



NEBRASKA REVISED STATE PLAN: NCLB Qualified Teachers
February 13, 2008

Requirement 1: The revised plan must provide a detailed analysis of the core academic subject classes in the State that are currently not being taught by highly qualified teachers. The analysis must, in particular, address schools that are not making adequate yearly progress and whether or not these schools have more acute needs than do other schools in attracting highly qualified teachers. The analysis must also identify the districts and schools around the State where significant numbers of teachers do not meet HQT standards, and examine whether or not there are particular hard-to-staff courses frequently taught by non-highly qualified teachers.

1) Does the revised plan include an analysis of classes taught by teachers who are not highly qualified? Is the analysis based on accurate classroom level data?

The kind of information described in the following table can be found on the NDE website at www.nde.ne.state.us under the State of the Schools Report (SOSR) section. The information about non-HQ teachers has been added to comply with NCLB requirements and will be included in future SOSRs.

Table 1
NCLB 2006-07 Qualified Teachers

Table with 6 columns: *NCLB Content Areas, Number of Courses, Number taught by non-HQ teachers, Percent taught by non-HQ teachers, Number of courses taught by HQ teachers, Percent taught by HQ teachers. Rows include Elementary, English Language Arts, Foreign Languages, Mathematics, Sciences, Civics and Government, Economics, History and Geography, Visual and Performing Arts, and a Total row.

*These data include special education teachers but do not include 390 classes that were reported as self-contained classroom for which no content data were available.

Table 2
NCLB Qualified Teachers
2005-06 and 2006-07*

NCLB Content Areas	Number of Courses 05-06	Number of Courses 06-07	Number taught by non-HQ teachers 05-06	Number taught by non-HQ Teachers 06-07	Percent taught by non-HQ teachers 05-06	Percent taught by non-HQ teachers 06-07	Number of courses taught by HQ teachers 05-06	Number of Courses Taught by HQ teachers 06-07	Percent taught by HQ teachers 05-06	Percent taught by HQ teachers 06-07
ELEMENTARY	10293	7618	209	27	2.03%	.35%	10084	7591	97.97%	99.65%
ENGLISH LANGUAGE ARTS	12089	15395	834	558	6.90%	3.62%	11255	14837	93.10%	96.38%
FOREIGN LANGUAGES	3742	3879	126	63	3.37%	1.62%	3616	3816	96.63%	98.38%
MATHEMATICS	8719	10001	606	389	6.95%	3.88%	8113	9612	93.05%	96.11%
SCIENCES	7546	7628	198	198	2.62%	2.59%	7348	7430	97.38%	97.40%
CIVICS AND GOVERNMENT	1428	1246	22	16	1.54%	1.28%	1406	1230	98.46%	98.72%
ECONOMICS	330	308	18	18	5.45%	5.84%	312	290	94.55%	94.16%
HISTORY AND GEOGRAPHY	5554	5685	378	227	6.81%	3.99%	5176	5458	93.19%	96.01%
VISUAL AND PERFORMING ARTS	7223	14150	189	106	2.62%	.74%	7034	14044	97.38%	99.25%
TOTAL	56924	65910	2580	1602	4.53%	2.43%	54344	64308	95.47%	97.57%

* The 06-07 data includes Special Education courses but does not include 390 classes taught in self-contained classrooms for which no content information is available.

The data on the website identifies the percentage of NCLB core academic area courses that are taught by Highly Qualified Teachers. Data for the 07-08 year will include data about courses taught by non-HQ teachers at the building, district and state levels.

The data system consists of a Fall Personnel Report that identifies all licensed employees of each school district. All personnel who are identified as teachers are reported in the Curriculum Report system on February 15th in which all teaching assignments are identified by course name and number. The Nebraska Department of Education's *Personnel/Curriculum System* matches the curriculum report data with the teacher certification system to determine the percentage of courses that each teacher is teaching for which s/he is qualified.

Information about the qualifications of all teachers has been provided to all school districts for all *general education* teachers for many years. Reports are created which identify the courses in a district/building that are being taught by teachers who are **not** endorsed to teach that subject. These reports are identified as the "non-endorsed reports" and are provided to the school districts at the end of the school year so that assignment changes can be made when possible and to assist in the hiring decisions when there is an opportunity to correct the assignments. Continuing accreditation for the school district is dependent upon the district meeting the percentages required in NDE's Rule 10, Accreditation of Schools. *This system and the programming that supports it have undergone major revisions to enable collection and analysis of HQ data, including Special Education teachers and courses taught on-line. Additional modifications were required to incorporate these groups and the data and analyses were made available in an improved system for 06-07.*

Similar reports are mailed to all districts that address the NCLB courses that are being taught by non-HQ teachers. These NCLB reports, *one for general education and one for special education*, are provided to the school districts in October so they can determine who needs to complete the HOUSSE or participate in appropriate professional development that would assist in meeting the HOUSSE requirements. This information is used by the district to correct assignments where possible and to develop the professional development plan for each teacher who is not Highly Qualified in all NCLB subjects which s/he teaches.

The 2006-07 State of the Schools report was completed in the same manner as the 2005-06 report card. The data include HOUSSE qualified regular and special education teachers and academic courses taught by special education teachers.

Data provided in *Tables 1 and 2*, 2006-07 NCLB Qualified Teachers, identify the subject areas and the percentages of courses taught by teachers who are HQ and those who are not HQ. This information is provided through the Curriculum Report system and linked to the Teacher Certification system, and is very accurate since these data impact on the accreditation of the schools.

In the smallest K-12 schools (classified as Class II schools and defined as districts having a population of one thousand inhabitants or less that maintains both elementary and high school grades under the direction of a single school board), it is often difficult to find a social studies teacher who is qualified to teach history, geography, economics, civics and government. Most of them are prepared to teach history, but are not endorsed in the field endorsement of Social Studies. *There are currently 20 school districts in this classification.*

(See Table 9 on page 26 for the data on Class II schools as compared to the remainder of the kinds of school districts.)

2) Does the analysis focus on the staffing needs of schools that are not making AYP? Do these schools have high percentages of classes taught by teachers who are not highly qualified?

Nebraska is a very rural state, with a large number of school districts and buildings. There were 254 school districts in 06-07 as compared to the 467 school districts in Nebraska during the 04-05 school year. This significant change is the result of legislative action that caused all “elementary only”(Class I) school districts and their staff to be assimilated into K-12 districts. As a result, some districts that are now utilizing teachers from the former Class I districts are finding their percentage of classes taught by HQ teachers different from previous years.

An analysis of the data for LEAs that are not at 100% HQ and have not made AYP for two consecutive years is provided in the following table.

**Table 3
AYP Districts**

Agency ID	Population	Ave % HQT 06-07	Minority %	Poverty %	Teachers w/> 3 years Exp. %	Avg. Years Total Teaching Exp.
26-0001	454	87.22	8.59	20.7	8.59	14.69
27-0001	4602	98.73	17.95	40.16	86.75	16
27-0594	599	96.27	9.52	36.73	95.92	20.22
28-0066	6124	98.43	15.86	20.48	78.79	12.68
40-0002	8367	95.77	41.89	56.75	82.59	15.42
55-0001	32934	98.8	21.21	33.06	87.7	15.92
59-0001	569	96.55	59.58	52.55	94.23	15.82
71-0001	3468	98.23	26.93	38.7	86.32	16.66
77-0027	8854	99.93	13.97	16.47	82.61	13.69
79-0016	2144	95.25	30.04	42.58	93.06	18.62
79-0032	2777	98.04	40.26	43.64	87.68	17.35

Based on review of the data, including poverty, diversity, geographic location, and size, it does not appear that there is any significant difference in the staffing needs of the AYP schools as compared to the rest of Nebraska’s schools.

3) Does the analysis identify particular groups of teachers to which the State’s plan must pay particular attention, such as special education teachers, mathematics or science teachers, or multi-subject teachers in rural schools?

Nebraska’s State of the Schools Report (SOSR) reports annually on the number of courses that are taught by Highly Qualified teachers. Data for the 2006-07 year indicates that the largest percentages of courses being taught by non-HQ teachers are special education teachers at the elementary level who do not meet the content preparation requirements and secondary teachers who are teaching courses for which they are not appropriately endorsed. For example, the secondary teachers may be located in smaller school districts where a social science teacher is expected to teach all of the social studies courses and may not possess a broad field social science endorsement. Data for all districts and buildings are found on the website at <http://reportcard.education.ne.gov/Main/Home.aspx> and are available for review.

The Nebraska Department of Education contracts for a teacher shortage survey each year to determine which content areas are in greatest demand. The 06-07 survey identified special education, mathematics, science, and English as the areas with the greatest needs. Special education teachers have historically been the largest area of shortage. That survey also shows consistently that schools with less than 500 students report the greatest number of unfilled vacancies.

The Nebraska Department of Education provides a website for applicants and schools to post their vacancies and candidate availability. This website, www.nebraskaeducationjobs.com/ is used heavily by smaller school districts that do not have the personnel to recruit teachers. Last year, more than 1,000 positions were posted and more than 50% of the positions were filled through assistance from the website.

4) Does the analysis identify districts and schools around the State where significant numbers of teachers do not meet HQT standards?

There are 1,062 buildings in Nebraska school districts. Of these buildings, 787 (74.11%) are currently meeting the HQT objective with 100% of their core academic content teachers highly qualified. This includes those teachers who have successfully completed HOUSSE during the 06-07 school year.

As stated earlier, the smaller school districts (and usually the most rural) have the greatest difficulties finding teachers who are qualified to teach multiple subjects. This accounts for the disparity in percentages of HQT teachers in the 20 smallest school districts. The chart below compares their percentages with the state as a whole.

**Table 4
NCLB Qualified Teachers
2006-07***

NCLB Content Areas	% taught by HQ teachers in 20 smallest districts (Class II)	<i>% taught by HQ teachers in REAP districts</i>	% taught by HQ teachers statewide
Elementary	100%	99.57%	99.65%
English language arts	93.58%	96.08%	96.38%
Foreign languages	76.92%	100%	98.38%
Mathematics	95.84%	96.28%	96.11%
Sciences	92.62%	97.24%	97.40%
Civics and Govt.	100%	98.81%	98.72%
Economics	100%	95.2%	94.16%
History and Geog.	93.67%	96.24%	96.01%
Visual and perf. arts	100%	97.98%	99.25%
Total	95.93%	97.00%	97.29%

**The cells that are bolded indicate lower percentages than the statewide percentage.*

The REAP data included in the chart above demonstrate that there are some, but not significant differences between the statewide data and the smallest school districts or the REAP districts. The problem areas for the smallest districts are in the areas of foreign language, science, English/language arts, and History/Geography. The problem areas for REAP districts are

economics, English/language arts, History/Geography, and mathematics. These districts hire fewer teachers and expect them to teach a larger variety of classes. The HOUSSE is very important to them.

To identify districts and schools where significant numbers of teachers do not meet HQT standards, Nebraska has defined “significant” as more than 10%. (Percentages of HQ teachers within a district can change with different assignments for one teacher, with addition or subtraction of a course or two, or with a change in personnel.) Analysis of the LEA data indicates that this includes 17 districts. These districts will be a major focus for technical assistance by NDE, teacher education institutions, our regional service centers (Education Service Units), and SAHE project coordinators. Table 4 provides information about the 17 districts and their data for the 06-07 school year.

Table 5 provides comprehensive data for 06-07 concerning HQ teachers in the 17 districts whose percentage of courses taught by Highly Qualified teachers was less than 90 percent. As a point of comparison, in the 04-05 school year, there were 34 districts with less than 90% percent of the courses taught by HQ teachers. The data includes not only HQ status but the equity of distribution of experienced teachers. The 06-07 data for these districts will be carefully analyzed to determine progress and needed technical assistance.

All districts and buildings receive on-site monitoring by NDE staff prepared to provide technical assistance on all segments of the LEA’s Consolidated Plan. The staff members involved in this process meet on a regular schedule.

**Table 5
K-12 Districts with less than 90% HQ Teachers in 06-07**

	Population	ELEMENTARY	ENGLISH LANGUAGE ARTS	FOREIGN LANGUAGES	MATHEMATICS	SCIENCES	CIVICS AND GOVERNMENT	ECONOMICS	HISTORY AND GEOGRAPHY	VISUAL AND PERFORMING ARTS	Minority %_	FRL %	Avg Yrs. Total Exp	Ave. % HQT	% of Teachers w/> 3 yrs. Experience
05-0071-000	132	100	58.82		66.67	100	100		100	100	0.00	53.79	15	86.21	95.24
12-0032-000	157	100	62.5	100	90	83.33	100		60	100	3.82	45.86	11.87	84.44	68.75
14-0101-000	134	100	100	0	100	100	100	100	100	47.06	0.00	44.78	16.74	73.68	94.74
15-0010-000	546	100	71.43	100	93.75	75	100	0	69.2	100	14.65	27.84	20.94	86.90	97.96
15-0536-000	229	100	100	100	100	100	100		100	52.94	6.70	53.13	15.27	89.74	92.59
17-0003-000	257	100	86.67	66.67	86.67	68.75	100		100	93.75	2.72	25.29	16.82	85.37	89.29
26-0001-000	454	100	62.07	100	76.19	93.33	100		100	100	8.59	20.37	14.69	87.22	92.5
26-0024-000	165	100	57.14	100	100	100	100		100	87.5	7.27	40.61	23.74	85.96	90
26-0070-000	218	100	100	100	25	100	100		100	100	10.09	48.62	22	89.83	85.71
34-0001-000	474	83.33	87.88	100	83.33	75	100	100	72.7	100	10.13	46.2	18.18	86.39	86.67
49-0501-000	195	100	91.3	100	95.24	81.82	100		71.2	76.47	9.23	33.85	16.65	87.91	82.61
50-0001-000	265	83.33	85.71	0	81.82	100	100		100	100	2.64	33.96	15.59	87.93	75
56-0007-000	266	100	88.89	33.33	80.77	92.31	100		71.4	100	2.63	30.08	13.89	88.18	81.48
71-0005-000	777	100	77.46	100	65.22	100	100	100	100	100	24.45	36.81	20.38	87.76	91.18
79-0002-000	220	100	78.26		77.78	87.5	100		100	100	39.55	68.18	16.05	88.51	71.43

86-0001-000	109	100	63.64	0	69.23	14.29	100		66.7	100	3.67	44.95	11.53	69.49	70.59
87-0013-000	289	100	96		82.35	22.22	100		100	88	98.96	79.24	13.35	85.71	90.63
Total	4427														
Average	284	98.04	80.46	71.43	80.82	81.97	100	75	88.91	90.92	14.42	43.17	16.63	85.37	85.67

These 17 districts vary in size from a K-12 student population of 109 to 777. The average percentage of HQ teachers is lower than any other grouping of districts, but the average percentage of experienced teachers is high. These 17 districts have a total enrollment of 4,489 students, which represents 1.7% of the state’s K-12 public school enrollment of 287,135. This list will also be used to address Requirement 3, Question #1.

5) Does the analysis identify particular courses that are often taught by non-highly qualified teachers?

The courses that are most frequently taught by non-highly qualified teachers are economics (94.16%), history and geography (96.01%), mathematics (96.11) and English/language arts (96.38%). Professional development, additional college courses or the HOUSSE are the only options for teachers in these circumstances.

The Nebraska Legislature provided funds to strengthen the state’s distance learning network so that school districts would be able to access courses being taught elsewhere in the state. This system allows existing HQ teachers to reach students in buildings where there is a lack of HQ teachers on staff. The only other option currently available to schools is to utilize on-line courses that are taught by a HQ teacher.

Nebraska is working on two specific strategies to assist schools in increasing their percentage of HQ teachers. The first strategy is the Transitional Teaching certificate program which was developed through a federal Transition to Teaching grant (which is Nebraska’s alternative certification route). There are 75 teachers who are participants in the Transition to Teaching program and are employed in Nebraska schools.

Another strategy is the Attracting Excellence to Teaching program which was approved by the Nebraska Legislature in 2001 but was not funded due to the budget crises that were being faced in most states. Funding for this program was reinstated for the 2006-07 school year and funded 100 scholarships in the first year. The number of scholarships is scheduled to increase to 200 in year two, 300 in year three, and 400 in years four and after.

Requirement 2: The revised plan must provide information on HQT in each LEA and the steps the SEA will take to ensure that each LEA has plans in place to assist teachers who are not highly qualified to attain HQT status as quickly as possible.

1) Does the plan identify LEAs that have not met annual measurable objectives for HQT?

There were 254 LEAs in the State of Nebraska in 2006-07. Of those districts, 91 are 100% HQT and 163 are not.

The State Plan has identified the goal of 100% of all applicable teachers meeting NCLB requirements. The Annual Measurable Objective for each school and district, that has not already attained 100% status, is to make progress to improve the percentage of teachers who are HQ.

The 2006-07 analysis shows that 163 districts (36%) of 254 districts did not reach the goal of 100% applicable teachers being Highly Qualified. There were 91 districts (35%) that have reached the goal of 100% Highly Qualified. The table below identifies the 163 districts and specific data about each district.

Table 6
Districts less than 100% HQT

AgencyID	District Population	Teacher>3 years Exp %	Minority PCT	FREE/REDLUNCH %	Avg Total Exp	Ave HQT COURSES	CLASS
01-0018-000	3169	89.70	19.56	45.5	16.49	99.88	III
01-0090-000	854	95.71	3.86	17.8	17.82	99.15	III
01-0123-000	253	96.67	5.14	44.27	16.75	92.68	III
02-2001-000	506	85.71	3.36	44.27	18.61	93.28	III
03-0500-000	79	100.00	2.53	0	18.25	97.67	II
05-0071-000	132	95.24	0.00	53.79	15	86.21	III
06-0017-000	178	75.00	2.25	45.51	15.62	96.97	III
07-0006-000	1722	95.49	28.05	38.68	18.63	95.50	III
07-0010-000	339	91.43	10.32	43.66	14.43	93.55	III
10-0007-000	4996	94.20	13.35	33.89	18.4	99.06	III
10-0019-000	329	75.00	16.41	34.04	10.94	96.94	III
10-0119-000	272	76.00	2.21	19.12	13.56	97.00	II
11-0001-000	619	90.20	4.68	30.05	19.94	96.08	III
12-0032-000	157	68.75	3.82	45.86	11.87	84.44	II
12-0056-000	687	84.13	8.01	49.2	16.91	99.55	III
13-0001-000	1774	87.50	7.55	38.39	12.91	99.25	III
13-0032-000	520	90.48	3.27	11.24	14.29	96.65	III
13-0056-000	621	67.35	4.19	25.28	12.69	94.96	III
14-0101-000	134	94.74	0.00	44.78	16.74	73.68	III
15-0010-000	546	97.96	14.65	27.84	20.94	86.90	III
15-0536-000	224	92.59	6.70	53.13	15.27	89.74	III
16-0006-000	730	92.11	12.74	34.79	15.55	99.05	III
16-0030-000	147	85.71	8.84	59.18	13.05	98.39	II
17-0001-000	1244	77.89	13.50	36.09	14.5	98.58	III
17-0003-000	257	89.29	2.72	25.29	16.82	85.37	III
17-0009-000	198	87.50	4.04	44.95	17.92	97.33	III
18-0002-000	409	82.05	4.65	24.45	19.18	99.32	III
18-0011-000	269	81.48	31.23	56.88	16.19	94.19	III
18-0070-000	205	88.46	4.39	27.32	23.29	96.77	III
19-0039-000	181	77.27	3.31	20.44	16.4	97.56	III

19-0123-000	1503	85.48	65.14	59.48	16.11	97.45	III
20-0001-000	721	80.30	32.59	52.29	18.31	92.68	III
20-0030-000	498	97.37	4.82	32.53	19.79	95.89	III
21-0015-000	251	86.21	4.38	43.43	16.52	98.77	III
21-0084-000	176	85.00	10.23	39.2	17.21	97.10	III
21-0180-000	225	92.59	1.78	35.11	17.31	98.78	III
22-0011-000	3641	89.09	63.58	43.23	14.36	95.99	III
23-0071-000	270	88.46	3.33	56.3	15.81	97.33	III
24-0001-000	2829	84.69	78.83	68.08	14.21	96.55	III
24-0004-000	318	92.31	12.58	48.43	15.73	97.30	III
24-0011-000	1036	91.95	21.43	40.64	18.22	98.25	III
24-0101-000	182	85.00	8.24	66.48	18.05	98.97	III
25-0095-000	116	90.00	10.34	55.17	19.3	97.30	III
26-0001-000	454	92.50	8.59	20.7	14.69	87.22	III
26-0024-000	165	90.00	7.27	40.61	23.74	85.96	III
26-0070-000	218	85.71	10.09	48.62	22	89.83	III
26-0561-000	358	81.82	10.61	34.92	17.75	94.90	III
27-0001-000	4602	86.75	17.95	40.16	16	98.73	III
27-0594-000	599	95.92	9.52	36.73	20.22	96.27	III
28-0001-000	47044	74.75	57.28	60.12	11.01	96.98	V
28-0010-000	4281	81.29	5.61	7.83	13.27	97.49	III
28-0015-000	666	88.14	7.96	37.99	15.16	98.70	III
28-0017-000	21542	83.69	11.09	9.66	15.08	99.87	III
28-0054-000	3271	78.40	25.16	34.95	14.92	98.69	III
28-0059-000	838	81.67	6.68	7.64	13.75	99.35	III
28-0066-000	6124	78.79	15.86	20.48	12.68	98.43	III
30-0001-000	264	84.38	0.00	23.86	17.34	98.88	III
30-0025-000	596	93.48	7.89	32.89	16.58	97.85	III
30-0054-000	129	95.00	7.75	18.6	24.85	94.67	III
31-0506-000	322	82.35	1.24	45.03	17.12	98.33	III
32-0046-000	169	80.00	7.69	49.11	15.53	97.06	III
32-0095-000	213	84.00	1.88	37.09	18.88	98.06	III
32-0125-000	246	76.00	2.85	28.86	10.25	95.59	III
33-0018-000	343	93.33	7.58	43.44	19.53	97.67	III
33-0021-000	332	77.78	3.92	37.95	14.63	95.83	III
33-0540-000	521	97.92	6.14	54.89	19.73	98.48	III
34-0001-000	474	86.67	10.13	46.2	18.18	86.39	III
34-0015-000	2211	92.11	5.25	32.52	18.25	99.20	III
34-0034-000	325	78.13	0.62	11.08	14.77	98.31	III
35-0001-000	275	86.21	5.09	60	14.83	98.86	III
37-0030-000	261	91.30	7.66	40.61	19.91	98.90	III
38-0011-000	150	75.00	2.00	41.33	14.57	98.39	III
39-0501-000	188	88.89	5.32	54.79	17.56	93.75	III
40-0002-000	8367	82.59	41.89	56.76	15.42	95.77	III
40-0083-000	573	81.63	20.24	34.38	13.94	98.41	III

41-0002-000	194	94.74	0.52	20.1	15.53	95.08	II
41-0504-000	1246	95.79	3.37	27.05	18.97	96.14	III
44-2001-000	302	88.57	5.63	53.31	20.47	98.86	III
45-0007-000	794	87.65	8.56	42.57	17.85	96.63	III
45-0044-000	174	95.24	2.87	60.92	17.48	95.16	III
45-0239-000	336	88.10	3.27	43.15	16.28	96.90	III
46-0001-000	186	80.95	2.69	44.09	12.76	96.43	III
47-0100-000	549	88.10	4.92	35.15	16.33	98.39	III
48-0008-000	907	86.96	3.97	38.26	16.8	90.15	III
48-0300-000	393	88.89	5.34	32.06	20.41	90.51	III
49-0033-000	223	90.91	1.35	25.56	19	97.37	III
49-0501-000	195	82.61	9.23	33.85	16.65	87.91	III
50-0001-000	265	75.00	2.64	33.96	15.59	87.93	III
51-0001-000	1049	95.06	9.44	33.27	21.17	99.18	III
54-0013-000	391	91.89	5.63	35.29	19.68	99.22	III
54-0096-000	396	96.67	3.03	30.81	17.93	98.43	III
54-0501-000	147	85.71	51.02	74.83	17.38	91.30	III
54-0505-000	162	90.00	100.00	82.1	13.53	97.53	II
54-0586-000	248	88.00	10.48	43.55	17.84	98.90	III
55-0001-000	32934	87.70	21.21	33.06	15.92	98.80	IV
55-0145-000	1671	89.60	2.69	17.89	15.7	96.93	III
56-0001-000	4202	88.10	14.28	33.98	17.77	97.78	III
56-0006-000	202	85.00	4.46	33.17	14.9	93.10	II
56-0007-000	266	81.48	2.63	30.08	13.89	88.18	III
56-0565-000	186	91.30	17.20	26.88	17.77	94.37	II
58-0025-000	112	82.35	2.68	63.39	19.29	98.00	II
59-0001-000	569	94.23	59.58	52.55	15.82	96.55	III
59-0002-000	3941	92.68	27.05	41.66	17.57	97.64	III
59-0013-000	252	96.15	18.65	50	20.15	96.00	III
59-0080-000	289	90.32	10.03	35.64	13.53	93.50	III
61-0004-000	791	86.89	5.56	38.81	17.8	99.17	III
62-0063-000	566	95.74	25.09	47.53	17.3	99.39	III
63-0030-000	506	82.22	4.94	26.88	16.15	94.31	III
64-0023-000	242	85.71	4.55	31.82	15.65	94.02	III
64-0029-000	859	85.71	7.92	29.57	19.49	97.71	III
65-2005-000	1126	93.94	3.46	37.57	20.82	99.02	III
66-0027-000	781	89.66	2.30	20.1	16.45	99.00	III
66-0111-000	1362	87.76	14.17	36.12	17.15	96.37	III
67-0001-000	271	83.87	4.06	43.54	16.5	97.81	III
67-0069-000	186	90.91	3.23	58.06	15.59	95.29	III
68-0020-000	393	95.35	6.11	35.88	18.16	99.25	III
69-0044-000	1153	94.39	6.16	29.31	19.39	96.26	III
70-0002-000	706	93.65	2.55	20.4	17.54	99.49	III
70-0005-000	418	97.37	2.87	42.82	19.39	92.00	III
70-0542-000	261	96.00	1.92	28.35	20.88	91.86	III

71-0001-000	3468	86.32	26.93	38.7	16.66	98.23	III
71-0005-000	777	91.18	24.45	36.81	20.38	87.76	III
71-0067-000	237	83.33	3.38	33.33	13.85	98.92	III
72-0015-000	394	90.00	1.78	32.23	18.59	97.85	III
72-0075-000	306	97.06	2.61	42.48	21.41	97.69	III
73-0017-000	1510	89.62	6.09	40.99	17.87	96.63	III
73-0179-000	400	95.65	4.25	50.5	16.2	95.80	III
74-0056-000	893	93.06	8.51	42.67	19.18	99.61	III
74-0070-000	406	94.87	1.72	48.77	20.18	94.12	III
74-0501-000	134	61.90	2.99	49.25	15.43	95.45	III
76-0082-000	521	97.44	5.95	22.46	19.79	98.65	III
77-0001-000	9261	79.41	22.00	23.23	12.16	97.78	III
77-0027-000	8854	82.61	13.97	16.47	13.69	99.93	III
77-0046-000	1104	82.93	3.99	12.95	16.98	98.84	III
78-0039-000	929	84.06	7.43	34.23	14.76	99.50	III
78-0072-000	229	81.48	2.62	15.28	14.85	98.32	III
78-0107-000	257	90.91	3.89	37.35	16.77	91.95	III
79-0002-000	220	71.43	39.55	68.18	16.05	88.51	III
79-0016-000	2144	93.06	30.04	42.58	18.62	95.25	III
79-0031-000	617	83.33	25.45	51.54	16.71	98.17	III
79-0032-000	2777	87.68	40.26	43.64	17.35	98.04	III
80-0567-000	521	78.57	2.50	26.49	18.15	95.00	III
81-0003-000	217	63.33	22.58	58.06	11.93	96.34	III
81-0010-000	836	81.18	28.35	47.73	13.9	95.22	III
83-0500-000	110	73.91	0.00	2.73	14.86	95.52	III
85-0060-000	250	95.65	5.20	42	20.09	97.98	III
85-0070-000	386	89.74	3.89	35.23	20.76	98.16	III
85-2001-000	166	92.31	5.42	33.13	18.65	96.64	II
86-0001-000	109	70.59	3.67	44.95	11.53	69.49	II
87-0001-000	345	80.77	6.38	31.3	19.31	91.09	III
87-0013-000	289	90.63	98.96	79.24	13.35	85.71	III
87-0016-000	377	87.76	99.73	88.86	14.43	98.35	III
88-0005-000	541	98.00	6.84	36.78	22.78	99.29	III
89-0001-000	2360	89.40	4.24	16.1	16.13	99.02	III
90-0017-000	847	89.23	7.91	26.09	14.24	96.81	III
90-0560-000	442	89.74	38.24	43.89	15	97.74	III
90-0595-000	264	92.00	5.30	28.03	15.88	95.19	III
91-0002-000	278	92.31	8.99	58.27	17.96	94.81	III
91-0074-000	387	93.55	3.36	26.36	14.67	99.06	III
92-0045-000	142	100.00	0.00	57.75	17.42	98.15	III
93-0012-000	1212	92.86	10.81	28.88	20.01	97.35	III
93-0083-000	243	68.18	0.82	41.15	13.05	96.83	II
93-0096-000	341	97.14	4.69	29.62	22.91	96.30	III
TOTAL = 163	248141	87.321	12.616	38.45	16.863	95.778	

2) Does the plan include specific steps that will be taken by LEAs that have not met annual measurable objectives?

The NCLB Consolidated Application, which is completed annually by each district, requires a district plan that identifies the steps that will be taken to help all teachers reach HQT status as soon as possible, if not already at 100%. See the response to Requirement 1, Question 2.

3) Does the plan delineate specific steps the SEA will take to ensure that all LEAs have plans in place to assist all non-HQ teachers to become HQ as quickly as possible?

These plans are part of the NCLB Consolidated Application and are reviewed annually by the NDE staff responsible for monitoring each LEA. Technical assistance is provided as needed. No NCLB formula grant funds are available to an LEA until their plan is approved.

Requirement 3: The revised plan must include information on the technical assistance, programs, and services that the SEA will offer to assist LEAs in successfully completing their HQT plans, particularly where large groups of teachers are not highly qualified, and the resources the LEAs will use to meet their HQT goals.

1) Does the plan include a description of the technical assistance the SEA will provide to assist LEAs in successfully carrying out their HQT plans?

LEAs with significant needs (more than 10% of their courses taught by non-HQ teachers) will be placed on a list that will be distributed to the colleges and universities that offer college courses either on-line or during the summer so that teachers can participate. The Educational Service Units (regional service agencies in Nebraska that provide staff development opportunities for schools in their regions) will receive the same list. The Nebraska Coordinating Commission for Postsecondary Education (Nebraska's SAHE) will also receive the list and will encourage the targeted schools to participate in appropriate projects, particularly those funded with Title IIA monies. The Commission will be encouraged to ask funded projects to give priority for participation to teachers from the targeted schools. *Data about these schools can be found on pages 6-7 of this plan. Schools that did not meet AYP and have less than 90% HQT will be targeted for focused technical assistance and will be encouraged to use their Title II funds for that purpose.*

The Math and Science Partnership program has initiated statewide professional development grants in Science and Math and specifically targeted teachers needing to meet NCLB requirements for HQT in schools and districts that did not make AYP. This should be helpful to the small percentage of *math and science* teachers who are assigned to teach areas for which they are not appropriately endorsed *or Housse qualified. Special education teachers will be a focus for professional development in math and science.*

NDE has been providing training for principals over the last year that focused on creation of an environment that improves achievement of students. That training is "Balanced Leadership" which is provided by the North Central Comprehensive Center (NCCC) and McREL. *Eighty-five principals began their training in October, 2006. From that group, 20 have been identified to become Professional Developers and will provide the same training to principals in their geographic areas.* Principals in targeted schools will be strongly encouraged to participate and will be given priority in the selection of the participants *in the geographic area trainings.*

NDE's curriculum consultants provide numerous content workshops during the summer months that are designed to address K-12 content standards and teaching strategies. The list of schools will also be provided to them so that they can provide technical assistance as well.

The list of *districts on page 2,4, 6-7* will be a focus for targeted recruitment for a variety of professional development activities, including college courses.

2) Does the plan indicate that the staffing and professional development needs of schools that are not making AYP will be given high priority?

Although the NDE cannot influence the hiring practices of schools, special efforts will be made to ensure that the AYP schools and those schools with the greatest percentages of non-HQT teachers are utilizing the services of the department, and are posting vacant teaching positions on the NDE website <http://www.nebraskaeducationjobs.com/> which has been highly successful in helping schools find teachers to fill vacant positions. The technical assistance identified (1) above will also be targeted to teachers in schools not making AYP.

3) Does the plan include a description of programs and services the SEA will provide to assist teachers and LEAs in successfully meeting HQT goals?

In addition to the previous statements, NDE has been instrumental in creating the Transition to Teaching program and the Transitional Teaching Certificate which has significantly lessened the number of teachers who were teaching out-of-field. Other activities initiated/supported by NDE include:

- Assistance with the development and receipt of federal grants to create a career ladder *program* for Natives who wish to become teachers and teach in Nebraska's schools with high percentages of Native students.
- Travel by the NDE foreign language consultant to Spain, Germany and China to recruit teachers to Nebraska for a period of three years as a means of lessening our severe shortage of foreign language teachers. This is an ongoing process.
- Strong emphasis on management of the federal loan forgiveness program emanating from Perkins and Stafford loans, in order for recipients to pay off their loans or take advantage of the forgiveness provisions. This is an ongoing process.
- Emphasis by the State Board's advisory committee on teacher education and teacher certification to address the recruitment, retention, and renewal issues surrounding the teaching profession and supporting legislative proposals that address these issues. A legislative proposal may be developed for introduction in January, 2009.
- Development of a task force on professional development as a *new* requirement for license/certificate renewal. This task force has been working to strengthen the requirements for certificate renewal in a manner that is consistent with the expectations of NCLB and HQT.
- Utilization of Teacher Quality Grant funds to develop and support a Teacher World experience for high school students who expressed interest in becoming teachers. This one-week, on-campus experience focused on attracting minority students to the teaching profession. This camp was held for four years, and some of the participants are now enrolled in teacher education programs.
- Provide presentations in a variety of settings to assist school administrators, teacher educators, and teachers in understanding the HQT requirements and strategies for meeting those requirements.

- Encourage teacher education programs to recruit diverse candidates to increase the pool of teachers who can work effectively in our most diverse schools. Assist those programs that have funding available to recruit diverse candidates and provide support services to assure that they are successful.
- Future Educators Clubs are being sponsored by a number of school districts and assisted by teacher education programs. Efforts are underway to develop a statewide conference for these local organizations as a way to enhance the recruitment of quality candidates to the teaching profession.
- *Teacher education programs are recruiting individuals with baccalaureate degrees into preparation programs as a method of increasing the availability of HQ teachers. Fast-track programs and programs to assist existing teachers in becoming HQ special education teachers are being offered in a number of Nebraska teacher education programs.*

4) Does the plan specifically address the needs of any subgroups of teachers identified in Requirement 1?

The subgroups of teachers identified in Requirement 1 (*English/language arts*, history and geography, economics, *and mathematics*) will be suggested as priorities for the SAHE when the next round of Title IIA proposals is received. A representative of NDE sits on the review panel when the proposals are evaluated and provides support for the funding of those projects which best address the HQT needs of schools.

5) Does the plan include a description of how the State will use its available funds (e.g., Title I, Part A; Title II, Part A, including the portion that goes to the State agency for higher education; other Federal and State funds, as appropriate) to address the needs of teachers who are not highly qualified?

In addition to all of the activities identified in #3, Title II-A funds are being used to support Balanced Leadership for principals. The Math and Science Partnership money is supporting professional development for math and science teachers. SAHE monies are supporting projects for math teachers, social science teachers, teachers who are working on Spanish endorsements, and reading/writing professional development for elementary teachers.

Federal funds for Special Education are being used to develop the data bases that allow NDE to include Special Education HQT data on the State of the Schools Report.

6) Does the plan for the use of available funds indicate that priority will be given to the staffing and professional development needs of schools that are not making AYP?

NDE believes that HQT and AYP are equal priorities for all available funds. As a result, the projects and activities that are funded are designed to serve both audiences and all of the schools in either category. *For example, priority is given to math and science teachers who are not HQ and are employed in schools that have not made AYP when the Math and Science Partnership grantees provide professional development opportunities for teachers.*

Requirement 4: The revised plan must describe how the SEA will work with LEAs that fail to reach the 100 percent HQT by the end of the 2006-07 school year.

1) Does the plan indicate how the SEA will monitor LEA compliance with the LEAs HQT plans described in Requirement 2 and hold LEAs accountable for fulfilling their plans?

Each district must submit a plan for meeting HQT goals as part of their NCLB Consolidated Application each year. The NCLB Consolidated Application includes Titles I-A, II-A, II-D, III-LEP, III-IA, IV-A, V and Migrant. Monitoring of the NCLB Consolidated Application and all eight programs includes an on-site visit at least once every three years. NCLB's HQT requirements and the HQT plans will be reviewed during these on-site visits.

Nebraska will continue to annually monitor and distribute to schools the Personnel, Curriculum, and "non-endorsed" reports to determine if teachers of NCLB's core academic areas, including Special Education teachers, are meeting the HQT requirements.

With the consolidation of districts noted earlier, there are now **184** districts eligible for the REAP program as compared to the **136** districts that were eligible in 2005. NDE will work with these schools so they use the HOUSSE procedure effectively.

NDE has developed a tracking mechanism for analyzing all buildings' progress and tracking their AYP and HQT data over time. Once the data are public, analysis occurs to determine progress or non-progress on their annual measurable objectives for HQT and the information is reviewed with NDE staff members designated as monitors for these buildings. These actions will occur following the establishment of new baseline data. Any building that does not make progress for two consecutive years will receive technical assistance from NDE and will be subject to the provisions of Section 2141 of the ESEA.

2) Does the plan show how technical assistance from the SEA to help LEAs meet the 100 percent HQT goal will be targeted toward LEAs and schools that are not making AYP?

All Title I schools and districts not making AYP receive an on-site visit from the Title I office to determine areas of need and the technical assistance needed. These needs are then reviewed with NDE staff to provide a support team to work with them. NDE staff will provide assistance in targeting professional development and other school improvement activities as part of our technical assistance.

NDE utilizes a variety of methods to provide information to LEAs regarding HQT and AYP. The Administrator of Federal Programs broadcasts a bi-monthly update to all schools on NCLB. Regular email bulletins are sent to school administrators as well. Staff members provide technical assistance in person, by telephone, mail and email as needed. Each LEA is assigned an NDE staff person who acts as the liaison between NDE and the LEA.

State staff members with responsibilities for NCLB meet twice monthly to assure that regulations are being addressed and problems are being resolved.

3) Does the plan describe how the SEA will monitor whether LEAs attain 100 percent HQT in each LEA and school:

- **In the percentage of highly qualified teachers at each LEA and school; and**
- **In the percentage of teachers who are receiving high-quality professional development to enable such teachers to become highly qualified and successful classroom teachers?**

Both of these issues are addressed in the NCLB Consolidated Application that the LEA must submit electronically at the beginning of the year in order to receive funds. The LEA plan must show how the district will support and help non-HQ teachers gain content knowledge, including the following:

- Provide professional development opportunities
- Use Title I and Title II-A funds
- Provide funds for college courses, if appropriate.

In order to be accredited in Nebraska, all LEAs must have a professional development plan on file for every teacher employed by the district. The state statute governing this requirement stipulates that all teachers who are not probationary teachers must complete at least six hours of approved coursework every six years or participate in an equivalent amount of approved professional development. It is the responsibility of the district to approve the work, maintain the records, and assure that the statute is being met. The information is kept at the local level and is reviewed during an on-site monitoring visit. This requirement and the related documentation will be an avenue to insure that HQT is a primary consideration in the professional development planning.

4) Consistent with ESEA 2141, does the plan include technical assistance or corrective actions that the SEA will apply if LEAs fail to meet HQT and AYP goals?

The SEA has required all districts to include a plan for reaching the goal of 100%HQ in the annual NCLB Consolidated Application. Since the State knew that the district consolidation in 2005-06 would make comparison of consecutive years of data not valid, a new baseline data was established in 2006-07. This plan must address how the district will provide professional development and support to non-HQ teachers.

When an LEA fails to make progress towards meeting the objective of 100% HQT and AYP goals for three consecutive years, the SEA and LEA will enter into an agreement as required in Section 2141.

NDE will provide technical assistance to the LEA in the development of the plan, provide information on strategies that can be used to implement the plan and meet the objectives, and monitor their progress.

Requirement 5: The revised plan must explain how and when the SEA will complete the HOUSSE process for teachers not new to the profession who were hired prior to the end of the 2005-06 school year, and how the SEA will discontinue the use of HOUSSE procedures for teachers hired after the end of the 2005-06 school year (except for the situations described below).

1) Does the plan describe how and when the SEA will complete the HOUSSE process for all teachers not new to the profession who were hired before the end of the 2005-06 school year?

Nebraska will continue to use the HOUSSE process on a case-by-case basis for special education teachers with core content teaching assignments. Beyond that group of educators, the HOUSSE will be continued as needed for the following circumstances:

- Teachers of core academic subjects who are given new assignments for which they are not HQ;

- Teachers coming to Nebraska from other states and are not already considered HQ;
- Teachers returning to the profession who have not had the opportunity or need to be HQ;
- Teachers in REAP schools who are qualified in one core academic area and have two additional years to become qualified in the other areas.

2) Does the plan describe how the State will discontinue the use of HOUSSE after the end of the 2005-06 school year, except in the following situations:

- **Multi-subject secondary teachers in rural schools who, if HQ in one subject at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within three years of the date of hire; or**
- **Multi-subject special education teachers who are new to the profession, if HQ in language arts, mathematics, or science at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within two years of the date of hire.**

Nebraska has *185* rural school districts that will be eligible to use HOUSSE to demonstrate competence of teachers who teach in multiple subject areas, as long as they are already NCLB qualified in one core academic subject area. A specific data analysis process is needed to identify which teachers are eligible for this flexibility and technical assistance will be provided to the LEAs to assure that this requirement can be met as needed.

The same process will be utilized to identify multi-subject special education teachers who can benefit from the HOUSSE provisions, as long as they are already HQ in one of the core academic areas.

Nebraska will make every effort to limit the use of the HOUSSE to these circumstances. Use of the HOUSSE will be limited to the following circumstances, on a case-by-case basis:

- when a teacher returns to the profession,
- When the assignments get changed to address local needs, or
- When a teacher comes from another state and needs the HOUSSE to be approved in Nebraska , and
- When special education teachers are assigned to teach content and assign grades to students with disabilities.

Nebraska is a rural state and, as a result, professional development and college coursework are not easily accessible to teachers in the rural schools of Nebraska. The state is developing a new distance learning infrastructure that, in time, will ease this burden significantly. However, it is going to be several years before the infrastructure is in place throughout the state.

Requirement 6: The revised plan must include a copy of the State’s written “equity plan” for ensuring that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than other children.

1) Does the revised plan include a written equity plan?

The equity plan can be found on pages *19-27* of this document.

2) Does the plan identify where inequities in teacher assignment exist?

Inequities in teacher assignments are addressed on pages *22-26*.

3) Does the plan delineate specific strategies for addressing inequities in teacher assignment?

Specific strategies are addressed on pages **23-25**.

4) Does the plan provide evidence for the probable success of the strategies it includes?

Probable success is addressed on page **25**.

5) Does the plan indicate that the SEA will examine the issue of equitable teacher assignment when it monitors LEAs, and how this will be done?

Plans for monitoring equitable teacher assignment are addressed on page **27**.

NEBRASKA'S EQUITY PLAN

The Nebraska Department of Education (NDE) has had a comprehensive curriculum and personnel data system for more than 10 years. This system provides data on all personnel employed by each district who work in a professional capacity. The data is currently provided on pre-printed forms which reflect the previous year's data and school personnel are expected to update the data to reflect the current year. The system is currently labor-intensive because all of the data submitted to NDE is reviewed and manually entered in the statewide data system. During the 05-06 year, a pilot of the new Nebraska Staff and Student Reporting System (NSSRS) was conducted with 15 school districts representative of all sizes and geographic locations of schools across the state. The new system was implemented in 06-07 and provides for data entry by the school districts through a portal. Following entry, the data are reviewed for accuracy and the districts have an opportunity to correct data errors. Based on the pilot year, modifications were made and the schools provided data on parallel systems during the 06-07 school year to ensure that quality data are provided. The 07-08 data are being provided through the new system, with no parallel system.

Both of the systems provide the following:

- *Unique identifiers of teachers and all other professional employees of the districts. The old system is based on Social Security numbers. The new system provides unique identification numbers that mask the social security numbers.*
- *Data about the professionals such as highest degree earned and course assignments for those who are identified as teachers. (Special education teacher assignments were added to the system in 05-06. All other teachers have been providing assignment data for many years.)*
- *Years of experience, both in the profession and in the school district*

Data from the Personnel/Curriculum system is linked to the Teacher Certification system by the unique identifier numbers of the employees so that reports can be generated by district and building that describe the following:

- *Certification status, including types of certificates held, previous certificates, content preparation, and expiration dates of all current certificates*
- *Employment experience in Nebraska schools*
- *Highest degree earned, when earned, and from what institution*
- *The courses being taught by each teacher and whether the teacher is appropriately prepared to teach each course, and*
- *Scores on Praxis tests, if required.*

The new system provides comprehensive information about students that have not been available previously. The student data system allows for tracking students from building to building, district to district, to employment and to postsecondary education.

An addition to the Teacher Certification system has been made which allows administrators and the public to "look-up" teachers who have been deemed HQ through completion of the statewide assessment for "new to the profession" elementary teachers in 05-06 and those teachers who have successfully completed the HOUSSE and the academic area(s) completed. Beginning with the 06-07 year, look-up data became available for the "new to the profession" elementary education graduates who successfully completed the Praxis II test and are considered HQ.

1) Inequities in teacher assignment

Nebraska Department of Education Rule 10, Accreditation of Public Schools, has for many years required each school district, regardless of student demographics, to meet the following requirements in terms of teacher assignments:

- 95% of **all** courses taught to elementary students must be taught by appropriately endorsed teachers;
- 90% of **all** courses taught to middle school students must be taught by appropriately endorsed teachers;
- 80% of **all** courses taught to students in grades 9-12 must be taught by appropriately endorsed teachers;

This requirement is broader than the core academic areas identified in NCLB. As a result, school districts are very careful in their assignment of teachers to match courses appropriately.

A report is provided to each school district identifying the courses that are not taught by appropriately prepared teachers. This report is calculated by comparing the courses identified on the Curriculum Report completed by each teacher and the endorsements on that teacher's certificate based on the Teacher Certification data base. This report is provided to the school district during the summer so that every effort can be made to assign courses appropriately or to arrange for professional development for the teacher to assist him/her in gaining the necessary knowledge and skill to teach the course(s) inappropriately assigned.

The Approval and Accreditation Section of the Nebraska Department of Education (NDE) reviews each school district's data annually to assure that the Rule 10 requirements are being met. If they are not, corrections must be made or the district will be recommended for probationary status the following year. It is very seldom that a school district is not able to make the corrections for the following year.

The same process is completed for NCLB core academic areas, although the focus for these courses and teachers is the goal of 100% HQT. Beginning with the 06-07 school year, the data report for HQT is provided to each school district on an annual basis. This report assists the administrators with assignment of teachers, planning for professional development in the needed content area(s), and completion of the HOUSSE as appropriate. This information is also placed on the State of the Schools Report and is available for each public school district and building. The 2006-07 data incorporates data from the HOUSSE process and includes data about special education teachers.

NDE has developed a system to query school district information, including student characteristics (minority population, low-income population, experience of teachers, and percentage of courses taught by HQT) so that it is relatively easy to identify districts and buildings that are not distributing experienced teachers appropriately. Information from this system will be provided to NDE staff members who are responsible for monitoring the LEAs and approving the NCLB consolidated application annually.

2) Inequities in assignments currently exist in the following settings:

Data from the Personnel/Curriculum Report system facilitates an analysis of potential inequities in assignments of teachers in a variety of settings. A comprehensive data set of school district

information provided the following summary information concerning district demographics and personnel assignments.

The data system contains comprehensive data on every public school building in the state. Data elements include: student demographics, minority percentage, poverty percentage, percentage of HQ courses by content area, and percentage of teachers with more than 3 years of experience in the building. The NDE Data Center combines all of these data elements (which are found on the State of the Schools Report website) into an Excel file which is utilized by the Federal Programs section and the Teacher Quality section to determine which schools are not meeting expectations.

Data provided in this plan is found in the data system. That information is examined by NDE staff and technical assistance is provided by the staff members that are monitoring those buildings. Inequities that are identified by the analyses are addressed in a variety of ways that have been described in other parts of this plan.

**Table 5
District Data 06-07**

Type of District	# of Districts	Ave. % of HQ Courses	Ave. % Minority Students	Ave.% Poverty Students	Ave. years Teaching Experience	Ave. % of Teachers w/ +3 years Experience
All Districts	254	97.00*	8.77	38.65	17.05	87.20
Class II Dist.	20	95.93	8.75	41.70	15.48	84.39
High Poverty	45	96.83	23.98	60.85	16.26	96.83
High Minority	10	95.64	77.28	69.34	14.21	85.68
REAP Dist.	184	95.56	6.50	28.88	16.12	88.74

*Of the 254 districts, 91 districts are 100% HQ for the 2006-07 year

All districts represents all of the public school districts in Nebraska

Class II districts represent an area having a population of one thousand inhabitants or less and maintain both elementary and secondary grades under the direction of a single school board.

High Poverty districts are those with a student population that is more than 50% eligible for Free or Reduced Lunch.

High Minority districts are those with a student population that is more than 50% non-Caucasian.

Rural schools

A review of the HQT data from the 184 school districts that are eligible for the Small Rural School Achievement Program (REAP) illustrate the difficulties that many of these schools have in assigning NCLB qualified teachers in all subjects. There are 184 REAP districts that contain both elementary and secondary education programs. Only 76 of these districts were able to achieve 100% HQT in their elementary and secondary schools. Seventeen of the remaining districts had less than 90% of their courses taught by NCLB qualified teachers. The population in these 17 districts averaged 284 students. The remaining 91 districts had percentages of HQT ranging from 99.39% to 90%. The districts with the smallest enrollment have the greatest difficulty because they cannot afford to hire enough teachers or attract those with the broadest qualifications. The rural districts rely heavily on HOUSSSE because many of them are in sparsely populated areas where there are fewer professional development opportunities.

The percentages of HQ teachers at the elementary and secondary levels for the REAP districts are shown in the following table.

Table 6
Comparison of the percentages of courses taught by HQ teachers in the 184 REAP districts, 20 Class II districts and 254 Total districts 2006-07

	Elem.	Eng/LA	For.Lang	Math	Sciences	Civ.& Govt.	Econ.	Hist.& Geog	Perf. Arts
REAP	99.57	96.08	93.30	96.28	97.24	98.81	95.20	96.24	97.98
Class II	100	93.58	76.92	95.84	92.62	100	100	93.67	100
All	100	96.28	95.07	96.41	97.57	99.05	95.44	96.60	98.39

The Class II districts have the greatest difficulty in meeting HQ requirements because of the small populations they serve in very sparsely populated areas. HOUSSE is critical for many of the REAP districts, but especially important for the Class II districts.

Urban schools

Nebraska's two largest school districts, Omaha and Lincoln, with student populations of 46,686 and 32,505, are considered by Nebraskans to be urban schools. Nationally, urban schools are usually considered as fraught with problems of inequity across the district.

Nebraska's urban schools, according to the data, have few inequities in assignments because there are more opportunities for teachers to teach in the areas for which they are prepared. Nebraska's two largest districts, Omaha and Lincoln, do not have problems with turn-over. The majority of teachers in all schools in both districts have many years of experience. That is true in all buildings, regardless of the poverty level of the building or the racial composition of the student body. The following table illustrates the level of experience in teachers that are employed in the urban buildings with the highest percentages of minority and poverty students (defined as more than 50% in each of the two categories). Lincoln has only six buildings out of 53 with high levels of both minority and poverty. None of those buildings has less than 90% of the courses being taught by HQ teachers. Omaha has 49 buildings out of the 81 with high levels of both minority and poverty. None of those buildings in the Omaha district have less than 90% of the courses being taught by HQ teachers.

Table 7
Data on Urban buildings with >50% Minority and Poverty 2006-07

Type of District	Population	# of Bldgs	Ave. % of HQ Courses	Ave. % Minority Students	Ave.% Poverty Students	Ave. years Teaching Experience	Ave. % of Teachers w/ +3 years Experience
Lincoln	32,305	53	99.46	23.96	39.20	15.89	87.01
Omaha	46,686	81	98.92	58.90	62.34	11.28	76.16

Native schools

There are four districts in northeast Nebraska where the students are primarily native. These districts' HQT percentages are lower than the average for the state and their poverty level (FRL) is higher. NDE has two full time staff members who are working directly with these schools to improve student achievement. The University of Nebraska – Lincoln has a federal grant (Indigenous Roots teacher education program) to prepare Native teachers so they can improve their HQT percentages. This program was preceded by another federal grant (the Native American Career Ladder Program) which prepared 20 Native students for teaching careers. The University of Nebraska-Lincoln has also developed a class for future teachers, focused on understanding Native students and their culture so that the instructional processes will be successful when working with Natives. Significant efforts are being made at the state and local level to improve the educational experiences for the students and families in these districts. These districts will continue to be a focus for NDE and HQT. Data concerning these four districts is illustrated in the following table.

Table 8
Native American School District Data
2006-07

Type of District	Population	# of Bldg	Ave. % of HQ Courses	Ave. % Minority Students	Ave.% Poverty Students	Ave. years Teaching Experience	Ave. % of Teachers w/ +3 years Experience
Santee		2	97.53	100	82.10	13.53	90
Walthill		3	85.71	98.96	79.24	13.35	90.63
UMO N HO N		2	98.35	99.73	88.86	14.43	87.76
Winnebago		2	100	98.66	84.86	11.91	74.47

High Poverty schools

There are 9 districts in Nebraska schools where *both poverty and minority population exceed 50%*. Analysis of these districts was performed to determine the level of poverty, minority population, and HQT. This analysis resulted in a list of one school district where the HQT was below 90% and the minority and poverty percentages were 50% or higher.

The district is one of the Native districts and is represented in the Native Schools District Table above. For this analysis, high poverty was defined as 50%, high minority was defined as 50% of the school population, and low HQT was defined as 90% or less of the courses taught by a Highly Qualified Teacher.

It is apparent from this analysis that inequitable distribution of HQ teachers in the districts is not based solely on poverty, minority population, or lack of NCLB qualified teachers.

3) Specific strategies that will be used to address inequities in assignments include:

The following strategies will be utilized specifically to assist the rural schools

- A comparison of the data from 2004-05 to 05-06 will be completed to determine the impact of HOUSSE data on the rural schools and technical assistance will be provided to schools in completing the HOUSSE.
- Professional development opportunities will be identified and advertised to school districts in the area where the need appears to be the greatest. Teacher education

programs will be encouraged to share this information with teacher education candidates so that new graduates can help to alleviate the shortages faced in some of the content areas.

- The Attracting Excellence to Teaching program, which is designed to attract candidates to shortage areas and then provide loan forgiveness for teaching in sparsely populated areas should provide some improvement in the distribution of teachers to rural areas. The program begins in the 2006-07 school year and is designed to support 100 scholarships during the first year, 200 in the following year, 300 in the third year, and 400 per year thereafter.

Strategies that will assist all districts in the state include:

- Increasing the availability of quality professional development for teachers through the Educational Service Units (ESUs) in collaboration with higher education institutions throughout the state.
- Encouraging public schools to support college courses for movement on the salary schedule, regardless of whether the courses are undergraduate or graduate courses. This will make it more feasible for experienced teachers to pick up additional endorsements in the areas which they are teaching, but are not endorsed.
- Encouraging teacher education programs to offer summer programs in special education for already certified content teachers and content courses for already certified special education teachers.
- Replicate programs like the program at the University of Nebraska at Omaha that provides an opportunity for mid-career changers to complete a teacher education program that includes an NCLB content area and a special education endorsement in an 18-month time frame, with significant involvement in the public schools as a part of the program.
- Work will continue by the Professional Development Task Force to create a change in the renewal requirements for certification as an educator. The changes will require professional development or college credit in order to renew a certificate. (Nebraska's renewal standards currently allow renewal on the basis of experience, without a requirement for any professional development.)
- A legislative proposal will be refined and submitted for the 2007 legislative session that would require schools to have a mentoring/induction program and would fund the development of quality mentoring in all school districts.
- The state is beginning a series of professional development opportunities for building principals that is designed to increase the skill of building leaders and ultimately faculty, to improve student achievement. The program, Balanced Leadership, is being provided by McREL and will take place over the next two years for approximately 80 building principals. Educational Leadership faculty in the teacher preparation programs will also participate in order to infuse the relevant principles into the principal preparation programs.
- A look-up system for identification of HQ teachers has been developed and placed on the Teacher Certification website so that employers can confirm the status of applicants before hiring and assigning classes. This system is being very well received by the district and building administrators.

4) Evidence for the probable success of these strategies include:

All of these strategies have the potential to be successful. Many of them are already underway. The strategy that will be the most difficult to implement is the mentoring/induction program. The Legislature supported the development of a mentoring program several years ago, using the

state's lottery money. When the budget crisis occurred, the funds were transferred to the general obligations, and are now slowly being returned to support education initiatives. A quality mentoring program requires financial resources and commitment by the entire population of educators and policy makers. NDE and Nebraska schools are committed to providing quality teachers for all students and NDE hopes to prepare legislative proposals that would provide resources to assist schools in their efforts to provide NCLB qualified teachers for all students. However, an evaluation of Nebraska's previous mentoring/induction program did not provide substantive data that the programs increased retention of teachers, improved their quality, or increased student achievement. It is very difficult to convince the Legislature and the Governor to support increased expenditures for anything, and education is no exception.

The State of the Schools Report (SOSR) already provides evidence of student achievement for each building. This trend data is used by schools and NDE to identify problems and solutions. Teacher data also exists on the SOSR and includes trend data on teacher count, teacher race/ethnicity, master's degrees, experience, teacher qualifications, and salaries. A data base has been built that will reflect HQT. The data base is already in place and currently reflects the 06-07 year.

However, with the massive changes that have occurred because of the legislated consolidation of school districts, this data base is different for the 06-07 school year. The data base has incorporated 05-06 data to begin the development of trend data related to all of the elements and all of the schools. The trend data will be analyzed and used to identify the success of the strategies that are in place and to develop new strategies where it is apparent that the existing ones are not successful.

5) NDE will examine the issue of equitable teacher assignment when it monitors LEAs in the following ways:

Nebraska's data system includes information about the years of experience of teachers in all of the public school districts and buildings. This information has been added to the system queries used to prepare Title IIA HQ reports. The experience of teachers is reported on the State of the Schools Reports (SOSR) by building and at the district level. The following chart provides an overview of the percentages of courses being taught by HQ teachers in the district as well as the average number of years of experience of all the teachers in the district and the percentage of teachers with more than three years of experience in the district.

Monitoring visits to districts and buildings will include a review of the teacher assignment and HQ information.

*Table 9
An Overview of the Equity of Teacher Assignments in Nebraska School Districts
2006-07*

Dist. Type	n	% of HQ Ele.	% of HQ Eng/LA	% of HQ For. Lang	% of HQ Math	% of HQ Science	% of HQ Civics & Gov	% of HQ Ec	% of HQ Hist. & Geo	% of HQ Perf. Arts	Exp >3 Year
All	254	99.7	96.4	98.4	96.1	97.4	98.7	94.2	96.0	99.3	87.3
Cl.2	20	100	93.6	76.9	95.8	99.4	100	100	93.7	100	84.4
REAP	184	99.6	96.1	93.3	96.3	97.2	98.8	95.2	96.2	98	87.2
Minor.	10	99.8	95.7	99.6	95.1	85.7	100	97	92.8	98.7	85.7
Poverty	45	99.5	95.6	100	96.3	95.6	100	99.5	96.4	96.3	87.3
Omaha	1	99.3	95.1	99.5	94.0	95.8	100	94	94.2	100	74.8
Lincoln	1	99.9	99	99.5	98.5	99.5	97.1	83.3	96.6	99.8	87.7

The shaded cells in Table 9 represent averages that are lower than the statewide averages for HQ.

All = All public school districts in Nebraska. This includes all classes of districts from Class 2 through Class 5.

CL2 = Class 2 school districts serve an area with a population of one thousand inhabitants or less but maintains a school district with both elementary and secondary grades under the direction of a single school board.

REAP= Districts that are considered rural and are eligible for funds from the Small Rural School Achievement Program.

Minority = Districts with a minority student population that equals 50 percent or more.

Poverty = Districts with a Free or Reduced Lunch percentage of the population that exceeds 50%.

Omaha = The largest and most urban school district in the state with a student population of 46,686 in 05-06. Omaha is the only Class 5 district in the state and has 85 school buildings.

Lincoln = The second largest school district in the state with a student population of 32,505 in 05-06. Lincoln is the only Class 4 district in the state and has 56 school buildings.

The last two columns describe the teacher experience data. These data are available on the Nebraska State of the Schools Report by district and by building. Summary data for the entire state is provided in the table.

The last column describes the average percentage of teachers in the category who have more than 3 years of teaching and, as a result, are considered experienced teachers.

The next to the last column is the average number of years of teaching for all teachers in that category.

It is clear from the data that the majority of teachers in the state and in the various settings have at least 10 years of experience. Both Lincoln and Omaha have strong relationships with the teacher preparation programs in their communities which create opportunities for teacher education candidates to work in urban settings with experienced and highly qualified cooperating teachers. As a result, the average years of experience in those two districts will be lower because they hire new teachers to work in the settings with which they are already familiar. Both districts also have quality mentoring programs for their new teachers.

Ongoing review of the Personnel and Curriculum reports *from all districts* will occur. The non-endorsed reports, which are distributed to the LEAs are analyzed to see which schools need the most *HQT* assistance. NCLB Consolidated Application (HQT Plan) and on-site monitoring occur on a regular basis. NDE staff doing the monitoring have copies of the non-endorsed reports to use during their monitoring visit. During the monitoring visit, staff review and document the progress made on the activities identified in the LEA plan.

In addition to these regular review processes, NDE staff are in constant communication with school administrators and teachers in a variety of settings as well as electronically. Technical assistance is requested and provided on a regular basis.

The data that have been presented in this plan indicate that Nebraska, as a whole, has no significant differences in Highly Qualified Teacher distribution in high poverty and high minority settings. However, monitoring processes are in place to allow NDE to monitor all settings for adverse changes and employ interventions as necessary.

A review of student achievement data on the NDE State of the Schools Report will be utilized to evaluate the progress of students in high poverty and high minority buildings to further identify the impact of teacher distribution. Student achievement data is also found on the State of the Schools Report and is available for each building in the state.

The NDE monitors' responsibilities include a review of the data for their buildings and technical assistance in the areas of concern. NDE has developed a toolkit on the Continuous Improvement Process that is required of all districts. This toolkit and personal assistance from the monitors is intended to assist all districts in their efforts to improve the quality of instruction and the achievement of their students.