relations Act <http://www.delcode.state.de.us/title14/c040/index.htm#TopOfPage>
- Delaware Code, Title 14, Chapter 93: Anti-Hazing Law <http://www.delcode.state.de.us/title14/c093/index.htm#TopOfPage>

Specific Strategies Delaware Will Adopt

At this time, the SEA knows that disparities in pay across LEAs and late hiring practices contribute to recruitment issues; however, it is unclear which additional working conditions also contribute to recruitment problems. Furthermore, An Analysis of the Views of Delaware's New

Teachers (2005), a study conducted by the University of Delaware's Institute for Public Policy, found teacher attrition was related to position (critical needs areas). The report states,

New teachers were least likely to be satisfied with factors outside of an individual school's control, such as parental support, availability of supplies, and salary.

Conversely, the report indicates factors related to Delaware teacher retention were satisfaction with the mentoring program, contract type (permanent versus temporary), and teacher age (after late twenties and before mid-fifties).

A meta-analysis of 91 studies on teacher recruitment and retention recommends,

...policymakers should attempt to determine which measures to increase teachers' job satisfaction are most cost effective and most feasible given demographic realities, labor market considerations and the availability of various resources in their particular state or district. (Education Commission of the States, 2005)

Sub-strategy 7.9: The SEA will collaborate with LEAs to determine what additional policies and practices are related to poor working conditions in hard-to-staff schools. Once root causes have been established, the SEA, in collaboration with LEAs and local unions, will develop and implement policies to effectively improve the working conditions in hard-to-staff schools that contribute to excessively high rates of teacher turnover.

Sub-strategy 7.10: The SEA and DASL have established a Recruitment and Retention Institute for LEA personnel directors and superintendents. Currently, the SEA and DASL are collecting improved data on reasons why teachers leave the profession within the first five years. Findings from this work will provide the basis for a training institute to be offered in spring of 2007.

Sub-strategy 7.11: Beginning in late November 2006, the SEA and DASL will offer principals training in interviewing techniques and strategies three times a year. These training sessions are intended to provide principals with the skills needed to ensure they hire qualified staff well suited to address school needs and conditions.

Sub-strategy 7.12: In collaboration with state Institutes of Higher Education (IHEs), the SEA and DASL have developed a six-credit internship program for new administrators in masters and doctoral educational leadership programs. This program will first be offered during the 2006–2007 school year.

Sub-strategy 7.13: The SEA is in the process of evaluating the Administrative Mentoring Program and designing improvements. Program improvements will be guided by national school leadership standards and model regional administrative mentoring programs. The SEA expects to implement the revised program beginning in the 2007–2008 school year.

Additional Strategies Delaware May Adopt After Further Analyses

Vision 2015 proposals including

- Define a multistage career path for educators
- Implement a uniform, statewide salary for teachers in order to reduce teacher attrition in low-paying LEAs

- Provide release-time for full-time new teacher mentors
- Create mechanisms/incentives for differential teacher pay
 - In hard-to-staff schools
 - In hard-to-staff content areas
 - For teacher performance related to student achievement goals

Sub-requirement 8: Policy Coherence

How the SEA plans to improve internal processes or revise state policies that inadvertently contribute to local staffing inequities.

Evidence of Probable Success of SEA Strategies

As stated in the Delaware Plan to Ensure All Students Are Taught By Highly Qualified Teachers, the SEA will work with state legislature to fund incentives for *experienced* HQT to teach in hard-to-staff and low-performing schools; the SEA will work with state legislature to fund incentives for *experienced* HQT to transfer to hard-to-staff and low-performing schools; and the SEA will work with public and private leadership to examine the feasibility of educator pay equalization across the state. An Education Commission of the States report, *Eight Questions on Teacher Recruitment and Retention: What Does the Research Say?* (2005) states,

The clearest recommendation that can be made is for policymakers to ensure teacher salaries in their state or district are comparable to those in neighboring states and districts. The research does not provide any guidance on the issue of differentiated teacher pay or on across-the-board salary increases. It does indicate clearly, however, it is the local labor market that is the determining factor and not national trends.

Given Delaware's small geographic size, ease of commuting across the entire state, and expressed teacher dissatisfaction with salary (Raffel & Beck, 2005), equalization of pay across LEAs and incentives to attract experienced HQTs to hard-to-staff schools are reasonable policy responses.

Strategies in Place

The SEA conducts regular regulation reviews to ensure policy coherence. In addition, DESS planning addresses continuous improvement of SEA practices and procedures. These two processes have resulted in the following sub-strategies to improve policy coherence:

Sub-strategy 8.1: In order to shorten the time that it takes for a teacher to be certified in Delaware, the state designates priority status for those teachers who are employed by the state or placed in our Alternate Routes to Certification (ARTC) program. The anticipation is that the adjustment will cut the time from potentially 90 days to complete the process to approximately 45 days or less.

Sub-strategy 8.2: The SEA is applying for paperwork reduction and three-year IEPs under IDEIA.

Sub-strategy 8.3: The SEA recommends legislative changes as needed to comply with NCLB and to improve public education.

Sub-strategy 8.4: The SEA sponsors a Recruitment and Retention Committee that meets quarterly during the year. The committee consists of representatives from LEA superintendents, LEA personnel directors, IHEs, the Delaware Professional Standards Board, teachers, state agencies, and the SEA. This committee reviews various recruitment and retention data,

including new teacher surveys, and makes recommendations for changes in policy and practice to the State Secretary of Education.

Specific Strategies Delaware Will Adopt

The SEA will also engage in the following sub-strategies:

Sub-strategy 8.5: The SEA is in the process of revising the DEEDS database, website, and reporting functions to improve user-friendliness through increased automation and flexibility. The new website will be debuted in January 2007.

Sub-strategy 8.6: The SEA and DASL are working with LEAs to develop and implement a common teacher application for use on the TeachDelaware website. This effort is geared toward minimizing recruitment and hiring barriers across LEAs.

Sub-strategy 8.7: The SEA and DASL are collaborating with LEAs to investigate and address local contract barriers to recruitment and retention.

Sub-strategy 8.8: In an effort to stem problems resulting from late hiring the SEA and DASL have developed proposed legislation which requires teachers to notify LEAs of their intention to leave employment by July 15 each year. Under this proposed legislation, teachers who do not provide sufficient notice may have their teaching license suspended for a one-to-two-year period. This proposal will be brought to the state legislature during the 2006–2007 school year.

Additional Strategies Delaware May Adopt After Further Analyses

Vision 2015 proposals including

- Define a multistage career path for educators
- Implement a uniform, statewide salary for teachers in order to reduce teacher attrition in low-paying LEAs
- Aggressive recruitment mechanisms to select and develop teachers from multiple sources
- Create mechanisms/incentives for differential teacher pay
 - In hard-to-staff schools
 - In hard-to-staff content areas
 - For teacher performance related to student achievement goals

Appendix A

LEA & State Teacher Equity Data Tables

Table 1: Secondary Classes Taught by Out-of-Field Teachers by Content Area

| District Name | Number of Secondary Out-of-Field Classes | English Reading and Language Arts | Arts (visual art and music) | Foreign Languages | Science | Mathematics | Social Studies |
|--|--|-----------------------------------|-----------------------------|-------------------|---------|-------------|----------------|
| Academy of Dover | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Appoquinimink | 11 | 2 | 0 | 0 | 5 | 1 | 3 |
| Brandywine | 123 | 48 | 0 | 0 | 22 | 19 | 34 |
| Caesar Rodney | 30 | 2 | 0 | 0 | 14 | 3 | 11 |
| Campus Community Charter School | 5 | 0 | 5 | 0 | 0 | 0 | 0 |
| Cape Henlopen | 11 | 3 | 0 | 0 | 0 | 0 | 8 |
| Capital | 14 | 0 | 0 | 0 | 5 | 9 | 0 |
| Christina | 30 | 7 | 0 | 0 | 11 | 12 | 0 |
| Charter School of Wilmington | 10 | 0 | 0 | 6 | 4 | 0 | 0 |
| Colonial | 121 | 34 | 30 | 0 | 28 | 13 | 16 |
| Delaware Military Academy Charter School | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Delmar | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| East Side Charter School | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Indian River | 21 | 0 | 0 | 0 | 12 | 7 | 2 |
| Kuumba Academy Charter School | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Lake Forest | 24 | 0 | 0 | 0 | 5 | 4 | 15 |
| Laurel | 14 | 0 | 0 | 0 | 0 | 0 | 14 |
| Marion T. Academy Charter School | 11 | 1 | 0 | 1 | 0 | 3 | 6 |
| Milford | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| MOT Charter School | 11 | 2 | 0 | 0 | 0 | 9 | 0 |
| NCC Vo-Tech | 33 | 3 | 0 | 4 | 6 | 15 | 5 |
| Newark Charter School | 3 | 0 | 0 | 1 | 0 | 2 | 0 |
| Polytech | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| Positive Outcomes Charter School | 1 | 0 | 1 | 0 | 0 | 0 | 0 |
| Providence Creek Academy Charter School | 2 | 0 | 0 | 0 | 2 | 0 | 0 |
| Red Clay | 60 | 12 | 0 | 1 | 16 | 15 | 16 |
| Seaford | 6 | 6 | 0 | 0 | 0 | 0 | 0 |
| Smyrna | 17 | 6 | 0 | 0 | 2 | 7 | 2 |
| Sussex Academy of Arts and Sciences Charter School | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sussex Technical | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Thomas Edison | 10 | 6 | 0 | 1 | 0 | 3 | 0 |
| Woodbridge | 13 | 3 | 0 | 0 | 0 | 3 | 7 |
| State | 582 | 135 | 36 | 14 | 133 | 125 | 139 |

**Table 2: Number of student sub-groups less likely to be taught by experienced HQT
in each LEA and Charter School
(5 max: low-income, African-American, Hispanic, ELL, SWD)**

| District | N Sub-groups | Group Detail |
|--|--------------|--|
| Academy of Dover Charter School | 0 | |
| Appoquinimink | 2 | African-American, SWD |
| Brandywine | 5 | low-income, African-American, Hispanic, ELL, SWD |
| Caesar Rodney | 3 | low-income, African-American, SWD |
| Campus Community Charter School | 0 | |
| Cape Henlopen | 3 | low-income, African-American, Hispanic |
| Capital | 5 | low-income, African-American, Hispanic, ELL, SWD |
| Christina | 3 | low-income, African-American, Hispanic |
| Charter School of Wilmington | 0 | |
| Colonial | 4 | low-income, African-American, Hispanic, SWD |
| Delaware Military Academy Charter School | 1 | African-American |
| Delmar | 0 | |
| East Side Charter School | 0 | |
| Indian River | 3 | low-income, African-American, SWD |
| Kuumba Academy Charter School | 0 | |
| Lake Forest | 4 | low-income, African-American, ELL, SWD |
| Laurel | 1 | ELL |
| Marion T. Academy Charter School | 1 | SWD |
| Milford | 4 | low-income, African-American, Hispanic, SWD |
| MOT Charter School | 0 | |
| NCC Vo-Tech | 5 | low-income, African-American, Hispanic, ELL, SWD |
| Newark Charter School | 1 | SWD |
| Polytech | 0 | |
| Positive Outcomes Charter School | 1 | African-American |
| Providence Creek Academy Charter School | 0 | |
| Red Clay | 5 | low-income, African-American, Hispanic, ELL, SWD |
| Seaford | 4 | low-income, African-American, Hispanic, SWD |
| Smyrna | 2 | African-American, SWD |
| Sussex Academy of Arts and Sciences Charter School | 0 | |
| Sussex Technical | 1 | ELL |
| Thomas Edison Charter School | 0 | |
| Woodbridge | 2 | low-income, SWD |
| State | 5 | low-income, African-American, Hispanic, ELL, SWD |

**Table 3: Number of student sub-groups more likely to be taught by experienced HQT in each LEA and Charter School
(5 max: low-income, African-American, Hispanic, ELL, SWD)**

| District | N Sub-groups | Group Detail |
|--|--------------|---------------|
| Academy of Dover Charter School | 0 | |
| Appoquinimink | 1 | ELL |
| Brandywine | 0 | |
| Caesar Rodney | 0 | |
| Campus Community Charter School | 0 | |
| Cape Henlopen | 0 | |
| Capital | 0 | |
| Christina | 2 | ELL, SWD |
| Charter School of Wilmington | 0 | |
| Colonial | 0 | |
| Delaware Military Academy Charter School | 0 | |
| Delmar | 0 | |
| East Side Charter School | 0 | |
| Indian River | 2 | ELL, Hispanic |
| Kuumba Academy Charter School | 0 | |
| Lake Forest | 0 | |
| Laurel | 0 | |
| Marion T. Academy Charter School | 0 | |
| Milford | 0 | |
| MOT Charter School | 0 | |
| NCC Vo-Tech | 0 | |
| Newark Charter School | 0 | |
| Polytech | 0 | |
| Positive Outcomes Charter School | 0 | |
| Providence Creek Academy Charter School | 0 | |
| Red Clay | 0 | |
| Seaford | 0 | |
| Smyrna | 0 | |
| Sussex Academy of Arts and Sciences Charter School | 0 | |
| Sussex Technical | 1 | SWD |
| Thomas Edison Charter School | 0 | |
| Woodbridge | 0 | |
| State | 0 | |

Appendix B

School Teacher Equity Data Tables

Table 4: Secondary Classes Taught by Out-of-Field Teachers by Content Area

| District Name | School Name | Number Secondary Out-of-Field Classes | English Reading and Language Arts | Arts (visual arts and music) | Foreign Languages | Science | Mathematics | Social Studies |
|---------------|----------------------|---------------------------------------|-----------------------------------|------------------------------|-------------------|---------|-------------|----------------|
| Appoquinimink | Meredith Middle | 6 | 2 | 0 | 0 | 4 | 0 | 0 |
| | Middletown High | 5 | 0 | 0 | 0 | 1 | 1 | 3 |
| | Redding Middle | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Brandywine | Brandywine High | 35 | 12 | 0 | 0 | 7 | 7 | 9 |
| | Concord High | 18 | 13 | 0 | 0 | 3 | 2 | 0 |
| | Hanby Middle | 16 | 5 | 0 | 0 | 0 | 1 | 10 |
| | Mt Pleasant High | 21 | 5 | 0 | 0 | 12 | 4 | 0 |
| | Springer Middle | 29 | 13 | 0 | 0 | 0 | 1 | 15 |
| | Talley Middle | 4 | 0 | 0 | 0 | 0 | 4 | 0 |
| Caesar Rodney | Caesar Rodney High | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Charlton School | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | DAFB Middle | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Fifer Middle | 14 | 2 | 0 | 0 | 5 | 1 | 6 |
| | Postlethwait Middle | 16 | 0 | 0 | 0 | 9 | 2 | 5 |
| Campus Comm | Campus Community Chr | 5 | 0 | 5 | 0 | 0 | 0 | 0 |
| Cape Henlopen | Beacon Middle | 11 | 3 | 0 | 0 | 0 | 0 | 8 |
| | Cape Henlopen High | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Mariner Middle | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Capital | Central Middle | 6 | 0 | 0 | 0 | 5 | 1 | 0 |
| | Dover High | 1 | 0 | 0 | 0 | 0 | 1 | 0 |
| | Kent Secondary ILC | 7 | 0 | 0 | 0 | 0 | 7 | 0 |
| | William Henry Middle | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Christina | Christiana High | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Douglass Alternative | 4 | 2 | 0 | 0 | 2 | 0 | 0 |
| | Gauger-Cobbs Middle | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Glasgow High | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Kirk Middle | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Newark High | 3 | 1 | 0 | 0 | 0 | 2 | 0 |
| | Sarah Pyle Academy | 10 | 0 | 0 | 0 | 0 | 10 | 0 |
| | Shue-Medill Middle | 4 | 4 | 0 | 0 | 0 | 0 | 0 |
| Sterck School | 9 | 0 | 0 | 0 | 9 | 0 | 0 | |

Table 4: Secondary Classes Taught by Out-of-Field Teachers by Content Area

| District Name | School Name | Number Secondary Out-of-Field Classes | English Reading and Language Arts | Arts (visual arts and music) | Foreign Languages | Science | Mathematics | Social Studies |
|---------------------------|---------------------------|---------------------------------------|-----------------------------------|------------------------------|-------------------|---------|-------------|----------------|
| Chrt Sch Wilm | Charter Sch of Wilm | 10 | 0 | 0 | 6 | 4 | 0 | 0 |
| Colonial | Bedford Middle | 35 | 15 | 0 | 0 | 9 | 0 | 11 |
| | Leach School | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | New Castle Middle | 14 | 6 | 0 | 0 | 2 | 5 | 1 |
| | Penn High | 13 | 0 | 0 | 0 | 13 | 0 | 0 |
| | Read Middle | 59 | 13 | 30 | 0 | 4 | 8 | 4 |
| Delaware Military Academy | Delaware Military Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Delmar | Delmar Middle | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Delmar Sr High | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Indian River | Indian River High | 2 | 0 | 0 | 0 | 0 | 0 | 2 |
| | Selbyville Middle | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Sussex Central High | 19 | 0 | 0 | 0 | 12 | 7 | 0 |
| | Sussex Central Middle | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Lake Forest | Lake Forest High | 9 | 0 | 0 | 0 | 5 | 4 | 0 |
| | W T Chipman Middle | 15 | 0 | 0 | 0 | 0 | 0 | 15 |
| Laurel | Laurel High | 6 | 0 | 0 | 0 | 0 | 0 | 6 |
| | Laurel Middle | 8 | 0 | 0 | 0 | 0 | 0 | 8 |
| Marion T. Academy | Marion T. Academy | 11 | 1 | 0 | 1 | 0 | 3 | 6 |
| Milford | Milford High | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Milford Middle | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| MOT | MOT Charter | 11 | 2 | 0 | 0 | 0 | 9 | 0 |
| NCC Votech | Delcastle Tech High | 16 | 0 | 0 | 1 | 6 | 4 | 5 |
| | Hodgson Vo-Tech High | 6 | 0 | 0 | 3 | 0 | 3 | 0 |
| | Howard HS of Tech | 11 | 3 | 0 | 0 | 0 | 8 | 0 |
| Newark Charter | Newark Charter | 3 | 0 | 0 | 1 | 0 | 2 | 0 |
| Polytech | Polytech High | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| Positive Outcomes | Positive Outcomes | 1 | 0 | 1 | 0 | 0 | 0 | 0 |
| Providence Creek | Providence Creek | 2 | 0 | 0 | 0 | 2 | 0 | 0 |

Table 4: Secondary Classes Taught by Out-of-Field Teachers by Content Area

| District Name | School Name | Number Secondary Out-of-Field Classes | English Reading and Language Arts | Arts (visual arts and music) | Foreign Languages | Science | Mathematics | Social Studies |
|------------------|---------------------|---------------------------------------|-----------------------------------|------------------------------|-------------------|---------|-------------|----------------|
| Red Clay | A I duPont High | 7 | 5 | 0 | 1 | 0 | 0 | 1 |
| | A I duPont Middle | 11 | 0 | 0 | 0 | 5 | 6 | 0 |
| | Calloway Art School | 10 | 0 | 0 | 0 | 0 | 7 | 3 |
| | Conrad Middle | 8 | 6 | 0 | 0 | 0 | 0 | 2 |
| | Dickinson High | 10 | 0 | 0 | 0 | 3 | 2 | 5 |
| | H B duPont Middle | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| | McKean High | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Skyline Middle | 10 | 0 | 0 | 0 | 6 | 0 | 4 |
| | Stanton Middle | 3 | 1 | 0 | 0 | 1 | 0 | 1 |
| Seaford | Seaford High | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Seaford Middle | 6 | 6 | 0 | 0 | 0 | 0 | 0 |
| Smyrna | Smyrna High | 5 | 0 | 0 | 0 | 2 | 3 | 0 |
| | Smyrna Middle | 12 | 6 | 0 | 0 | 0 | 4 | 2 |
| Sussex Academy | Sussex Academy Chtr | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sussex Technical | Sussex Tech High | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Thomas Edison | Thomas Edison Chtr | 10 | 6 | 0 | 1 | 0 | 3 | 0 |
| Woodbridge | Wheatley Middle | 13 | 3 | 0 | 0 | 0 | 3 | 7 |
| | Woodbridge High | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

**Table 5: Number of student sub-groups less likely to be taught by experienced HQT in each School
(5 max: low-income, African-American, Hispanic, ELL, SWD)**

| District | School | N Sub-groups | Group Detail |
|---------------------------------|---------------------------|--------------|--|
| Academy of Dover Charter School | Academy of Dover | 0 | |
| Appoquinimink | Appoquinimink ECC | 1 | African-American |
| | Brick Mill Elementary Sch | 0 | |
| | Cedar Lane ECC | 1 | Hispanic |
| | Cedar Lane Elem | 0 | |
| | Loss Elementary | 0 | |
| | Meredith Middle | 2 | low-income, SWD |
| | Middletown High | 3 | low-income, African-American, SWD |
| | Redding Middle | 2 | low-income, SWD |
| | Silver Lake Elem | 1 | SWD |
| | Townsend Elem | 0 | |
| Brandywine | Brandywine High | 3 | low-income, African-American, SWD |
| | Brandywood Elem | 0 | |
| | Carrcroft Elem | 1 | ELL |
| | Claymont Elementary | 2 | African-American, SWD |
| | Concord High | 2 | African-American, ELL |
| | Darley Rd Elem | 1 | SWD |
| | Forwood Elem | 0 | |
| | Hanby Middle | 2 | low-income, SWD |
| | Harlan Elem | 1 | SWD |
| | Lancashire Elem | 0 | |
| | Lombardy Elem | 0 | |
| | Maple Lane Elem | 1 | SWD |
| | Mt Pleasant High | 5 | low-income, African-American, Hispanic, ELL, SWD |
| | Mt. Pleasant Elem | 0 | |
| | P. S. duPont Elem | 0 | |
| | Springer Middle | 3 | low-income, African-American, SWD |
| | Talley Middle | 0 | |

Table 5: Number of student sub-groups less likely to be taught by experienced HQT in each School
(5 max: low-income, African-American, Hispanic, ELL, SWD)

| District | School | N Sub-groups | Group Detail |
|---------------------------------|-----------------------|--------------|--|
| Caesar Rodney | Brown Elem | 0 | |
| | Caesar Rodney High | 0 | |
| | Charlton School | 0 | |
| | DAFB Middle | 0 | |
| | Fifer Middle | 3 | African-American, ELL, SWD |
| | Frear Elem | 0 | |
| | Kent Elementary ILC | 0 | |
| | McIvaine Elem | 0 | |
| | Postlethwait Middle | 2 | low-income, SWD |
| | Simpson Elem | 0 | |
| | Star Hill Elem | 0 | |
| | Stokes Elem | 0 | |
| | Welch Elem | 0 | |
| Campus Community Charter School | Campus Community Chtr | 0 | |
| Cape Henlopen | Beacon Middle | 0 | |
| | Brittingham Elem | 0 | |
| | Cape Henlopen High | 3 | low-income, African-American, SWD |
| | Mariner Middle | 2 | African-American, Hispanic |
| | Milton Elementary | 1 | low-income |
| | Rehoboth Elem | 1 | Hispanic |
| | Shields Elem | 0 | |
| | Sussex Consortium | 0 | |
| Capital | Central Middle | 5 | low-income, African-American, Hispanic, ELL, SWD |
| | Dover High | 4 | low-income, African-American, Hispanic, SWD |
| | East Dover Elem | 0 | |
| | Fairview Elem | 0 | |
| | Hartly Elem | 0 | |
| | Kent County Comm | 0 | |
| | Kent Secondary ILC | 0 | |
| | North Dover Elem | 0 | |
| | South Dover Elem | 0 | |
| | Towne Point Elem | 1 | SWD |
| | Washington Elem | 0 | |
| | William Henry Middle | 0 | |

Table 5: Number of student sub-groups less likely to be taught by experienced HQT in each School
(5 max: low-income, African-American, Hispanic, ELL, SWD)

| District | School | N Sub-groups | Group Detail |
|------------------------------|-----------------------|--------------|---|
| Christina | Bancroft Intermediate | 0 | |
| | Bayard Inter | 0 | |
| | Brader Elem | 3 | low-income, Hispanic, ELL |
| | Brennen School | 1 | low-income |
| | Brookside Elem | 0 | |
| | Christiana High | 0 | |
| | Douglass Alternative | 0 | |
| | Downes Elem | 0 | |
| | Elbert-Palmer Elem | 1 | SWD |
| | Gallaher Elem | 0 | |
| | Gauger-Cobbs Middle | 0 | |
| | Glasgow High | 0 | |
| | Jones Elem | 0 | |
| | Keene Elementary | 0 | |
| | Kirk Middle | 0 | |
| | Leasure Elem | 0 | |
| | Maclary Elem | 0 | |
| | Marshall Elem | 0 | |
| | McVey Elem | 0 | |
| | Newark High | 4 | low-income, African-American, Hispanic, SWD |
| | Pulaski Inter | 0 | |
| | Sarah Pyle Academy | 0 | |
| | Shue-Medill Middle | 0 | |
| | Smith Elem | 0 | |
| | Sterck School | 0 | |
| | Stubbs Inter | 0 | |
| | West Park Place Elem | 0 | |
| Wilson Elem | 0 | | |
| Charter School of Wilmington | Charter Sch of Wilm | 0 | |

**Table 5: Number of student sub-groups less likely to be taught by experienced HQT in each School
(5 max: low-income, African-American, Hispanic, ELL, SWD)**

| District | School | N Sub-groups | Group Detail |
|--|---------------------------|--------------|--|
| Colonial | Bedford Middle | 2 | Hispanic, SWD |
| | Castle Hills Elem | 0 | |
| | Colonial ILC | 0 | |
| | Colwyck Elem | 0 | |
| | Downie Elem | 0 | |
| | Eisenberg Elem | 0 | |
| | Leach School | 0 | |
| | McCullough Elem | 2 | African-American, SWD |
| | New Castle Middle | 1 | SWD |
| | Penn High | 2 | low-income, SWD |
| | Pleasantville Elem | 0 | |
| | Read Middle | 1 | ELL |
| | Southern Elementary | 2 | Hispanic, SWD |
| | Wilm Manor Elem | 1 | SWD |
| Delaware Military Academy Charter School | Delaware Military Academy | 1 | African-American |
| Delmar | Delmar Middle | 0 | |
| | Delmar Sr High | 0 | |
| East Side Charter School | East Side Chtr | 0 | |
| Indian River | East Millsboro Elem | 2 | Hispanic, SWD |
| | Ennis | 0 | |
| | Frankford Elem | 1 | SWD |
| | Georgetown Elem | 0 | |
| | Indian River High | 4 | low-income, African-American, Hispanic, SWD |
| | Long Neck | 0 | |
| | Lord Balt Elem | 0 | |
| | North Georgetown | 0 | |
| | Richard Allen | 0 | |
| | S Del Sch of Arts | 0 | |
| | Selbyville Middle | 1 | SWD |
| | Showell Elem | 1 | SWD |
| | Sussex Central High | 5 | low-income, African-American, Hispanic, ELL, SWD |
| Sussex Central Middle | 1 | SWD | |
| Kuumba Academy Charter School | Kuumba Academy | 0 | |

**Table 5: Number of student sub-groups less likely to be taught by experienced HQT in each School
(5 max: low-income, African-American, Hispanic, ELL, SWD)**

| District | School | N Sub-groups | Group Detail |
|---|----------------------|--------------|---|
| Lake Forest | L F Central Elem | 0 | |
| | L F East Elem | 0 | |
| | L F North Elem | 0 | |
| | L F South Elem | 0 | |
| | Lake Forest High | 3 | low-income, African-American, SWD |
| | Lake Forest ILC | 0 | |
| | W T Chipman Middle | 1 | SWD |
| Laurel | Dunbar Elem | 0 | |
| | Laurel High | 3 | low-income, ELL, SWD |
| | Laurel Intermediate | 1 | SWD |
| | Laurel Middle | 1 | Hispanic |
| | N Laurel Elem | 0 | |
| | W Sussex Academy | 0 | |
| Marion T. Academy Charter School | Marion T. Academy | 1 | SWD |
| Milford | Banneker Elem | 0 | |
| | Milford High | 4 | low-income, African-American, Hispanic, SWD |
| | Milford Middle | 4 | low-income, African-American, Hispanic, SWD |
| | Morris Early Child | 0 | |
| | Ross Elem | 0 | |
| MOT Charter School | MOT Charter | 0 | |
| NCC Vo-Tech | Delcastle Tech High | 3 | low-income, African-American, SWD |
| | Hodgson Vo-Tech High | 4 | low-income, Hispanic, ELL, SWD |
| | Howard HS of Tech | 1 | SWD |
| Newark Charter School | Newark Charter | 1 | SWD |
| Polytech | Polytech High | 0 | |
| Positive Outcomes Charter School | Positive Outcomes | 1 | African-American |
| Providence Creek Academy Charter School | Providence Creek | 0 | |

**Table 5: Number of student sub-groups less likely to be taught by experienced HQT in each School
(5 max: low-income, African-American, Hispanic, ELL, SWD)**

| District | School | N Sub-groups | Group Detail |
|--------------------|---------------------------|--------------|--|
| Red Clay | A I duPont High | 5 | low-income, African-American, Hispanic, ELL, SWD |
| | A I duPont Middle | 2 | Hispanic, ELL |
| | Baltz Elem | 1 | SWD |
| | Brandywine Springs | 2 | low-income, SWD |
| | Calloway Art School | 1 | SWD |
| | Central School | 0 | |
| | Community Sch | 0 | |
| | Conrad Middle | 4 | low-income, Hispanic, ELL, SWD |
| | Dickinson High | 5 | low-income, African-American, Hispanic, ELL, SWD |
| | First State School | 0 | |
| | Forest Oak Elem | 3 | low-income, ELL, SWD |
| | H B duPont Middle | 0 | |
| | Heritage Elem | 0 | |
| | Highlands Elem | 0 | |
| | Linden Hill Elem | 0 | |
| | Marbrook Elem | 2 | ELL, SWD |
| | McKean High | 5 | low-income, African-American, Hispanic, ELL, SWD |
| | Meadowood Program | 0 | |
| | Mote Elem | 2 | Hispanic, ELL |
| | North Star Elementary | 0 | |
| | Richardson Park Elem | 1 | African-American |
| | Richardson Park Lrn Centr | 4 | low-income, African-American, Hispanic, ELL |
| | Richey Elem | 1 | Hispanic |
| | Shortlidge Elem | 0 | |
| | Skyline Middle | 3 | low-income, African-American, SWD |
| | Stanton Middle | 1 | SWD |
| | Warner Elem | 1 | SWD |
| William Lewis Elem | 0 | | |
| Seaford | Blades Elementary | 1 | SWD |
| | Fred Douglass Elem | 0 | |
| | Seaford Central Elem | 0 | |
| | Seaford High | 1 | SWD |
| | Seaford Middle | 2 | African-American, SWD |
| | West Seaford Elem | 0 | |

**Table 5: Number of student sub-groups less likely to be taught by experienced HQT in each School
(5 max: low-income, African-American, Hispanic, ELL, SWD)**

| District | School | N Sub-groups | Group Detail |
|--|---------------------|--------------|-----------------------------------|
| Smyrna | Clayton Elem | 0 | |
| | J Bassett Moore | 0 | |
| | N Smyrna Elem | 0 | |
| | Smyrna Elem | 0 | |
| | Smyrna High | 2 | African-American, SWD |
| | Smyrna Kindergarten | 0 | |
| | Smyrna Middle | 3 | low-income, African-American, SWD |
| Sussex Academy of Arts and Sciences Charter School | Sussex Academy Chtr | 0 | |
| Sussex Technical | Sussex Tech High | 1 | ELL |
| Thomas Edison Charter School | Thomas Edison Chtr | 0 | |
| Woodbridge | Wheatley Middle | 1 | SWD |
| | Woodbridge Elem | 0 | |
| | Woodbridge High | 3 | Hispanic, ELL, SWD |

**Table 6: Number of student sub-groups more likely to be taught by experienced HQT in each School
(5 max: low-income, African-American, Hispanic, ELL, SWD)**

| District | School | N Sub-groups | Group Detail |
|---------------------------------|---------------------------|-----------------|--------------|
| Academy of Dover Charter School | Academy of Dover | 0 | |
| Appoquinimink | Appoquinimink ECC | 0 | |
| | Brick Mill Elementary Sch | 0 | |
| | Cedar Lane ECC | 0 | |
| | Cedar Lane Elem | 0 | |
| | Loss Elementary | 0 | |
| | Meredith Middle | 0 | |
| | Middletown High | 0 | |
| | Redding Middle | 0 | |
| | Silver Lake Elem | 0 | |
| | Townsend Elem | 0 | |
| | Brandywine | Brandywine High | 0 |
| Brandywood Elem | | 0 | |
| Carrcroft Elem | | 0 | |
| Claymont Elementary | | 0 | |
| Concord High | | 0 | |
| Darley Rd Elem | | 1 | low-income |
| Forwood Elem | | 0 | |
| Hanby Middle | | 0 | |
| Harlan Elem | | 0 | |
| Lancashire Elem | | 0 | |
| Lombardy Elem | | 0 | |
| Maple Lane Elem | | 0 | |
| Mt Pleasant High | | 0 | |
| Mt. Pleasant Elem | | 0 | |
| P. S. duPont Elem | | 0 | |
| Springer Middle | | 0 | |
| Talley Middle | | 0 | |

**Table 6: Number of student sub-groups more likely to be taught by experienced HQT in each School
(5 max: low-income, African-American, Hispanic, ELL, SWD)**

| District | School | N Sub-groups | Group Detail |
|---------------------------------|-----------------------|--------------|-----------------|
| Caesar Rodney | Brown Elem | 0 | |
| | Caesar Rodney High | 0 | |
| | Charlton School | 0 | |
| | DAFB Middle | 0 | |
| | Fifer Middle | 0 | |
| | Frear Elem | 0 | |
| | Kent Elementary ILC | 0 | |
| | Mcllvaine Elem | 0 | |
| | Postlethwait Middle | 0 | |
| | Simpson Elem | 0 | |
| | Star Hill Elem | 0 | |
| | Stokes Elem | 0 | |
| | Welch Elem | 0 | |
| Campus Community Charter School | Campus Community Chtr | 0 | |
| Cape Henlopen | Beacon Middle | 1 | SWD |
| | Brittingham Elem | 0 | |
| | Cape Henlopen High | 0 | |
| | Mariner Middle | 0 | |
| | Milton Elementary | 1 | SWD |
| | Rehoboth Elem | 2 | low-income, SWD |
| | Shields Elem | 0 | |
| | Sussex Consortium | 0 | |
| Capital | Central Middle | 0 | |
| | Dover High | 0 | |
| | East Dover Elem | 0 | |
| | Fairview Elem | 1 | SWD |
| | Hartly Elem | 0 | |
| | Kent County Comm | 0 | |
| | Kent Secondary ILC | 0 | |
| | North Dover Elem | 0 | |
| | South Dover Elem | 0 | |
| | Towne Point Elem | 0 | |
| | Washington Elem | 0 | |
| | William Henry Middle | 0 | |

**Table 6: Number of student sub-groups more likely to be taught by experienced HQT in each School
(5 max: low-income, African-American, Hispanic, ELL, SWD)**

| District | School | N Sub-groups | Group Detail |
|------------------------------|-----------------------|--------------|-----------------------------------|
| Christina | Bancroft Intermediate | 3 | low-income, African-American, SWD |
| | Bayard Inter | 1 | Hispanic |
| | Brader Elem | 1 | SWD |
| | Brennen School | 0 | |
| | Brookside Elem | 0 | |
| | Christiana High | 1 | SWD |
| | Douglass Alternative | 0 | |
| | Downes Elem | 0 | |
| | Elbert-Palmer Elem | 0 | |
| | Gallaher Elem | 0 | |
| | Gauger-Cobbs Middle | 3 | African-American, Hispanic, SWD |
| | Glasgow High | 1 | SWD |
| | Jones Elem | 0 | |
| | Keene Elementary | 0 | |
| | Kirk Middle | 1 | SWD |
| | Leasure Elem | 0 | |
| | Maclary Elem | 0 | |
| | Marshall Elem | 0 | |
| | McVey Elem | 0 | |
| | Newark High | 0 | |
| | Pulaski Inter | 0 | |
| | Sarah Pyle Academy | 0 | |
| | Shue-Medill Middle | 1 | SWD |
| | Smith Elem | 0 | |
| | Sterck School | 0 | |
| | Stubbs Inter | 0 | |
| | West Park Place Elem | 0 | |
| Wilson Elem | 1 | SWD | |
| Charter School of Wilmington | Charter Sch of Wilm | 0 | |

**Table 6: Number of student sub-groups more likely to be taught by experienced HQT in each School
(5 max: low-income, African-American, Hispanic, ELL, SWD)**

| District | School | N Sub-groups | Group Detail |
|--|---------------------------|--------------|--------------|
| Colonial | Bedford Middle | 0 | |
| | Castle Hills Elem | 0 | |
| | Colonial ILC | 0 | |
| | Colwyck Elem | 0 | |
| | Downie Elem | 1 | SWD |
| | Eisenberg Elem | 0 | |
| | Leach School | 0 | |
| | McCullough Elem | 0 | |
| | New Castle Middle | 0 | |
| | Penn High | 0 | |
| | Pleasantville Elem | 0 | |
| | Read Middle | 1 | SWD |
| | Southern Elementary | 0 | |
| | Wilm Manor Elem | 0 | |
| Delaware Military Academy Charter School | Delaware Military Academy | 0 | |
| Delmar | Delmar Middle | 0 | |
| | Delmar Sr High | 1 | SWD |
| East Side Charter School | East Side Chtr | 0 | |
| Indian River | East Millsboro Elem | 0 | |
| | Ennis | 0 | |
| | Frankford Elem | 0 | |
| | Georgetown Elem | 1 | SWD |
| | Indian River High | 0 | |
| | Long Neck | 0 | |
| | Lord Balt Elem | 0 | |
| | North Georgetown | 1 | SWD |
| | Richard Allen | 0 | |
| | S Del Sch of Arts | 0 | |
| | Selbyville Middle | 1 | ELL |
| | Showell Elem | 0 | |
| | Sussex Central High | 0 | |
| | Sussex Central Middle | 0 | |
| Kuumba Academy Charter School | Kuumba Academy | 0 | |

**Table 6: Number of student sub-groups more likely to be taught by experienced HQT in each School
(5 max: low-income, African-American, Hispanic, ELL, SWD)**

| District | School | N Sub-groups | Group Detail |
|---|----------------------|--------------|------------------|
| Lake Forest | L F Central Elem | 1 | African-American |
| | L F East Elem | 1 | SWD |
| | L F North Elem | 1 | SWD |
| | L F South Elem | 1 | SWD |
| | Lake Forest High | 0 | |
| | Lake Forest ILC | 0 | |
| | W T Chipman Middle | 1 | Hispanic |
| Laurel | Dunbar Elem | 0 | |
| | Laurel High | 0 | |
| | Laurel Intermediate | 0 | |
| | Laurel Middle | 0 | |
| | N Laurel Elem | 0 | |
| | W Sussex Academy | 0 | |
| Marion T. Academy Charter School | Marion T. Academy | 0 | |
| Milford | Banneker Elem | 1 | SWD |
| | Milford High | 0 | |
| | Milford Middle | 1 | ELL |
| | Morris Early Child | 0 | |
| | Ross Elem | 0 | |
| MOT Charter School | MOT Charter | 0 | |
| NCC Vo-Tech | Delcastle Tech High | 0 | |
| | Hodgson Vo-Tech High | 0 | |
| | Howard HS of Tech | 0 | |
| Newark Charter School | Newark Charter | 0 | |
| Polytech | Polytech High | 0 | |
| Positive Outcomes Charter School | Positive Outcomes | 0 | |
| Providence Creek Academy Charter School | Providence Creek | 0 | |

Table 6: Number of student sub-groups more likely to be taught by experienced HQT in each School
(5 max: low-income, African-American, Hispanic, ELL, SWD)

| District | School | N Sub-groups | Group Detail |
|--------------------|---------------------------|--------------|--------------|
| Red Clay | A I duPont High | 0 | |
| | A I duPont Middle | 0 | |
| | Baltz Elem | 0 | |
| | Brandywine Springs | 0 | |
| | Calloway Art School | 0 | |
| | Central School | 0 | |
| | Community Sch | 0 | |
| | Conrad Middle | 0 | |
| | Dickinson High | 0 | |
| | First State School | 0 | |
| | Forest Oak Elem | 0 | |
| | H B duPont Middle | 1 | SWD |
| | Heritage Elem | 0 | |
| | Highlands Elem | 0 | |
| | Linden Hill Elem | 0 | |
| | Marbrook Elem | 0 | |
| | McKean High | 0 | |
| | Meadowood Program | 0 | |
| | Mote Elem | 0 | |
| | North Star Elementary | 0 | |
| | Richardson Park Elem | 0 | |
| | Richardson Park Lrn Centr | 0 | |
| | Richey Elem | 1 | SWD |
| | Shortlidge Elem | 1 | SWD |
| | Skyline Middle | 0 | |
| | Stanton Middle | 0 | |
| | Warner Elem | 0 | |
| William Lewis Elem | 0 | | |
| Seaford | Blades Elementary | 0 | |
| | Fred Douglass Elem | 0 | |
| | Seaford Central Elem | 0 | |
| | Seaford High | 0 | |
| | Seaford Middle | 0 | |
| | West Seaford Elem | 0 | |

**Table 6: Number of student sub-groups more likely to be taught by experienced HQT in each School
(5 max: low-income, African-American, Hispanic, ELL, SWD)**

| District | School | N Sub-groups | Group Detail |
|--|---------------------|--------------|--------------|
| Smyrna | Clayton Elem | 0 | |
| | J Bassett Moore | 0 | |
| | N Smyrna Elem | 1 | SWD |
| | Smyrna Elem | 0 | |
| | Smyrna High | 0 | |
| | Smyrna Kindergarten | 0 | |
| | Smyrna Middle | 0 | |
| Sussex Academy of Arts and Sciences Charter School | Sussex Academy Chtr | 0 | |
| Sussex Technical | Sussex Tech High | 1 | SWD |
| Thomas Edison Charter School | Thomas Edison Chtr | 0 | |
| Woodbridge | Wheatley Middle | 0 | |
| | Woodbridge Elem | 0 | |
| | Woodbridge High | 0 | |

Appendix C

Sample Data from Daily Data Quality Report to an LEA

Teachers with classes with missing or unknown PHRST ID

| Course Catalog Error List - Brandywine School District | | | | | | | | |
|--|----------|--------|------------------------------|-------------------|--------------------|--------------|--------------------|----------------|
| Job Number: 091220060438 | | | | | | | | |
| District | Building | Course | Course Name | Core Subject Code | Core Subject | Course Level | Specialty Required | Correspondence |
| 31 | 310174 | 9941 | Honors Pre-Algebra | | | | | |
| 31 | 310174 | 9942 | PreAlgebra | | | | | |
| 31 | 310178 | 0465 | Beginning Band | 1149 | Music | 3 | | |
| 31 | 310178 | 7463 | Chorus | | | | | |
| 31 | 310178 | 8463 | Chorus | | | | | |
| 31 | 310178 | 9555 | Academic Support | | | | | |
| 31 | 310190 | 0115 | English 11 (Work Study) | 0000 | Not A Core Subject | | | |
| 31 | 310190 | 0810 | Life Skills | | | | | |
| 31 | 310190 | 0820 | Vocational Education | | | | | |
| 31 | 310190 | 0830 | Recreation & Leisure | | | | | |
| 31 | 310190 | 0840 | Independent Management | | | | | |
| 31 | 310190 | 0850 | Physical Education | | | | | |
| 31 | 310190 | 0860 | Reading | | | | | |
| 31 | 310190 | 0870 | Computer Skills | | | | | |
| 31 | 310190 | 1417 | Oral Communication | | | | | |
| 31 | 310190 | 2134 | AP Government & Politics: US | | | | | |
| 31 | 310190 | 3007 | Math I | | | | | |
| 31 | 310190 | 3101 | Algebra I | 2012 | Mathematics | 4 | | |
| 31 | 310190 | 3504 | AP Calculus BC | 2012 | Mathematics | 4 | | |
| 31 | 310190 | 4137 | Astronomy | | | | | |
| 31 | 310190 | 6000 | French I | | | | | |
| 31 | 310190 | 6400 | Spanish I | | | | | |
| 31 | 310190 | 6408 | Spanish II | | | | | |
| 31 | 310190 | 9121 | Photography 1 | | | | | |
| 31 | 310190 | 9122 | Photography 2 | | | | | |
| 31 | 310190 | 9123 | Photography 3 | | | | | |
| 31 | 310190 | 9124 | Photography 4 | | | | | |
| 31 | 310190 | 9605 | Ind. Study-Chorale | | | | | |
| 31 | 310190 | 9905 | Ballet-Lyrical 2 | | | | | |
| 31 | 310190 | 9906 | Modern Dance | | | | | |
| 31 | 310190 | 9907 | Modern Dance 2 | | | | | |

Teachers with classes with missing or unknown PHRST ID

| Teacher Error List - Brandywine School District | | | | | | | |
|---|---------------|-------------|-------------|-------------|----------|-------------|-----------------------|
| Job Number: 091220060438 | | | | | | | |
| School Year | District Code | School Code | First Name* | Last-Named* | Staff ID | Employee ID | Error Code |
| 2007 | 31 | 178 | | Staff | 0 | 000000 | PHRST ID not in DEEDS |
| 2007 | 31 | 180 | | Staff | 0 | 000000 | PHRST ID not in DEEDS |
| 2007 | 31 | 190 | XXX | XXX | 033172 | 033172 | PHRST ID not in DEEDS |
| 2007 | 31 | 190 | | Staff | 0 | 000000 | PHRST ID not in DEEDS |
| 2007 | 31 | 194 | XXX | XXX | 447906 | 447906 | PHRST ID not in DEEDS |
| 2007 | 31 | 194 | XXX | XXX | 056874 | 056874 | PHRST ID not in DEEDS |
| 2007 | 31 | 194 | | Staff | 0 | 000000 | PHRST ID not in DEEDS |
| 2007 | 31 | 196 | XXX | XXX | 045788 | 045788 | PHRST ID not in DEEDS |
| 2007 | 31 | 196 | XXX | XXX | 447928 | 447928 | PHRST ID not in DEEDS |
| 2007 | 31 | 196 | XXX | XXX | 056874 | 056874 | PHRST ID not in DEEDS |
| 2007 | 31 | 196 | XXX | XXX | 022263 | 022263 | PHRST ID not in DEEDS |
| 2007 | 31 | 196 | | Staff | 0 | 000000 | PHRST ID not in DEEDS |

**Names of individual teachers have been substituted with XXX for the purposes of this document*

Classes with missing information

| Class Teacher Error List - Brandywine School District | | | | | | | | | | | | | | | | | |
|---|---------------|-------------|--------|----------------|---------------------------|-------------------|--------------------|--------------|--------------------|----------------|-------------|------------|----------|-------------|-----------------------|----------------|------------|
| Job Number: 091220060438 | | | | | | | | | | | | | | | | | |
| School Year | District Code | School Code | Course | Course Section | Course Name | Core Subject Code | Core Subject | Course Level | Specialty Required | Correspondence | First Name* | Last Name* | Staff ID | Employee ID | Staff Instruct Status | Staff HQT Role | Error Code |
| 2007 | 31 | 174 | 0490 | 2 | Office Aide | 0000 | Not A Core Subject | 3 | 9 | N | XXX | XXX | 057866 | 057866 | S | U | 06 |
| 2007 | 31 | 174 | 0490 | 4 | Office Aide | 0000 | Not A Core Subject | 3 | 9 | N | XXX | XXX | 057866 | 057866 | S | U | 06 |
| 2007 | 31 | 174 | 0490 | 6 | Office Aide | 0000 | Not A Core Subject | 3 | 9 | N | XXX | XXX | 057866 | 057866 | S | U | 06 |
| 2007 | 31 | 174 | 0490 | 7 | Office Aide | 0000 | Not A Core Subject | 3 | 9 | N | XXX | XXX | 057866 | 057866 | S | U | 06 |
| 2007 | 31 | 174 | 0490 | 8 | Office Aide | 0000 | Not A Core Subject | 3 | 9 | N | XXX | XXX | 057866 | 057866 | S | U | 06 |
| 2007 | 31 | 174 | 0490 | 9 | Office Aide | 0000 | Not A Core Subject | 3 | 9 | N | XXX | XXX | 057866 | 057866 | S | U | 06 |
| 2007 | 31 | 174 | 0490 | 10 | Office Aide | 0000 | Not A Core Subject | 3 | 9 | N | XXX | XXX | 057866 | 057866 | S | U | 06 |
| 2007 | 31 | 174 | 7112 | 2 | Language Arts | 9999 | Not Categorized | | 9 | N | XXX | XXX | 104425 | 104425 | P | T | 03,04 |
| 2007 | 31 | 174 | 7122 | 2 | Geography | 9999 | Not Categorized | | 9 | N | XXX | XXX | 033260 | 033260 | P | T | 03,04 |
| 2007 | 31 | 174 | 7132 | 2 | Science 7 | 9999 | Not Categorized | | 9 | N | XXX | XXX | 076000 | 076000 | P | T | 03,04 |
| 2007 | 31 | 174 | 7212 | 3 | Language Arts | 9999 | Not Categorized | | 9 | N | XXX | XXX | 104185 | 104185 | P | T | 03,04 |
| 2007 | 31 | 174 | 7222 | 3 | Geography | 9999 | Not Categorized | | 9 | N | XXX | XXX | 041288 | 041288 | P | T | 03,04 |
| 2007 | 31 | 174 | 7232 | 3 | Science 7 | 9999 | Not Categorized | | 9 | N | XXX | XXX | 012239 | 012239 | P | T | 03,04 |
| 2007 | 31 | 174 | 7311 | 2 | Language Arts | 9999 | Not Categorized | | 9 | N | XXX | XXX | 031819 | 031819 | P | T | 03,04 |
| 2007 | 31 | 174 | 7321 | 2 | Geography | 9999 | Not Categorized | | 9 | N | XXX | XXX | 059935 | 059935 | P | T | 03,04 |
| 2007 | 31 | 174 | 7331 | 2 | Science 7 | 9999 | Not Categorized | | 9 | N | XXX | XXX | 075746 | 075746 | P | T | 03,04 |
| 2007 | 31 | 174 | 7411 | 5 | Reading | 9999 | Not Categorized | | 9 | N | XXX | XXX | 014944 | 014944 | P | T | 03,04 |
| 2007 | 31 | 174 | 7414 | 5 | Resource Reading | 9999 | Not Categorized | | 9 | N | XXX | XXX | 041546 | 041546 | P | T | 03,04 |
| 2007 | 31 | 174 | 7420 | 10 | Keyboarding | 9999 | Not Categorized | | 9 | N | XXX | XXX | 043171 | 043171 | P | T | 03,04 |
| 2007 | 31 | 174 | 7420 | 11 | Keyboarding | 9999 | Not Categorized | | 9 | N | XXX | XXX | 043171 | 043171 | P | T | 03,04 |
| 2007 | 31 | 174 | 7442 | 15 | Physical Education-Health | 9999 | Not Categorized | | 9 | N | XXX | XXX | 026100 | 026100 | P | T | 03,04 |
| 2007 | 31 | 174 | 7450 | 9 | Art | 9999 | Not Categorized | | 9 | N | XXX | XXX | 011821 | 011821 | P | T | 03,04 |
| 2007 | 31 | 174 | 7480 | 13 | Technology Systems | 9999 | Not Categorized | | 9 | N | XXX | XXX | 040128 | 040128 | P | T | 03,04 |
| 2007 | 31 | 174 | 7480 | 14 | Technology Systems | 9999 | Not Categorized | | 9 | N | XXX | XXX | 040128 | 040128 | P | T | 03,04 |
| 2007 | 31 | 174 | 7480 | 15 | Technology Systems | 9999 | Not Categorized | | 9 | N | XXX | XXX | 017148 | 017148 | P | T | 03,04 |
| 2007 | 31 | 174 | 7514 | 2 | Language Arts | 9999 | Not Categorized | | 9 | N | XXX | XXX | 119259 | 119259 | P | T | 03,04 |
| 2007 | 31 | 174 | 7524 | 1 | Geography | 9999 | Not Categorized | | 9 | N | XXX | XXX | 116123 | 116123 | P | T | 03,04 |
| 2007 | 31 | 174 | 7534 | 1 | Science 7 | 9999 | Not Categorized | | 9 | N | XXX | XXX | 119259 | 119259 | P | T | 03,04 |
| 2007 | 31 | 174 | 7942 | 3 | Pre-Algebra 7 | 9999 | Not Categorized | | 9 | N | XXX | XXX | 097894 | 097894 | P | T | 03,04 |

**Names of individual teachers have been substituted with XXX for the purposes of this document*

List of error codes used in “Classes with missing information”

| Class Teacher Error Code List - Brandywine School District | |
|---|--|
| Job Number: 091220060438 | |
| Error Code | Description |
| [01] | Missing PHRST ID |
| [02] | PHRST ID not in DEEDS |
| [03] | Missing NCLB Content Area |
| [04] | Missing Course Level |
| [05] | Missing Specialty |
| [06] | Staff Role not defined |
| [07] | Employee ID matched to another teacher (Please verify Employee ID) |

Number and Percent of HQT Classes by School

| School HQT Summary - Brandywine School District | | | | | | |
|---|---------------|-------------|---------------------|---------|-------------|-----------------|
| Job Number: 091220060438 | | | | | | |
| School Year | District Code | School Code | School Name | Classes | HQT Classes | Pct HQT Classes |
| 2007 | 31 | 110 | Brandywood Elem | 19 | 19 | 100 |
| 2007 | 31 | 112 | Carrcroft Elem | 20 | 18 | 90 |
| 2007 | 31 | 116 | Darley Rd Elem | 20 | 19 | 95 |
| 2007 | 31 | 124 | Forwood Elem | 17 | 14 | 82.35294118 |
| 2007 | 31 | 128 | Lancashire Elem | 18 | 16 | 88.88888889 |
| 2007 | 31 | 130 | Lombardy Elem | 19 | 19 | 100 |
| 2007 | 31 | 132 | Maple Lane Elem | 14 | 13 | 92.85714286 |
| 2007 | 31 | 151 | Claymont Elementary | 37 | 35 | 94.59459459 |
| 2007 | 31 | 156 | Harlan Elem | 25 | 22 | 88 |
| 2007 | 31 | 170 | P. S. duPont Elem | 37 | 33 | 89.18918919 |
| 2007 | 31 | 174 | Hanby Middle | 187 | 113 | 60.42780749 |
| 2007 | 31 | 176 | Mt. Pleasant Elem | 27 | 23 | 85.18518519 |
| 2007 | 31 | 178 | Springer Middle | 197 | 103 | 52.28426396 |
| 2007 | 31 | 180 | Talley Middle | 106 | 74 | 69.81132075 |
| 2007 | 31 | 190 | Brandywine High | 437 | 198 | 45.30892449 |
| 2007 | 31 | 194 | Concord High | 419 | 254 | 60.62052506 |
| 2007 | 31 | 196 | Mt Pleasant High | 432 | 180 | 41.66666667 |

List of Teachers in –non-HQT Classes

| Teachers in Non-HQ Classes - Brandywine School District | | | | | | | | | | | | | | | | | | | | | |
|---|---------------|-------------|---------------------|----------|-------------|----------------|-------------|------------|----------|----------------|--------------|------------|-------------|-------------------|--------------------|----------------|--------------------|-----------------------|---|------------|-------|
| Job Number: 091220060438 | | | | | | | | | | | | | | | | | | | | | |
| School Year | District Code | School Code | School Name | Staff ID | Employee ID | Class Room Exp | First Name* | Last Name* | Course | Course Section | Course Level | Class Type | Section Key | Core Subject Code | Core Subject | Teacher Status | Status Description | Staff Instruct Status | Reason | Class Size | Grade |
| 2007 | 31 | 112 | Carrcroft Elem | 110690 | 110690 | | XXX | XXX | HR-MAYS | 1 | 1 | HR | HR-MAYS | 5000 | Elementary General | 2 | Qualified | P | q based on subject/full certification match (did not take survey) | 21 | 02 |
| 2007 | 31 | 112 | Carrcroft Elem | 110572 | 110572 | | XXX | XXX | HR-PICCI | 1 | 1 | HR | HR-PICCI | 5000 | Elementary General | 2 | Qualified | P | q based on subject/full certification match (did not take survey) | 19 | 01 |
| 2007 | 31 | 116 | Darley Rd Elem | 120050 | 120050 | | XXX | XXX | HR-TOTH | 1 | 1 | HR | HR-TOTH | 5000 | Elementary General | 0 | Not Qualified | P | nq based on subject/certificate match (BUT not issued) | 6 | 02 |
| 2007 | 31 | 124 | Forwood Elem | 112889 | 112889 | | XXX | XXX | HR-203KA | 1 | 1 | HR | HR-203KA | 5000 | Elementary General | 2 | Qualified | P | q based on subject/full certification match (did not take survey) | 16 | KN |
| 2007 | 31 | 124 | Forwood Elem | CasperPM | 112889 | | XXX | XXX | HR-203KP | 1 | 1 | HR | HR-203KP | 5000 | Elementary General | 2 | Qualified | P | q based on subject/full certification match (did not take survey) | 10 | KN |
| 2007 | 31 | 124 | Forwood Elem | 094098 | 094098 | 6 | XXX | XXX | HR-302 | 1 | 1 | HR | HR-302 | 5000 | Elementary General | 2 | Qualified | P | q based on subject/full certification match (did not take survey) | 23 | 01 |
| 2007 | 31 | 128 | Lancashire Elem | 102917 | 102917 | 2 | XXX | XXX | HR-AM108 | 1 | 1 | HR | HR-AM108 | 5000 | Elementary General | 2 | Qualified | P | q based on subject/full certification match (did not take survey) | 20 | KN |
| 2007 | 31 | 128 | Lancashire Elem | PMK10 | 102917 | 2 | XXX | XXX | HR-PM108 | 1 | 1 | HR | HR-PM108 | 5000 | Elementary General | 2 | Qualified | P | q based on subject/full certification match (did not take survey) | 12 | KN |
| 2007 | 31 | 132 | Maple Lane Elem | 113609 | 113609 | 4 | XXX | XXX | HR-007 | 1 | 1 | HR | HR-007 | 5000 | Elementary General | 2 | Qualified | P | q based on subject/full certification match (did not take survey) | 23 | KN |
| 2007 | 31 | 151 | Claymont Elementary | 119813 | 119813 | | XXX | XXX | HR-105 | 1 | 1 | HR | HR-105 | 5000 | Elementary General | 2 | Qualified | P | q based on subject/full certification match (did not take survey) | 3 | 04 |
| 2007 | 31 | 151 | Claymont Elementary | 119956 | 119956 | | XXX | XXX | HR-225 | 1 | 1 | HR | HR-225 | 5000 | Elementary General | 2 | Qualified | P | q based on subject/full certification match (did not take survey) | 22 | 06 |
| 2007 | 31 | 156 | Harlan Elem | 120248 | 120248 | | XXX | XXX | HR-133 | 1 | 1 | HR | HR-133 | 5000 | Elementary General | 0 | Not Qualified | P | nq based on subject/certificate match (BUT not issued) | 24 | 04 |
| 2007 | 31 | 156 | Harlan Elem | 120269 | 120269 | | XXX | XXX | HR-159 | 1 | 1 | HR | HR-159 | 5000 | Elementary General | 2 | Qualified | P | q based on subject/full certification match (did not take survey) | 25 | 04 |
| 2007 | 31 | 156 | Harlan Elem | 097149 | 097149 | 9 | XXX | XXX | HR-213 | 1 | 1 | HR | HR-213 | 5000 | Elementary General | 2 | Qualified | P | q based on subject/full certification match (did not take survey) | 22 | 05 |
| 2007 | 31 | 170 | P. S. duPont Elem | 019138 | 019138 | 30 | XXX | XXX | HR-176 | 1 | 1 | HR | HR-176 | 5000 | Elementary General | 2 | Qualified | P | q based on subject/full certification match (did not take survey) | 6 | 05 |
| 2007 | 31 | 170 | P. S. duPont Elem | 095812 | 095812 | | XXX | XXX | HR-179 | 1 | 1 | HR | HR-179 | 5000 | Elementary General | 2 | Qualified | P | q based on subject/full certification match (did not take survey) | 23 | 04 |
| 2007 | 31 | 170 | P. S. duPont Elem | 080053 | 080053 | 5 | XXX | XXX | HR-183 | 1 | 1 | HR | HR-183 | 5000 | Elementary General | 2 | Qualified | P | q based on subject/full certification match (did not take survey) | 21 | 04 |
| 2007 | 31 | 170 | P. S. duPont Elem | 020037 | 020037 | 33 | XXX | XXX | HR-235 | 1 | 1 | HR | HR-235 | 5000 | Elementary General | 2 | Qualified | P | q based on subject/full certification match (did not take survey) | 9 | 05 |
| 2007 | 31 | 174 | Hanby Middle | 104425 | 104425 | 2 | XXX | XXX | 7112 | 1 | 3 | CL | 52017 | 1099 | Language Arts | 2 | Qualified | P | q based on subject/full certification match (did not take survey) | 29 | 07 |
| 2007 | 31 | 174 | Hanby Middle | 104425 | 104425 | 2 | XXX | XXX | 7112 | 2 | | CL | 56984 | 9999 | Not Categorized | 0 | Not Qualified | P | nq based on no core subject specified | 25 | 07 |
| 2007 | 31 | 174 | Hanby Middle | 033260 | 033260 | 14 | XXX | XXX | 7122 | 1 | 3 | CL | 52022 | 2701 | Geography | 2 | Qualified | P | q based on subject/full certification match (did not take survey) | 29 | 07 |
| 2007 | 31 | 174 | Hanby Middle | 033260 | 033260 | 14 | XXX | XXX | 7122 | 2 | | CL | 56985 | 9999 | Not Categorized | 0 | Not Qualified | P | nq based on no core subject specified | 25 | 07 |
| 2007 | 31 | 174 | Hanby Middle | 104185 | 104185 | 2 | XXX | XXX | 7212 | 3 | | CL | 56682 | 9999 | Not Categorized | 0 | Not Qualified | P | nq based on no core subject specified | 28 | 07 |
| 2007 | 31 | 174 | Hanby Middle | 041288 | 041288 | 13 | XXX | XXX | 7222 | 3 | | CL | 56683 | 9999 | Not Categorized | 0 | Not Qualified | P | nq based on no core subject specified | 30 | 07 |
| 2007 | 31 | 174 | Hanby Middle | 012239 | 012239 | 22 | XXX | XXX | 7232 | 3 | | CL | 56684 | 9999 | Not Categorized | 0 | Not Qualified | P | nq based on no core subject specified | 23 | 07 |
| 2007 | 31 | 174 | Hanby Middle | 031819 | 031819 | 9 | XXX | XXX | 7311 | 1 | 3 | CL | 51866 | 1000 | English | 2 | Qualified | P | q based on subject/full certification match (did not take survey) | 25 | 07 |
| 2007 | 31 | 174 | Hanby Middle | 031819 | 031819 | 9 | XXX | XXX | 7311 | 2 | | CL | 56685 | 9999 | Not Categorized | 0 | Not Qualified | P | nq based on no core subject specified | 32 | 07 |
| 2007 | 31 | 174 | Hanby Middle | 031819 | 031819 | 9 | XXX | XXX | 7312 | 1 | 3 | CL | 51867 | 1000 | English | 2 | Qualified | P | q based on subject/full certification match (did not take survey) | 29 | 07 |
| 2007 | 31 | 174 | Hanby Middle | 031819 | 031819 | 9 | XXX | XXX | 7312 | 2 | 3 | CL | 51868 | 1000 | English | 2 | Qualified | P | q based on subject/full certification match (did not take survey) | 25 | 07 |

**Names of individual teachers have been substituted with XXX for the purposes of this document*

Active Students with no Class Level data - Brandywine School District

Job Number: 091220060438

| School Year | District Code | School Code | School Name | ID | First Name | Middle Name | Last Name | Birth Date | Grade | Reason |
|-------------|---------------|-------------|-----------------|--------|------------|-------------|-----------|---------------|-------|-----------------------------|
| 2007 | 31 | 174 | Hanby Middle | 666000 | XXX | XXX | XXX | 2/14/1992 07 | | Secondary - Has no schedule |
| 2007 | 31 | 174 | Hanby Middle | 778898 | XXX | XXX | XXX | 3/19/1992 08 | | Secondary - Has no schedule |
| 2007 | 31 | 174 | Hanby Middle | 10106 | XXX | XXX | XXX | 3/20/1992 08 | | Secondary - Has no schedule |
| 2007 | 31 | 180 | Talley Middle | 865967 | XXX | XXX | XXX | 3/29/1987 08 | | Secondary - Has no schedule |
| 2007 | 31 | 180 | Talley Middle | 959013 | XXX | XXX | XXX | 11/13/1987 08 | | Secondary - Has no schedule |
| 2007 | 31 | 180 | Talley Middle | 567288 | XXX | XXX | XXX | 4/1/1987 08 | | Secondary - Has no schedule |
| 2007 | 31 | 180 | Talley Middle | 67198 | XXX | XXX | XXX | 9/21/1992 08 | | Secondary - Has no schedule |
| 2007 | 31 | 180 | Talley Middle | 703410 | XXX | XXX | XXX | 2/4/1986 08 | | Secondary - Has no schedule |
| 2007 | 31 | 180 | Talley Middle | 43749 | XXX | XXX | XXX | 9/15/1991 08 | | Secondary - Has no schedule |
| 2007 | 31 | 180 | Talley Middle | 55942 | XXX | XXX | XXX | 5/24/1987 08 | | Secondary - Has no schedule |
| 2007 | 31 | 180 | Talley Middle | 883963 | XXX | XXX | XXX | 10/1/1987 08 | | Secondary - Has no schedule |
| 2007 | 31 | 180 | Talley Middle | 33973 | XXX | XXX | XXX | 9/9/1991 09 | | Secondary - Has no schedule |
| 2007 | 31 | 180 | Talley Middle | 64192 | XXX | XXX | XXX | 11/24/1991 08 | | Secondary - Has no schedule |
| 2007 | 31 | 180 | Talley Middle | 851987 | XXX | XXX | XXX | 6/25/1986 08 | | Secondary - Has no schedule |
| 2007 | 31 | 180 | Talley Middle | 679895 | XXX | XXX | XXX | 3/16/1987 08 | | Secondary - Has no schedule |
| 2007 | 31 | 180 | Talley Middle | 457682 | XXX | XXX | XXX | 11/14/1987 08 | | Secondary - Has no schedule |
| 2007 | 31 | 180 | Talley Middle | 973299 | XXX | XXX | XXX | 6/25/1988 08 | | Secondary - Has no schedule |
| 2007 | 31 | 180 | Talley Middle | 782405 | XXX | XXX | XXX | 5/19/1992 09 | | Secondary - Has no schedule |
| 2007 | 31 | 180 | Talley Middle | 247995 | XXX | XXX | XXX | 5/15/1987 08 | | Secondary - Has no schedule |
| 2007 | 31 | 180 | Talley Middle | 787662 | XXX | XXX | XXX | 9/13/1985 08 | | Secondary - Has no schedule |
| 2007 | 31 | 180 | Talley Middle | 901663 | XXX | XXX | XXX | 6/3/1987 08 | | Secondary - Has no schedule |
| 2007 | 31 | 180 | Talley Middle | 946877 | XXX | XXX | XXX | 8/20/1987 08 | | Secondary - Has no schedule |
| 2007 | 31 | 180 | Talley Middle | 33008 | XXX | XXX | XXX | 1/6/1992 09 | | Secondary - Has no schedule |
| 2007 | 31 | 180 | Talley Middle | 59769 | XXX | XXX | XXX | 7/5/1988 08 | | Secondary - Has no schedule |
| 2007 | 31 | 180 | Talley Middle | 703419 | XXX | XXX | XXX | 11/14/1986 08 | | Secondary - Has no schedule |
| 2007 | 31 | 190 | Brandywine High | 224238 | XXX | XXX | XXX | 1/16/1992 09 | | Secondary - Has no schedule |
| 2007 | 31 | 190 | Brandywine High | 369791 | XXX | XXX | XXX | 7/29/1989 09 | | Secondary - Has no schedule |
| 2007 | 31 | 190 | Brandywine High | 721399 | XXX | XXX | XXX | 4/30/1991 09 | | Secondary - Has no schedule |
| 2007 | 31 | 190 | Brandywine High | 26255 | XXX | XXX | XXX | 10/29/1991 09 | | Secondary - Has no schedule |
| 2007 | 31 | 194 | Concord High | 490092 | XXX | XXX | XXX | 10/23/1990 10 | | Secondary - Has no schedule |

**Names of individual students have been substituted with XXX for the purposes of this document*

References

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