

**FACTORS THAT CONTRIBUTE TO STUDENTS' EQUITABLE ACCESS TO CLASSES TAUGHT BY
HIGHLY QUALIFIED AND EXPERIENCED TEACHERS IN DELAWARE.**

Delaware State Department of Education

In Collaboration with

The Mid-Atlantic Comprehensive Center
The Regional Education Laboratory Mid-Atlantic
The National Comprehensive Center for Teacher Quality

Background

The State of Delaware, Department of Education (DOE) wishes to enter into an agreement with the Collaborative of The Mid-Atlantic Comprehensive Center, The Regional Education Laboratory Mid-Atlantic, and The National Comprehensive Center for Teacher Quality, to conduct a study of equitable access to experienced, Highly Qualified Teachers (eHQT) in the public schools of Delaware. The study will examine students' access to classes taught by eHQT in more equitable schools and in less equitable schools in order to ascertain whether there are certain staffing structures, school practices, policies, and/or other factors that can be linked to successful outcomes in the form of access to eHQT. The purpose of the study is to identify policies and practices that would be predicted to improve access to eHQT if replicated in less equitable schools.

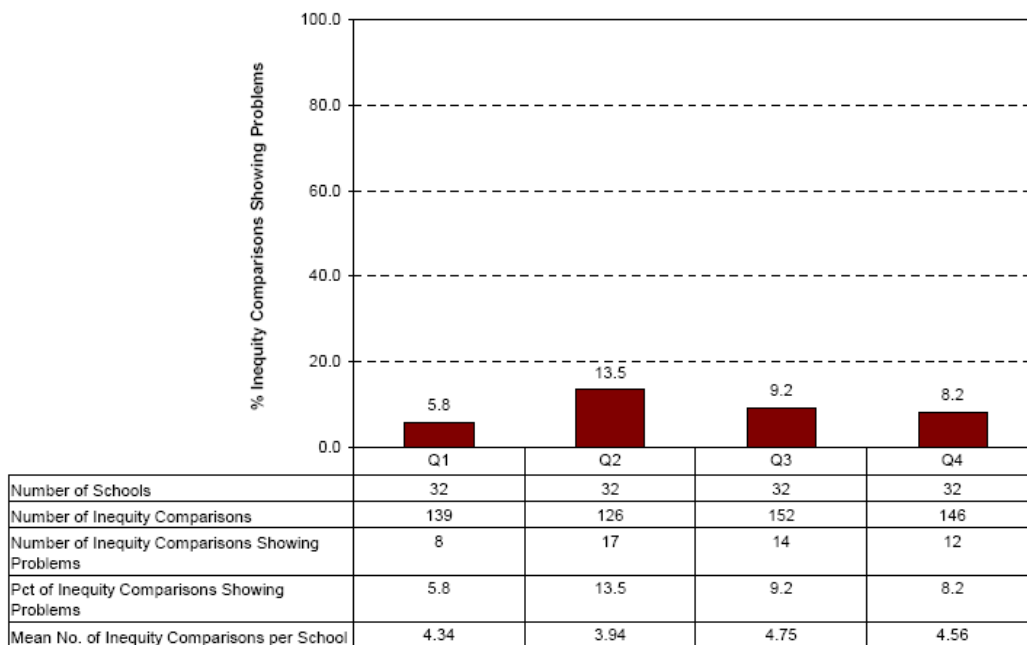
Key questions to be addressed by the study are as follows:

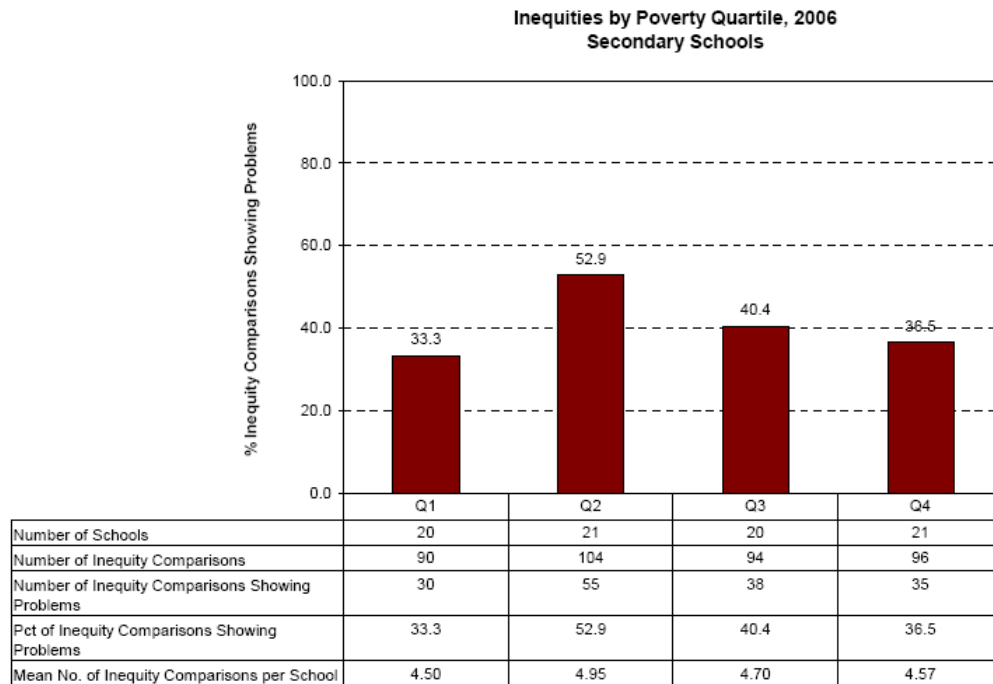
- 1) What are some of the reasons that out of field teaching occurs at the secondary level (middle and high school)?
 - a. How are teachers assigned to classes?
 - b. How are students assigned to teachers?
- 2) What are the school conditions that contribute to recruiting and retaining (mobility metric) eHQT?
 - a. Leadership (district, school, teacher leaders); longevity
 - b. Climate (e.g., respect for teachers and administrators, violence, vandalism)
 - c. Teacher locus of control/decision making/career opportunities
 - d. Pay, benefits, contracts
 - e. Student population
 - f. Facilities
- 3) What are some of the LEA and SEA policies, perceived and real, that present barriers to equity? That facilitate equity?
 - a. Bargaining contracts
 - b. SEA policies (e.g., hiring dates)
 - c. "Hardship" or incentive pay

Methodology

“The Delaware plan to ensure all students are taught by experienced highly qualified teachers” (2006) identified inequities across poverty quartiles. Specifically, at both the elementary and secondary levels, “(c)omparison 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....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 following graphs, Q1 = highest income, Q4 = lowest income.”

**Inequities by Poverty Quartile, 2006
Elementary Schools**





Because so much of the inequities occur in secondary schools in Delaware, this project will focus exclusively on middle and high school equitable access to experienced and Highly Qualified Teachers.

The study will have the following components:

1. A quantitative analysis of existing data will identify 10 high equity and 10 low equity middle and high schools within the second and third poverty quartiles. Higher and lower equity schools will be balanced across demographics factors such as size, student demographics, teacher mobility rates, and student achievement.
2. In-depth site visit research will be conducted in the 20 identified schools. Each site visit will be comprised of a 30 minute face-to-face interview and a 15-20 minute survey of the core teachers (English Language Arts, Math, Social Studies, Science)

Deliverables

Staff and Personnel Undertaking the Project

Timeline