

**DELAWARE PLAN
TO ENSURE ALL 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.

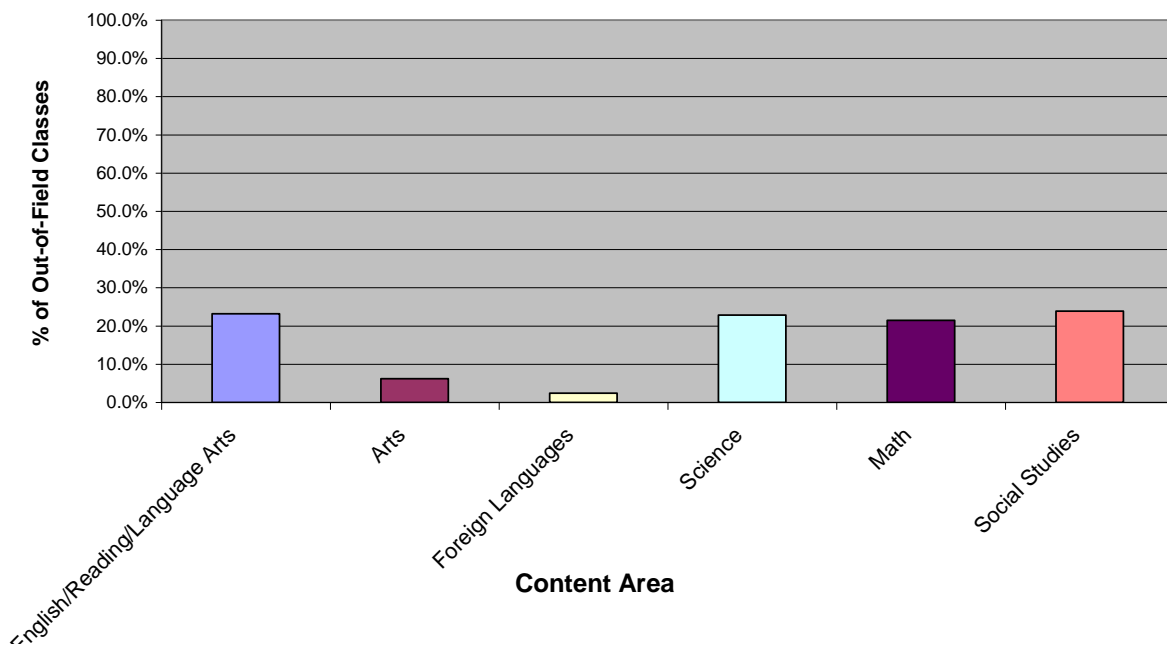
Secondary schools showed inequity in the percentage of classes taught by non-HQT. The chief reasons for classes not taught by an HQT (for teachers who completed the Teacher Quality Survey) were out-of-field teaching in secondary classes (57%) and certified secondary special education teachers who have 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.***

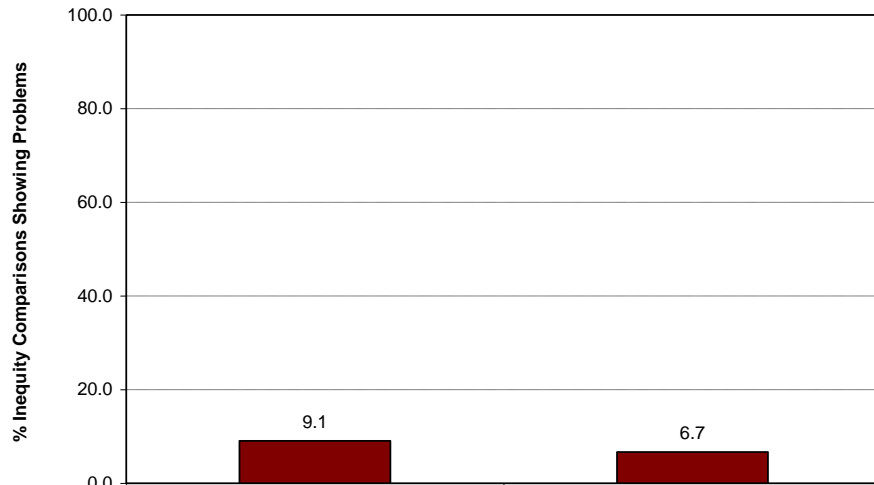
On a more positive note, in 2 LEAs (Indian River School District and Christina School District) and 2 middle schools (one in the Indian River School District, one in the Milford School District) ELLs were more likely to be in classes taught by experienced HQT. ***The SEA needs to investigate teacher 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.

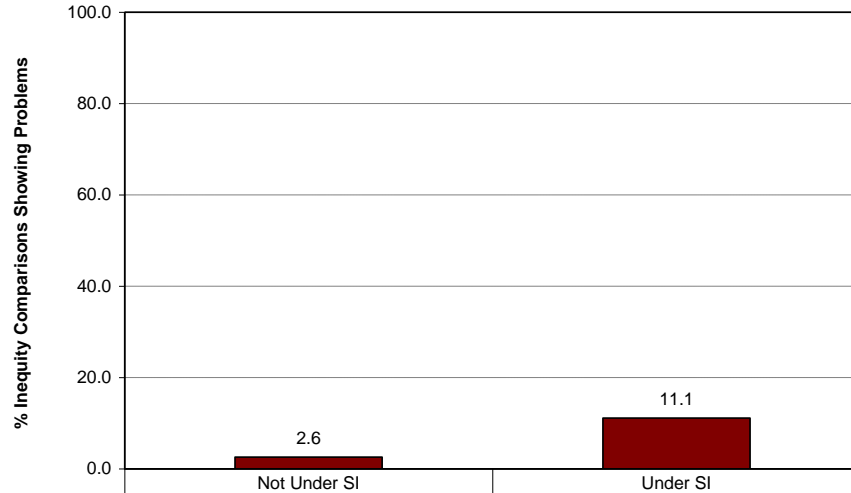
**Inequities by School Improvement Status, 2006
Elementary Schools**



	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.

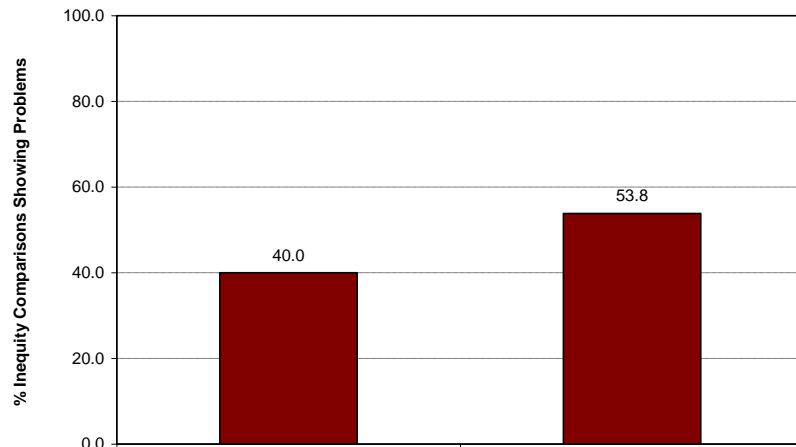
**Inequities by School Improvement Status, 2006
Charter Schools**



	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

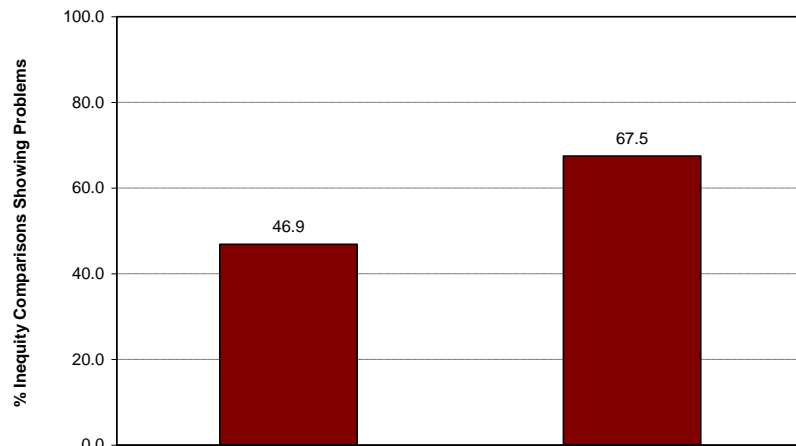
However, African-American students, Hispanic students, SWDs, and ELLs in middle schools and high schools under school improvement are more likely to be assigned to classes not taught by an HQT than the same sub-groups of students in schools not under school improvement. This finding is likely impacted 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**

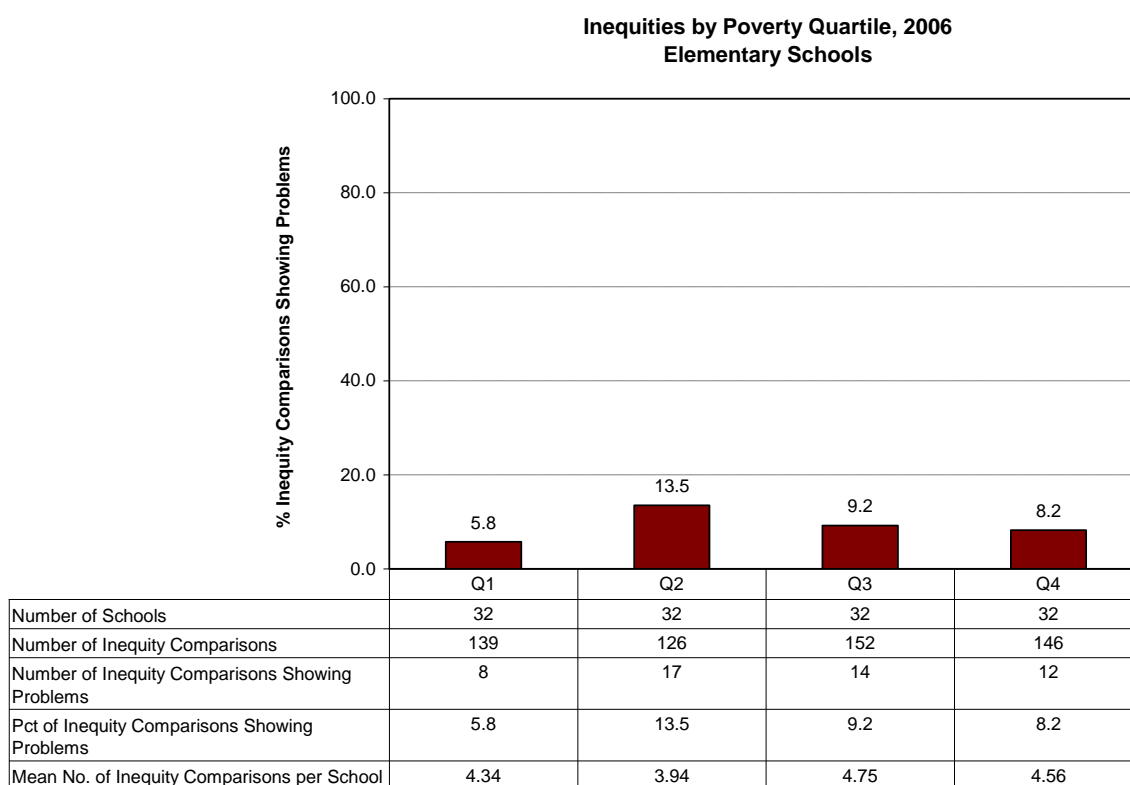


	Not Under SI	Under SI
Number of Schools	13	16
Number of Inequity Comparisons	64	80
Number of Inequity Comparisons Showing Problems	30	54
Pct of Inequity Comparisons Showing Problems	46.9	67.5
Mean No. of Inequity Comparisons per School	4.92	5.00

Analysis of Inequities by Poverty Quartile

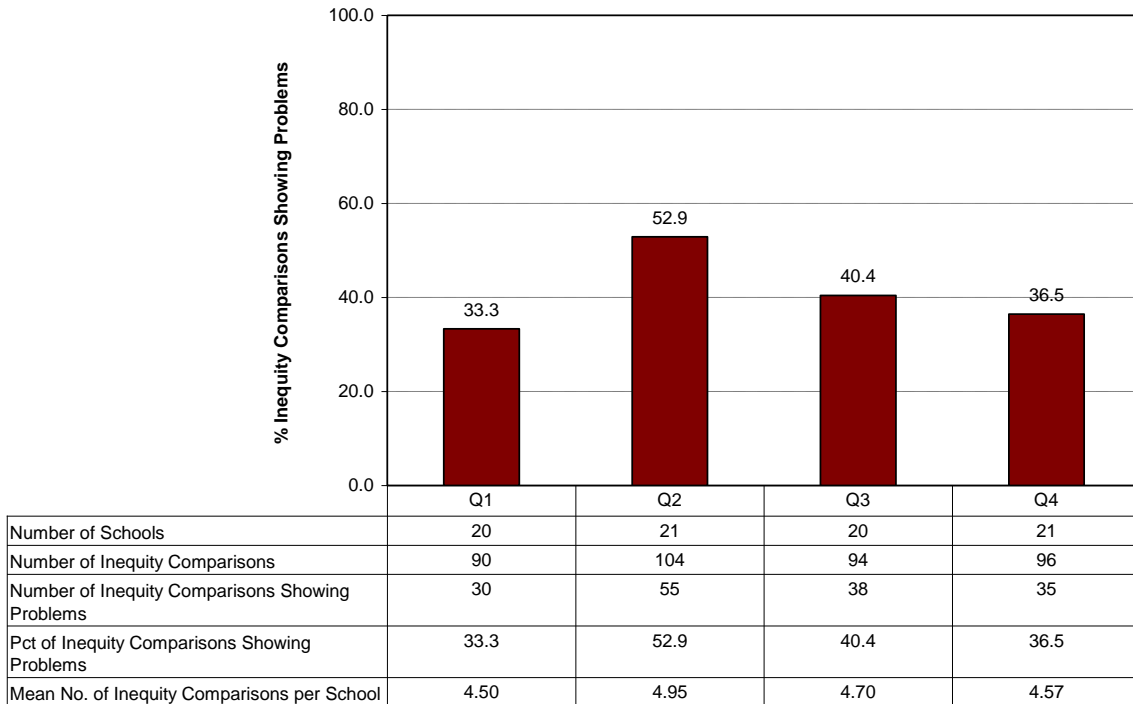
Findings: Elementary and secondary schools show no statistical differences in the rate of student sub-groups inequities (taught by HQT) for schools in the highest two poverty quartiles and the lowest poverty quartile. However, the rate of student sub-group inequities is statistically higher in schools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

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/>

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/learn/about/>

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
<p>1. 100% of NCLB content area classes will be taught by HQT by June 2007</p>	<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 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) 	<ol style="list-style-type: none"> 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
<p>1. 100% of NCLB content area classes will be taught by HQT by June 2007</p>	<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 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) 	<ol style="list-style-type: none"> 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.dcte.udel.edu/tqe/preservice/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: 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 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 Chtr	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	
	Mclvaine Elem	0	
	Postlethwait Middle	2	low-income, SWD
	Simpson Elem	0	
	Star Hill Elem	0	
	Stokes Elem	0	
	Weich 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 Lm 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*

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