

Ohio's Teacher Equity Plan

Equitable Distribution of Highly Qualified Teachers: Reflections on Year One

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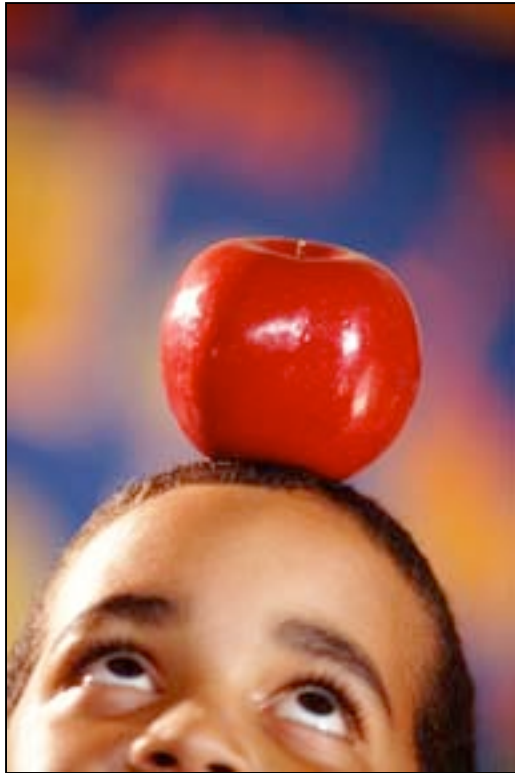
Center for the Teaching Profession

Ohio Department of Education

National Comprehensive Center for Teacher Quality



A High Quality Teacher



If there is one clear message that has emerged from educational research, it is this: Teachers make a difference in student learning. Teachers matter most, and high quality teachers matter even more (Ohio's Teacher Equity Plan).

Teacher Equity



- Federal law: Sections 1111(b)(8)(C) and 1112 (c)(1)(L) of the ESEA
- Developed with stakeholders
- USDOE Commendation
- Ohio leads the way through its newly established Office of Educator Equity

Ohio's Teacher Equity Plan

- Developed with stakeholders
- Comprehensive set of strategies
- Visit www.ode.state.oh.us , type ***teacher equity*** in search box to view the plan and the Office of Educator Equity Web page



Teacher Equity



Supportive Elements

- Data and Reporting Systems
- Teacher Preparation
- Out-of-Field Teaching
- Recruitment and Retention
- Professional Development
- Specialized Knowledge & Skills
- Working Conditions
- New Compensation Systems
- Policy Coherence

High
Challenge

High
Support

Aligned
Incentives

Teacher Equity

Office of Educator Equity Goals (Year One)

- Cross-agency collaboration
- Teacher Equity documentation system
- Detailed district visits and report
- Educator Standards alignment
- District Teacher Equity Project (DTEP)
- Roll out plan to stakeholders
- Teacher Equity Communications Plan
- Priority Teacher Equity Strategies

Teacher Equity

Office of Educator Equity Goals (Year Two)

- Cross-agency collaboration (CSI & OEE)
 - Teacher Distribution Data Analysis (TDDA)
- Citizens' Commission on Civil Rights (TEP)
- Detailed District Visits Report (DDVR)
- OEA and OFT Collaborative Projects
- District Teacher Equity Project (DTEP)
- Ohio Core (Districts' innovative use of funds)

Requirement 3 of the Highly Qualified Teacher Component

Core academic Highly Qualified Teacher assignments are equitably distributed in high-poverty schools and for minority students.

Requirement Description: Describe the process the school district personnel will use to assure, through incentives for voluntary transfers, professional development, recruitment programs, or other effective strategies, that low-income students and minorities are not taught at higher rates than other students by non-highly qualified or inexperienced teachers.

Recommended criteria: To ensure a more equitable distribution of highly qualified and experienced teachers for all students in every classroom, it is essential to collect accurate teacher distribution data. These data findings should determine how districts distribute highly qualified and experienced teachers equitably throughout the schools. The data should drive how districts approach resolving inequitable teacher distribution. Below are recommended strategy description criteria to document this continuous process of improving the distribution of highly qualified and experienced teachers.

Equitable Teacher Distribution

District Data Findings	Aligned Strategies	Ongoing Progress Measures
Teacher distribution data analysis of HQT status and experience level by core subject courses by school	Implement strategies that align with what the data reveal as teacher inequities	Continuously measure the progress of district strategies. Complete this process annually to ensure that <i>all</i> students are taught by highly qualified and effective teachers

◆ **Conduct** a data analysis (by core subject courses) to identify where, and to what extent, any teacher distribution inequities exist on a school-by-school basis.

- ❖ Identify (by core subject area and by school) where more than 10 percent of the core subject courses in schools are taught by teachers who are NOT highly qualified. (*Ohio has identified “high percentages” as schools where more than 10 percent of the core subject courses are taught by teachers who are NOT highly qualified.)

- ❖ Identify the percentage of minority students who are taught by inexperienced vs. experienced teachers in the core subject areas.

- ❖ Identify the percentage of minority students who are taught by highly qualified vs. NOT highly qualified teachers.

- ❖ Identify the percentage of inexperienced (less than three years) vs. experienced (more than three years) teachers in high-poverty schools vs. low-poverty schools.

- ❖ Identify the percentage of highly qualified vs. NOT highly qualified teachers in high-poverty schools vs. low-poverty schools.

◆ **Develop** aligned strategies that address specific findings from the data to resolve teacher inequities.

◆ **Annually measure** progress:

- ❖ Are the strategies working? What measures are used to ensure this?
- ❖ What evidence documents that these strategies have moved toward ensuring equitable teacher distribution?

◆ **Publicly report** district progress. Store these reports in the HQT Plan through the CCIP.

◆ **Replicate** this entire process annually to determine how to enhance the process.

Resources

✧ **Ohio's Teacher Equity Plan:** Please review this plan on the ODE Web site at www.ode.state.oh.us to glean existing strategies to develop the district plan.

✧ **The Education Trust,** www.edtrust.org, is a nonprofit organization whose mission is to make schools and colleges work for all of the young people they serve.

✧ **The National Comprehensive Center for Teacher Quality (NCCTQ)** was created to strengthen the quality of teaching - especially in high-poverty, low-performing, and hard-to-staff schools. The organization's Web site, www.ncctq.org, provides a wealth of publications and guidance about *No Child Left Behind* and other teacher quality issues.

Teacher Equity Report Data Document

Teacher Equity Items: The teacher equity report lists 5 items that must be addressed to ensure an equitable distribution of teachers. The five items are listed below as well as where the data document addresses them.

1. Identify (by core subject area and by school) where more than 10% of the core courses in schools are taught by teachers who are NOT highly qualified. *The Data Document addresses this* in the “Highly Qualified Teachers” section. Those core subject areas that are 10% or more NOT highly qualified are highlighted in red to assist in identification.

Item 1

Highly Qualified Teachers

Core Subject Area	HQT Course Count:	Course Count:	HQT Perce	Not HQT Percent:
Arts	10	10	100.0%	0.0%
Civics and Government	5	6	83.3%	16.7%
Economics	5	5	100.0%	0.0%
English	0	2	0.0%	100.0%
Foreign Language	4	4	100.0%	0.0%
History	19	26	73.1%	26.9%
Language Arts	52	60	86.7%	13.3%
Mathematics	54	62	87.1%	12.9%
Reading	11	16	68.8%	31.3%
Science	23	41	56.1%	43.9%

Poverty

Disadvantaged Enrollment:	247
Total Enrollment:	440
Poverty Percent:	56.1%

Minorities

Minority Enrollment:	417
Total Enrollment:	440
Minority Percent:	94.7%

Inexperienced Teachers By Subject Area

	Math	Science	English Language Arts	Social Studies	Foreign Language	Arts
Inexperienced Teacher FTE:	0.0	0.0	1.0	1.0	0.0	0.0
Total Teacher FTE:	16.0	7.0	17.0	9.0	1.0	1.0
Inexperienced Teacher Percent:	0.0%	0.0%	5.9%	11.1%	0.0%	0.0%

Teacher Equity Report Data Document

2. Identify the percentage of minority students who are taught by inexperienced vs. experienced teachers in the core subject areas. *The Data Document addresses this* in two sections: the “Minorities” and “Inexperienced Teachers by Core Subject Area” sections. These two sections do not allow for a direct link (like specified by the Item) but they do serve as proxy measures. A more in-depth analysis can be done at the district level.

Highly Qualified Teachers

Core Subject Area	HQT Course Count:	Course Count:	HQT Perce	Not HQT Percent:
Arts	10	10	100.0%	0.0%
Civics and Government	5	6	83.3%	16.7%
Economics	5	5	100.0%	0.0%
English	0	2	0.0%	100.0%
Foreign Language	4	4	100.0%	0.0%
History	19	26	73.1%	26.9%
Language Arts	52	60	86.7%	13.3%
Mathematics	54	62	87.1%	12.9%
Reading	11	16	68.8%	31.3%
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Inexperienced Teachers By Subject Area

	Math	Science	English Language Arts	Social Studies	Foreign Language	Arts
Inexperienced Teacher FTE:	0.0	0.0	1.0	1.0	0.0	0.0
Total Teacher FTE:	16.0	7.0	17.0	9.0	1.0	1.0
Inexperienced Teacher Percent:	0.0%	0.0%	5.9%	11.1%	0.0%	0.0%

Item 2

Teacher Equity Report Data Document

3. Identify the percentage of minority students who are in highly qualified vs. NOT highly qualified core courses. *Again, the Data Document addresses this in two sections: the “Minorities” and “Highly Qualified Teachers” sections. These two sections do not allow for a direct link (like specified by the Item) but they do serve as proxy measures. A more in-depth analysis can be done at the district level.*

Highly Qualified Teachers

Core Subject Area	Course Count:	HQT Course Count:	HQT Percent:	Not HQT Percent:
Arts	10	10	100.0%	0.0%
Civics and Government	5	6	83.3%	16.7%
Economics	5	5	100.0%	0.0%
English	0	2	0.0%	100.0%
Foreign Language	4	4	100.0%	0.0%
History	19	26	73.1%	26.9%
Language Arts	52	60	86.7%	13.3%
Mathematics	54	62	87.1%	12.9%
Reading	11	16	68.8%	31.3%
Science	23	41	56.1%	43.9%

Item 3

Poverty

Disadvantaged Enrollment:	247
Total Enrollment:	440
Poverty Percent:	56.1%

Minorities

Minority Enrollment:	417
Total Enrollment:	440
Minority Percent:	94.7%

Inexperienced Teachers By Subject Area

	Math	Science	Language Arts	English Language Arts	Social Studies	Foreign Language	Arts
Inexperienced Teacher FTE:	0.0	0.0	1.0	1.0	0.0	0.0	0.0
Total Teacher FTE:	16.0	7.0	17.0	9.0	1.0	1.0	1.0
Inexperienced Teacher Percent:	0.0%	0.0%	5.9%	11.1%	0.0%	0.0%	0.0%

Item 3

Teacher Equity Report Data Document

4. Identify the percentage of inexperienced vs. experienced teachers in core subject areas in high-poverty vs. low-poverty schools. *The Data Document addresses this in three sections: the “Poverty”, “Poverty Group” and “Inexperienced Teachers by Core Subject Area” sections. The poverty group section will identify the poverty group the school is in. “High” poverty schools are identified in red and “Low” poverty schools will be identified in green. Schools not in high or low poverty groups are shown as “None”. A blank poverty group would indicate that no enrollment or poverty data was available for that school. The “Poverty” section also gives the percents and highlights them in red and green depending on the poverty group.*

Highly Qualified Teachers					Poverty Group: High
Core Subject Area	HQT Course Count:	Course Count:	HQT Perce	Not HQT Percent:	
Arts	10	10	100.0%	0.0%	
Civics and Government	5	6	83.3%	16.7%	
Economics	5	5	100.0%	0.0%	
English	0	2	0.0%	100.0%	
Foreign Language	4	4	100.0%	0.0%	
History	19	26	73.1%	26.9%	
Language Arts	52	60	86.7%	13.3%	
Mathematics	54	62	87.1%	12.9%	
Reading	11	16	68.8%	31.3%	

Poverty		Minorities	
Disadvantaged Enrollment:	247	Minority Enrollment:	440
Total Enrollment:	440	Total Enrollment:	440
Poverty Percent:	56.1%	Minority Percent:	94.7%

Inexperienced Teachers By Subject Area							
	Math	Science	English Language Arts	Social Studies	Foreign Language	Arts	
Inexperienced Teacher FTE:	0.0	0.0	1.0	1.0	0.0	0.0	
Total Teacher FTE:	16.0	7.0	17.0	9.0	1.0	1.0	
Inexperienced Teacher Percent:	0.0%	0.0%	5.9%	11.1%	0.0%	0.0%	

Item 4

Item 4

Teacher Equity Report Data Document

5. Identify the percentage of highly qualified vs. NOT highly qualified teachers in core subject areas in high-poverty vs. low-poverty schools. *The Data Document addresses this* in three sections: the “Poverty”, “Poverty Group” and “Highly Qualified Teachers.”

Highly Qualified Teachers

Core Subject Area	Course Count:	HQT Course Count:	HQT Percent:	Not HQT Percent:
Arts	10	10	100.0%	0.0%
Civics and Government	5	6	83.3%	16.7%
Economics	5	5	100.0%	0.0%
English	0	2	0.0%	100.0%
Foreign Language	4	4	100.0%	0.0%
History	19	26	73.1%	26.9%
Language Arts	52	60	86.7%	13.3%
Mathematics	54	62	87.1%	12.9%
Reading	11	16	68.8%	31.3%
Science	23	41	56.1%	43.9%

Item 5

Poverty		Minorities	
Disadvantaged Enrollment:	247	Minority Enrollment:	418
Total Enrollment:	440	Total Enrollment:	440
Poverty Percent:	56.1%	Minority Percent:	94.7%

Item 5

Inexperienced Teachers By Subject Area

	Math	Science	English Language Arts	Social Studies	Foreign Language	Arts
Inexperienced Teacher FTE:	0.0	0.0	1.0	1.0	0.0	0.0
Total Teacher FTE:	16.0	7.0	17.0	9.0	1.0	1.0
Inexperienced Teacher Percent:	0.0%	0.0%	5.9%	11.1%	0.0%	0.0%

Data Element Definitions:

❖ *Highly Qualified Teachers* is actually the percent (and count) of core courses taught by a highly qualified teacher. This is how the ODE is required to and has always collected HQT data.

❖ *Poverty* is the percent (and count) of students who are economically disadvantaged according to the EMIS definition.

❖ *Poverty Group* is the indication of either a high- or low-poverty school. High- and low-poverty schools are based on the percentile definition the ODE uses for the Consolidated State Performance Report. Schools were statistically ranked based on their economic disadvantage reported in EMIS, and then divided into quartiles. Low quartile (25th and below) schools were considered low-poverty and high quartile schools (75th and above) were considered high-poverty. In 2006-07 this translated as any schools with 16.855% economic disadvantage or less were considered low-poverty schools; any schools with 52.39% or more economic disadvantage were considered high-poverty schools. Schools that fell in the 26th to 74th percentile were indicated with a “None” as the poverty group. If the poverty group is blank, that would mean that no enrollment data was available for that school to analyze.

Data Element Definitions:

❖ *Minorities* were defined as any student who was identified in EMIS as Asian or Pacific Islander; Black, non-Hispanic; Hispanic; American Indian or Alaskan Native; Multiracial; or Other. This percentage uses the iLRC enrollment data to calculate this. The enrollment definition in the iLRC is student enrollment, defined as average daily membership (ADM).

❖ *Inexperienced Teachers by Core Subject Area* Inexperience is defined as anyone that has 3 or less years experience reported in EMIS. Teacher is defined as anyone teaching a class as reported in EMIS (i.e. what is commonly called the teacher of record; or the teacher ID listed on the Course Master record). Several of the core subject areas have been merged.

❖ *English Language Arts* is the combination of English, language arts and reading core subject areas.

❖ *Social Studies* are the combination of civics and government, economics, history and geography core subject areas.

Teacher Equity

Office of Educator Equity Goals (Year Two)

- Cross-agency collaboration (CSI & OEE)
 - Teacher Distribution Data Analysis (TDDA)
- Citizens' Commission on Civil Rights (TEP)
- OEE & 21 Urban District TDDA Collaborative
- Detailed District Visits Report (DDVR)
- OEA and OFT Collaborative Projects
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- Ohio Core (Districts' innovative use of funds)

Contact information

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