

INSTRUCTIONS

Completing the 2013-2014 Highly Qualified Teacher Focused Data Analysis (Equity Analysis)

Purpose

The purpose of the Highly Qualified Teacher Focused Data Analysis (HQTFDA) is to work with stakeholders to gather, disaggregate, and analyze the LEA's highly qualified teacher data to determine possible causes for areas of concern and to identify key issues and strategies to be addressed in the LEA's Highly Qualified Teacher Continuous Improvement Plan (HQTICIP). The HQTFDA will require the LEA to analyze the LEA's highly qualified teacher data to identify any possible inequities between high- and low-poverty campuses and high- and low-minority campuses.

Applicability

An LEA that did not report a district aggregate of 100% core academic subject area classes (Part 3 on the Highly Qualified Compliance Report) taught by highly qualified teachers on its **2013-2014** Highly Qualified Teacher Compliance Report (due November 15, 2013) must complete the Highly Qualified Continuous Improvement Process which includes an HQTFDA and an HQTICIP.

Scope of Review

The HQTFDA contains one section, Equity Analysis. Section II: Elementary (EC-6) Teacher Technical Assistance Analysis and Section III: Secondary (7-12) Teacher Technical Assistance Analysis are completed in Part 9 of the PR1100 Highly Qualified Teacher Compliance Report.

Equity Analysis – The LEA must complete this section if it 1) has multiple attendance areas, 2) demonstrates a significant poverty gap between its low- and high-poverty schools or a significant minority gap between its low- and high-minority schools, and 3) did not report a district aggregate of 100% core academic subject area classes taught by highly qualified teachers on its **2013-2014** Highly Qualified Teacher Compliance Report. An Equity Distribution Report is available from your Regional Education Service Center's Title I Consultant. A table of the Regional Consultants is available at <http://www.tea.state.tx.us/index4.aspx?id=4637> under the link *Contact for ESC Programs*. An LEA may contact its ESC Highly Qualified Contact for additional information, training, and technical assistance.

ESC Training and Technical Assistance

LEAs may contact their ESC Title I/Highly Qualified Contact for training and technical assistance with the implementation of the Highly Qualified Continuous Improvement Process which includes the HQTFDA and HQTICIP.

A list of ESC contacts is available on the TEA NCLB Web site at <http://www.tea.state.tx.us/index4.aspx?id=4637> under the link *Contact for ESC Programs*.

Step 1: Assemble the Highly Qualified Teacher Focused Data Analysis Team

Highly Qualified Continuous Improvement Planning activities, including the HQTFDA, need to be completed with a collaborative team. Required team members for the HQTFDA are:

- Federal Programs Director (or whomever assumes those responsibilities);
- Human Resources Director (or whomever assumes those responsibilities); and
- Campus Administrator from **each campus** that did not report 100% of the core academic subject area classes taught by highly qualified teachers on its **2013-2014** Highly Qualified Teacher Compliance Report.

It is imperative that federal program staff, human resource staff, and campus administrators work together regarding highly qualified issues. These team members will work together to complete the HQTFDA and HQTCIP. For some activities, it may be appropriate for the group to meet together; for other activities, it may be more appropriate for individual campus administrators to work with the Federal Programs Director or Human Resources Director. For example, when completing the Equity Analysis (Part I of the HQTFDA), the whole team working together to look at trends may be most appropriate.

It is critical that the Highly Qualified Teacher Continuous Improvement Process is documented, not just the end product of the plan. Appropriate documentation for meetings, which includes agenda, sign-in sheets, AND meeting minutes/notes/summary, must be maintained.

Step 2: Download the Highly Qualified Teacher Focused Data Analysis Template

1. Go to the *Additional Resources* heading at <http://www.tea.state.tx.us/index4.aspx?id=4650> and open Highly Qualified Teacher Focused Data Analysis Template.
2. Save the template on your computer.
3. Open the template in Microsoft Word.
4. If you have trouble opening the file, contact the Division of Educator Initiative at espi@tea.state.tx.us.

Step 3: Analyze Data/Complete HQTFDA Template

Strategies for data analysis are important at both the LEA and the campus level. There are several strategies that can be used to improve the quality of data analysis and address potential areas of concern. Some possible strategies include the following:

- **Consider** additional data sources and questions to collect more information about the issue addressed by the data indicator;
- **Examine** relationships among data;
- **Gather** both quantitative and qualitative data and review longitudinal trends;
- **Identify** patterns related to data gathered through other monitoring activities; and
- **Integrate** information from the LEA and campus improvement planning process.

Part I – Equity Analysis (see page 5 for Equity Analysis Focused Data Analysis Probes)

Note: If the LEA did not receive specific notice, the LEA is not required to complete this section of the HQTFDA. It must select the box labeled, “The LEA did not receive a Highly Qualified Equity Distribution Report from the TEA and is not required to analyze equity gaps.”

An LEA's Equity Distribution Report will be available from your Regional Education Service Center's Title I Consultant. A table of the Regional Consultants is available at <http://www.tea.state.tx.us/index4.aspx?id=4637> under the link *Contact for ESC Programs*. The Equity Analysis notification contains a Poverty Equity Distribution Report and/or a Minority Equity Distribution Report, and a Report Explanation document to be used in completing this section. For additional information, training, and/or technical assistance, the LEA may contact its ESC Title I/Highly Qualified Contact.

Definition of Multiple-Attendance Area – For Equity Analysis, an LEA is considered to have multiple-attendance areas if the LEA has multiple elementary schools or secondary schools. Elementary schools are considered schools that

include grades PK-6. Secondary Schools are considered schools that include grades 7-12. As an example: an LEA with a 6th-8th grade campus and a 9th-12th grade campus would be considered to have a multiple-attendance area.

Poverty Equity Distribution Report – This report rank orders the LEA's campuses with like grade span campuses in descending order by poverty percentage. The percentage of classes taught by highly qualified teachers and the percentage of inexperienced teachers are listed for each campus. (Note: The percentage of highly qualified teachers is calculated as the percentage of core academic subject area classes taught by highly qualified teachers.)

Minority Equity Distribution Report – This report rank orders the LEA's campuses with like grade span campuses in descending order by minority percentage. The percentage of classes taught by highly qualified teachers and the percentage of inexperienced teachers are listed for each campus. (Note: The percentage of highly qualified teachers is calculated as the percentage of core academic subject area classes taught by highly qualified teachers.)

Within like grade spans, the LEA must review data to determine if there is a gap in the percentage of highly qualified and/or inexperienced teachers between campuses in the highest-poverty quartile to the lowest-poverty quartile and between campuses in the highest-minority quartile to the lowest-minority quartile. If a gap is identified, the LEA will probe further to determine the grade level and content areas that created the gaps. Additionally, the LEA needs to consider strategies and initiatives to address any identified gaps to include in the HQTICIP.

1. Gather the LEA's Poverty and/or Minority Equity Distribution Reports, Distribution Report Explanation document, 2013-2014 Highly Qualified Teacher Campus Reports, and local data sources which may include, but are not limited to master schedules, assignment schedules, current retention/recruitment plan, current student assessment data, and current year (2013-2014) highly qualified teacher data. (Note: During the course of the review, the team may determine that additional local data resources are necessary to complete the review.)
2. Review the Equity Distribution Report Explanation document.
3. Identify the high-poverty quartile and the low-poverty quartile on the TEA-generated reports.
4. Compare the highly qualified percentages for campuses in the high-poverty quartile to the highly qualified percentages for the campuses in the low-poverty quartile to determine if there is a gap.
5. Use the probes for "Poverty – Highly Qualified", which are located at the end of this document, to guide the team's data review and analysis.
6. Repeat steps 2 – 5 for:
 - Poverty Report – Inexperienced Teacher Percentages;
 - Minority Report – Highly Qualified Teacher Percentages; and
 - Minority Report – Inexperienced Teacher Percentages.
7. Complete the HQTIFA template for Section I.
 - **Identified Issues/Findings** - Describe issues and findings as determined by the HQTIFA team. In addition to the identification of issues related to systemic improvement, errors in data reporting found through the data analysis process must be reported, and a plan for correcting errors must be included in the HQTIFA. If findings are impacted by the local review of recent LEA data, such as 2013-2014 highly qualified teacher data, the new data must be included in the findings.
 - **Data Sources Reviewed** - List the data sources used in completing the HQTIFA. It is recommended that the data sources reviewed reflect both quantitative and qualitative data. If additional and/or more recent LEA data were examined during the data analysis process, indicate the source and timeframe for the data.

Step 4: Integrate the Information from the HQTFDA process into the HQTICIP

The LEA will incorporate strategies/activities into the HQTICIP to address the issues identified during the HQTFDA process. The HQTICIP template can be located under the *Additional Resources* heading at <http://www.tea.state.tx.us/index4.aspx?id=4650> .

Step 5: Required Maintenance of the Materials at the LEA

LEAs must complete the HQTFDA template and HQTICIP template by the **December 16, 2013, due date**. The LEA must hold these documents at the district level. Failure to complete the HQTFDA and HQTICIP may cause the LEA's Initial Compliance Review (ICR) score and subsequent compliance interventions to be elevated in the 2014 NCLB desk audit process.

Important Note: The LEA will be responsible for maintaining, at the local level, documentation that describes the data review process, who participated, how the data were reviewed, and whether the data analysis team determined that the data previously reported were valid. If inaccurate data are identified, the team must report how accurate data were collected for the team review, provide the new data, and detail the impact of the revised data on the LEA's highly qualified status. Additionally, the team must consider how data quality issues can be remedied in the future and **include the plans for correction in the CIP**.

LEAs are expected to amend the PR1100 Highly Qualified Teacher Report for any campus that is determined through this review process to have reported inaccurate data for the 2012-2013 school year. The amendment function is located on the eGrants page where all the individual campus reports are listed for the LEA. This function will only be available once the Highly Qualified Teacher Compliance Report has been submitted. In order to place the Highly Qualified Teacher Compliance Report in negotiating status, you will need to place a green checkmark in the box located next to the Amend button and then click on the Amend button. If you need assistance accessing the amendment function, you may contact the Texas Education Agency (TEA) staff by sending an email to espi@tea.state.tx.us.

Focused Data Analysis - Section I Equity Analysis Probes

The probes are intended to be only a starting point in formulating LEA discussions and are not all inclusive. LEAs are encouraged to consider other factors as appropriate to the review process. The LEA is not required to address probes that are not applicable to the LEA. Due to the availability timeline, data provided in the Poverty Distribution Equity Report and Minority Distribution Equity Report is based on school year 2012-2013. The LEA should consider whether more recent data, such as 2013-2014 teacher data, available to the LEA indicate changes in LEA status over time.

Poverty Report – Highly Qualified Teachers

- *Is there a gap in the percentage of highly qualified teachers between campuses in the highest poverty quartile versus campuses in the lowest poverty quartile? If so, determine the following:*
 - *How many teachers are attributing to the gap?*
 - *What grade levels are affected?*
 - *Which subject areas are affected?*
 - *Does the gap involve general education teachers, special education teachers, or both?*
- *For campuses in the high-poverty quartile with low highly qualified teacher percentages, are highly qualified teacher needs the same or different?*
- *Are any of the campuses in the high-poverty quartile in School Improvement?*
 - *If so, is the highly qualified percentage high or low on these campuses?*
- *In either the high-poverty or low-poverty quartile, is student performance lower on campuses with a lower percentage of highly qualified teachers?*
 - *If so, is the lower student performance in the same subject and grade level as the non-highly qualified teacher situation?*
- *Are the trends identified through this process what the team expected? Was something new identified?*
- *Do current recruitment/retention strategies sufficiently address the needs identified in this process?*
- *Are there new initiatives or staffing practices that the LEA will consider in addressing the highly qualified teacher needs identified through this process?*
- *Consider current year 2013-2014 data available to the LEA at the local level.*

Poverty Report – Inexperienced Teachers

- *Is there a gap in the percentage of inexperienced teachers between campuses in the highest poverty quartile versus campuses in the lowest poverty quartile? If so, determine the following:*
 - *How many teachers are attributing to the gap?*
 - *What grade levels are affected?*
 - *Which subject areas are affected?*
 - *Does the gap involve general education teachers, special education teachers, or both?*

- *For campuses in the high-poverty quartile with high inexperienced teacher percentages, are needs for experienced teachers the same or different?*
- *Are any of the campuses in the high-poverty quartile in School Improvement?*
 - *If so, is the inexperienced percentage high or low on these campuses?*
- *In either the high-poverty or low-poverty quartile, is student performance lower on campuses with a higher percentage of inexperienced teachers?*
 - *If so, is the lower student performance in the same subject and grade level as the inexperienced teacher situation?*
- *Are the trends identified through this process what the team expected? Was something new identified?*
- *Do current recruitment/retention strategies sufficiently address the needs identified in this process?*
- *Are there new initiatives or staffing practices that the LEA will consider in addressing the experienced teacher needs identified through this process?*
- *Consider current year 2013-2014 data available to the LEA at the local level.*

Minority Report – Highly Qualified Teachers

- *Is there a gap in the percentage of highly qualified teachers between campuses in the highest minority quartile versus campuses in the lowest minority quartile? If so, determine the following:*
 - *How many teachers are attributing to the gap?*
 - *What grade levels are affected?*
 - *Which subject areas are affected?*
 - *Does the gap involve general education teachers, special education teachers, or both?*
- *For campuses in the high-minority quartile with low highly qualified teacher percentages, are highly qualified teacher needs the same or different?*
- *Are any of the campuses in the high-minority quartile in School Improvement?*
 - *If so, is the highly qualified percentage high or low on these campuses?*
- *In either the high-minority or low-minority quartile, is student performance lower on campuses with a lower percentage of highly qualified teachers?*
 - *If so, is the lower student performance in the same subject and grade level as the non-highly qualified teacher situation?*
- *Are the trends identified through this process what the team expected? Was something new identified?*
- *Do current recruitment/retention strategies sufficiently address the needs identified in this process?*
- *Are there new initiatives or staffing practices that the LEA will consider in addressing the highly qualified teacher needs identified through this process?*
- *Consider current year 2013-2014 data available to the LEA at the local level.*

Minority Report – Inexperienced Teachers

- *Is there a gap in the percentage of inexperienced teachers between campuses in the highest minority quartile versus campuses in the lowest minority quartile? If so, determine the following:*
 - *How many teachers are attributing to the gap?*
 - *What grade levels are affected?*
 - *Which subject areas are affected?*
 - *Does the gap involve general education teachers, special education teachers, or both?*
- *For campuses in the high-minority quartile with high inexperienced teacher percentages, are needs for experienced teachers the same or different?*
- *Are any of the campuses in the high-minority quartile in School Improvement?*
 - *If so, is the inexperienced percentage high or low on these campuses?*
- *In either the high-minority or low-minority quartile, is student performance lower on campuses with a higher percentage of inexperienced teachers?*
 - *If so, is the lower student performance in the same subject and grade level as the inexperienced teacher situation?*
- *Are the trends identified through this process what the team expected? Was something new identified?*
- *Do current recruitment/retention strategies sufficiently address the needs identified in this process?*
- *Are there new initiatives or staffing practices that the LEA will consider in addressing the experienced teacher needs identified through this process?*
- *Consider current year 2013-2014 data available to the LEA at the local level.*

Documentation related to the consideration of the probes is not submitted to the Agency unless requested at a later time as part of a verification process. Therefore, documentation related to the probes should be maintained at the local level, and the results of the focused data analysis will be recorded on the HQTFDA template and addressed in the HQTICIP.