

LEA: Binder County

DATE: April 20, 2007

Equity Plan Sample B

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.

Binder County distributes highly qualified teachers equitably throughout the LEA prior to the start of the school year. The LEA uses teacher data and reporting systems' data collected after the first 10 days of school to identify inequities in teacher distribution. Corrections are accomplished primarily through transfer of teachers or shifting of students within schools.

Currently, inequities exist in the placement of highly qualified teachers in 2 areas: the only 2 classes of LD students in New Elementary are being taught by inexperienced teachers; 1 class of physics at Binder High is currently being taught by a highly qualified, experienced biology teacher.

- 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.

Strategies	Evidences of Probable Success
<p>The LEA will distribute teachers across the district to ensure that low wealth, minority, learning disabled students, or English language learners are as likely as all other students to be taught by HQ teachers.</p>	<p>Linda Darling-Hammond, in <i>Teacher Quality and Student Achievement: A Review of State Policy Evidence</i>, (December 1999), indicates a positive correlation between teacher effectiveness and student achievement. <i>What Matters Most: Teaching for America's Future</i> (1996) reports, "What teachers know and can do is the most important influence on what students learn."</p>

<p>Students may be reassigned within the school to balance demographics and assure equitable access to HQ and experienced teachers.</p>	<p>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/nclbsummary/murrah.html</p> <p>Kati Haycock in her research on closing the achievement gap, “Good Teaching Matters: How Well-qualified Teachers Can Close the Gap.” <i>Thinking K-16</i>. (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.</p>
<p>The LEA will pay for Praxis II testing and will offer tuition assistance to non-HQ teachers taking tests or classes to become HQ.</p>	<p>Because of Binder County’s past success* in getting teachers highly qualified through Praxis II testing and tuition payments for coursework leading to HQ in core content areas, Binder 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.</p> <p>*In 2005-06 Binder County paid for 211 Praxis II tests which enabled 74 teachers to become highly qualified in the core content classes they taught.</p> <p>*In 2005-06 Binder County paid tuition for 168 classes for 98 teachers. Of the 98 teachers completing at least one course last year, 56 are now highly qualified and 20 are continuing to take the additional coursework needed to become HQ.</p>

<p>When HQ, experienced teachers are not available and non-HQ or inexperienced teachers must be placed in core content areas, the HR director and the BT coordinator will track progress and offer an intensive support program to these teachers while they are working to attain HQ status.</p>	<p>A 2004 study by Ingersoll and Smith “What are the effects of induction and mentoring on beginning teacher turnover?” shows “teachers who participate in an induction program are twice as likely to remain in teaching.” Center for Teaching Quality (2006, June). “Why mentoring and induction matters and what must be done for new teachers.” <i>Teaching Quality Across the Nation: Best Practices and Policies</i>, 5(2).</p>
<p>Binder County’s HR Director will meet with all non-HQ teachers as soon as possible to discuss options for becoming HQ and to monitor the progress of each of these teachers in achieving HQ designation once an option has been selected.</p>	<p>Binder County has been somewhat successful in getting teachers HQ prior to the start of the school year through Praxis II testing when teachers have been notified in advance about changes in teaching assignments. See data above regarding results of paying for Praxis II testing.</p>
<p>Binder County will not hire teachers who are not fully licensed and highly qualified. LEA representatives will recruit HQ teachers at job fairs and through Internet recruitment services.</p>	<p>During the 2006 recruitment season, Binder personnel attended 1 regional job fair, 8 out-of-state job fairs and held 1 local job fair. From these sources Binder was able to hire 60 teachers to fill vacancies in the 2006-07 school year. Ninety-four percent (94%) of teachers hired through job fairs were HQ prior to the beginning of the school year.</p> <p>Binder County subscribes to www.Teacher-Teachers.com and has located and hired 11 HQ teachers through this service.</p>

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

At least annually, the LEA’s assistant superintendent for personnel will evaluate the effectiveness of the strategies using data electronically collected on the first 4 strategies listed above: distribution of teachers, distribution of students, payment for Praxis II testing, and tuition.

At least annually, the BT coordinator will review the success of the induction program and the retention rate of beginning teachers, especially those teachers working in

exceptional children's classrooms where one of our current inequities exists. The BT coordinator will also serve on a committee with all principals to review the Teacher Working Conditions Survey results and compare them to the data from previous years to determine if progress is being made in school climate.

The personnel director will maintain data on the success of recruitment efforts.

The assistant superintendent for personnel and her staff will have at least 1 joint meeting in late spring to review the collected results and determine if changes need to be made to the equity plan. The results of this meeting, especially in regard to the highly qualified teachers, will be communicated to the Title II coordinator to become part of the Needs Assessment.