

LEA: Textbook County

DATE: April 20, 2007

Equity Plan Sample A

In addition to requiring that all teachers of core academic subjects be highly qualified, NCLB requires that states and school systems ensure that low-wealth, minority, learning disabled and/or English language learners are taught by experienced and highly qualified teachers to the same extent as are students who do not fall into these categories. To this end, LEAs are expected to have a plan to ensure the equitable distribution of teachers. The plan is to include the following components:

- A. A description and analysis of the distribution of teachers in the LEA. Any inequities should be clearly identified.

Currently, 100% of teachers in core content areas as defined by *No Child Left Behind* are highly qualified. Teachers are distributed throughout the district such that low wealth, minority, learning disabled, and English language learners are just as likely to be taught by experienced, highly qualified teachers as students who are not in those categories.

Currently, there are no inequities in teacher distribution. However, the HR staff has documented a trend in hiring that is worthy of note. As our HQ and experienced teachers have retired, relocated outside the district, or exited the profession, the teachers who have been hired to replace them, while HQ, are all inexperienced. There is a concern that an inequity may develop in the coming year because of an extraordinarily high number of teachers at the high school level who are expected to retire.

- B. Strategies to be implemented that address the inequities/needs as identified in the description of teacher distribution above. For each strategy, provide evidence for the probable success of the strategy.

Strategy 1

If teacher attrition, shifts in student demographics, or offerings of special content courses cause inequities in the distribution of highly qualified staff to low wealth, minority, learning disabled and English language learners, the district will recruit and hire highly qualified teachers as needed. A special emphasis will be placed on recruiting experienced, highly qualified teachers.

Evidence of Probable Success:

It has been well documented that teacher effectiveness is directly related to student achievement. Linda Darling-Hammond, in *Teacher Quality and Student Achievement: A Review of State Policy Evidence*, (December 1999), indicates a

positive correlation between teacher effectiveness and student achievement. *What Matters Most: Teaching for America's Future* (1996) reports, "What teachers know and can do is the most important influence on what students learn."

Strategy 2

Teachers will be reassigned both within schools and the district to create equitable placement of highly qualified, experienced teachers.

Evidence of Probable Success

Kati Haycock in her research on closing the achievement gap, "Good Teaching Matters: How Well-qualified Teachers Can Close the Gap." *Thinking K-16*. (Summer 1998), cites evidence by William L. Sanders, director of the Value-Added Research and Assessment Center at the University of Tennessee, Knoxville, indicating that historically low-achieving students made significant gains when placed in the classrooms of teachers rated as highly effective.

Schools in Hamilton County, Tennessee, as part of the Benwood Initiative, improved in 5 years from ranking in the lowest 25% in student achievement in the state to the top 10% ranking when schools were reorganized to move highly effective teachers to low performing schools.
(www.ed.gov/admins/tchrqual/learn/nclbsummit/murrah.html)

Strategy 3

Textbook County will pay for Praxis II testing for non-HQ teachers to become HQ. The LEA will also offer tuition assistance to non-HQ teachers taking classes to become HQ.

Evidence of Probable Success

Because of our past success* in getting teachers highly qualified through Praxis II testing and tuition payment for coursework leading to HQ in core content areas, Textbook County will continue to assist teachers through payment of testing and/or tuition fees to produce the highly qualified teachers needed to improve academic achievement of at-risk students.

*In 2005-06 Textbook County paid for 108 Praxis II tests which enabled 83 teachers to become highly qualified in the core content classes they taught. In 2005-06 Textbook County paid tuition for 131 classes for 72 teachers. Of the 72 teachers completing coursework last year, 51 are now highly qualified and 18 are continuing to take the additional coursework needed to become HQ.

Strategy 4

Offer incentives (release time to complete the package, bonus pay, school incentives at the discretion of the administrator, etc.) to teachers who become HQ through completing the NBPTS process.

Evidence of Probable Success

“More than 150 studies have examined National Board Certification and the majority (75%) found NBCTs make a significantly measurable impact on teacher performance and student learning, engagement and achievement.” Providing incentives to encourage teachers to become HQ through the NBPTS process and will positively impact student achievement especially for at-risk students.

<http://www.nbpts.org/resources/research>

Strategy 5

Textbook County will continue efforts to retain highly qualified staff through monitoring and improvement of teacher working conditions and school climate.

Evidence of Probable Success

In a report by SECTQ on the 2004 North Carolina Teacher Working Conditions Survey, *Teacher Working Conditions are Student Learning Conditions*, a collegial atmosphere and an instruction-oriented administrator were the primary reasons teachers decided whether or not to remain in their schools.

www.teachingquality.org/pdfs/TWC_FullReport.pdf

A report by SECTQ on the South Carolina teacher working conditions survey conducted in 2004 verifies that quality professional development opportunities, facilities/resources, high quality administrative leadership are among the 6 issues that affect teacher retention and student performance.

www.teachingquality.org/pdfs/TWC_SCFinalReport.pdf.

- C. A description of how the LEA will evaluate the impact of the strategies.

The LEA’s personnel director and staff will maintain documentation on each strategy. Annually, the LEA personnel director and staff along with the Title II director will review data collected and weigh the effectiveness of each strategy. If necessary, the Equity Plan will be modified by deleting the unsuccessful strategies and replacing them with strategies intended to prove more effective. The Title II director will use the data collected as part of the Needs Assessment prior to writing the next Title II application.