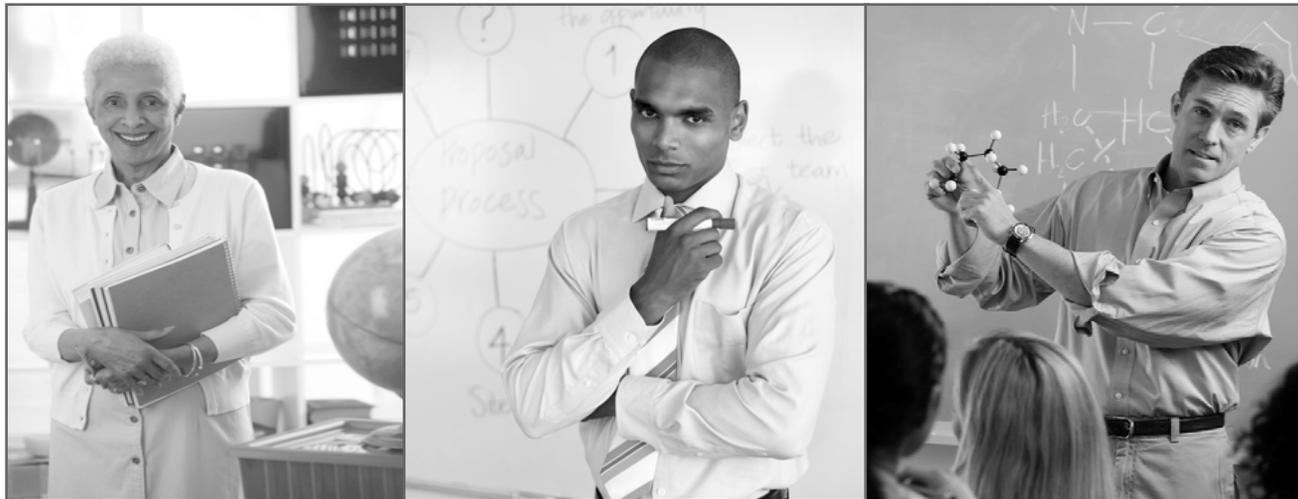


Progress Report: Highly Qualified Teachers in School Year 2006-2007



New York State Education Department
April 2008

See <http://www.highered.nysed.gov/> for full report.

Federal law requires 100% of public school classes in core academic subjects to be taught by highly qualified teachers.

Highly qualified teachers

Have a bachelor's or higher degree

Meet State certification requirements

Demonstrate subject knowledge for core subjects they teach

Core subjects

Arts

English/Language Arts

Languages Other than English

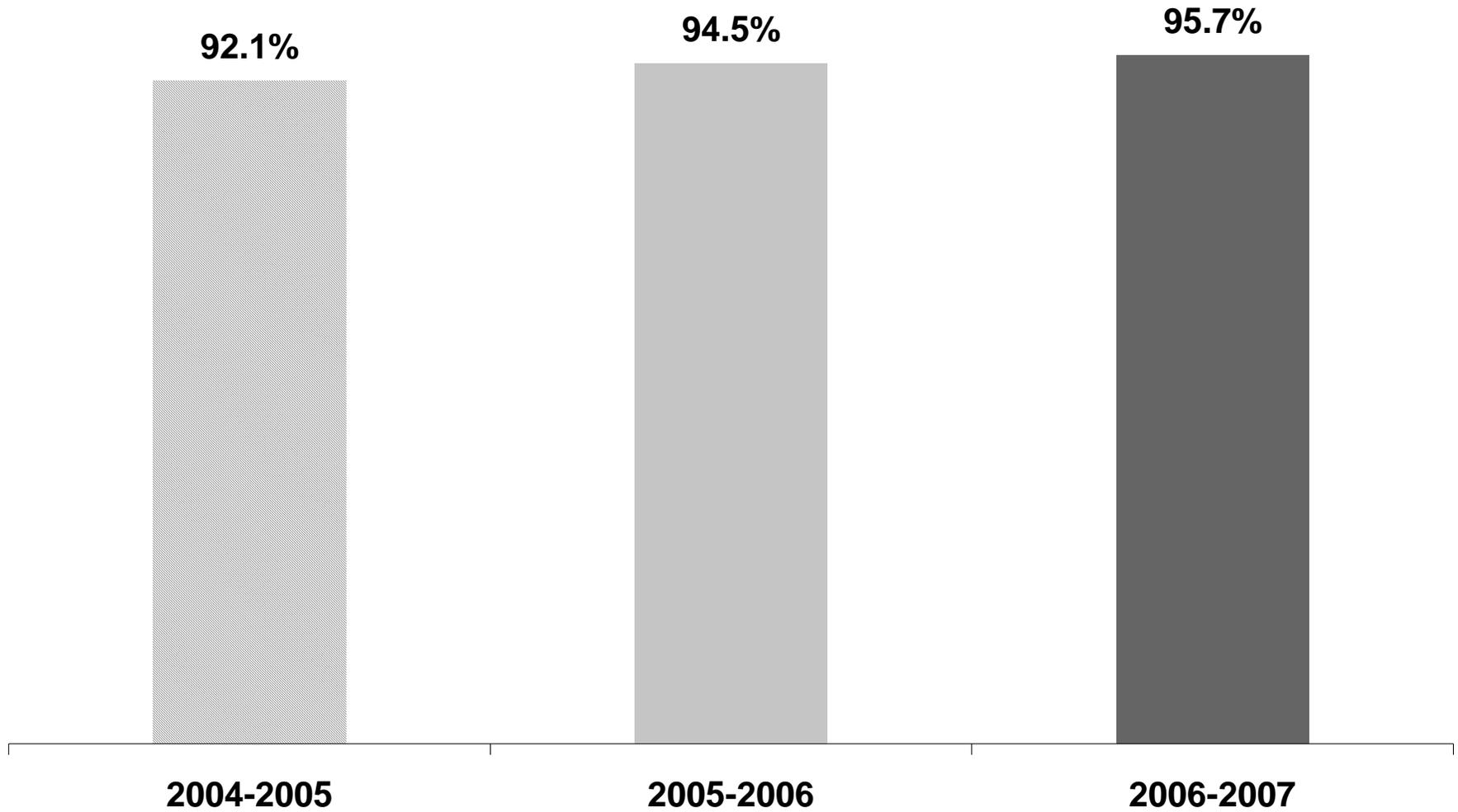
Math

Reading

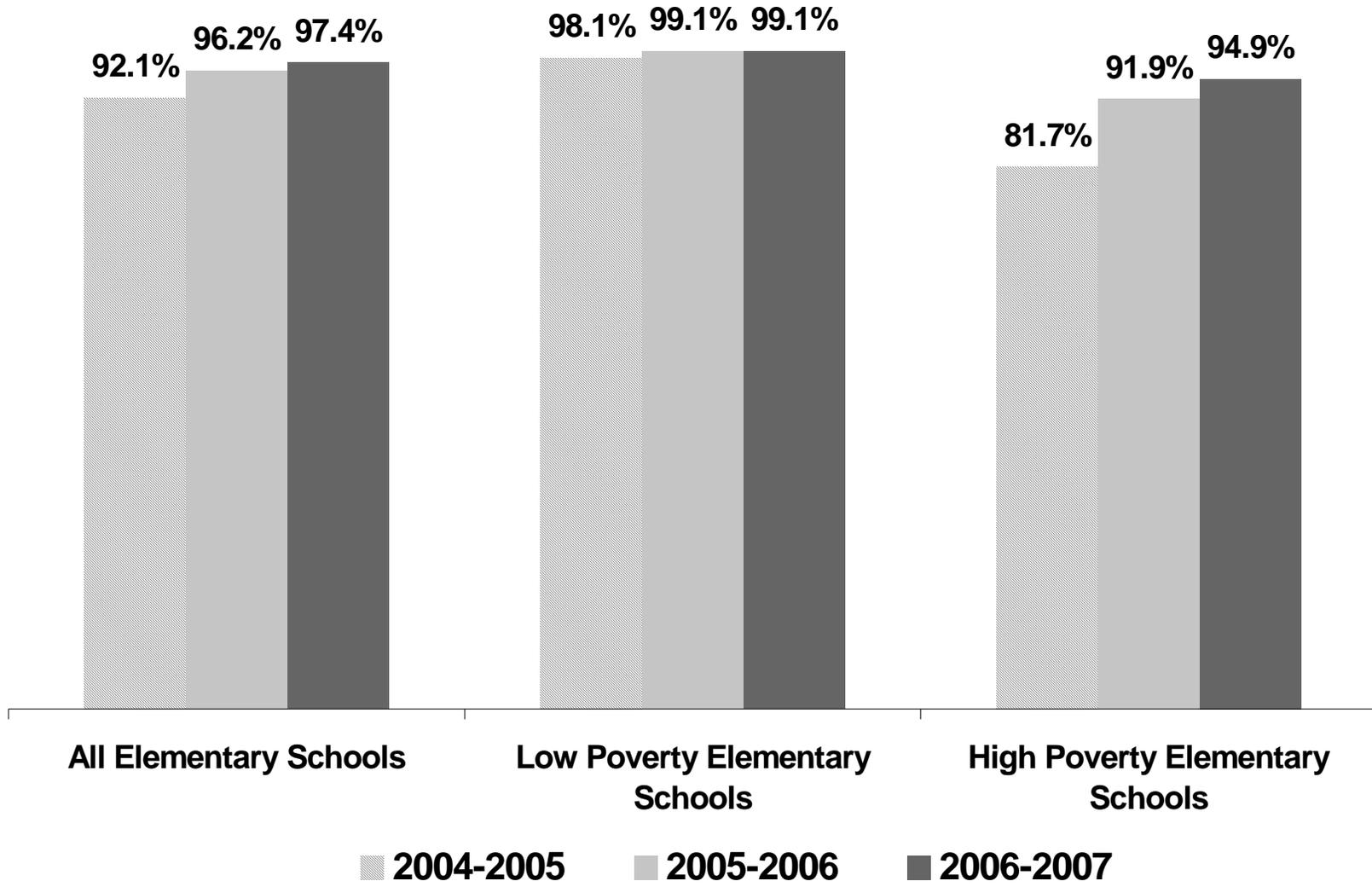
Science

Social Studies

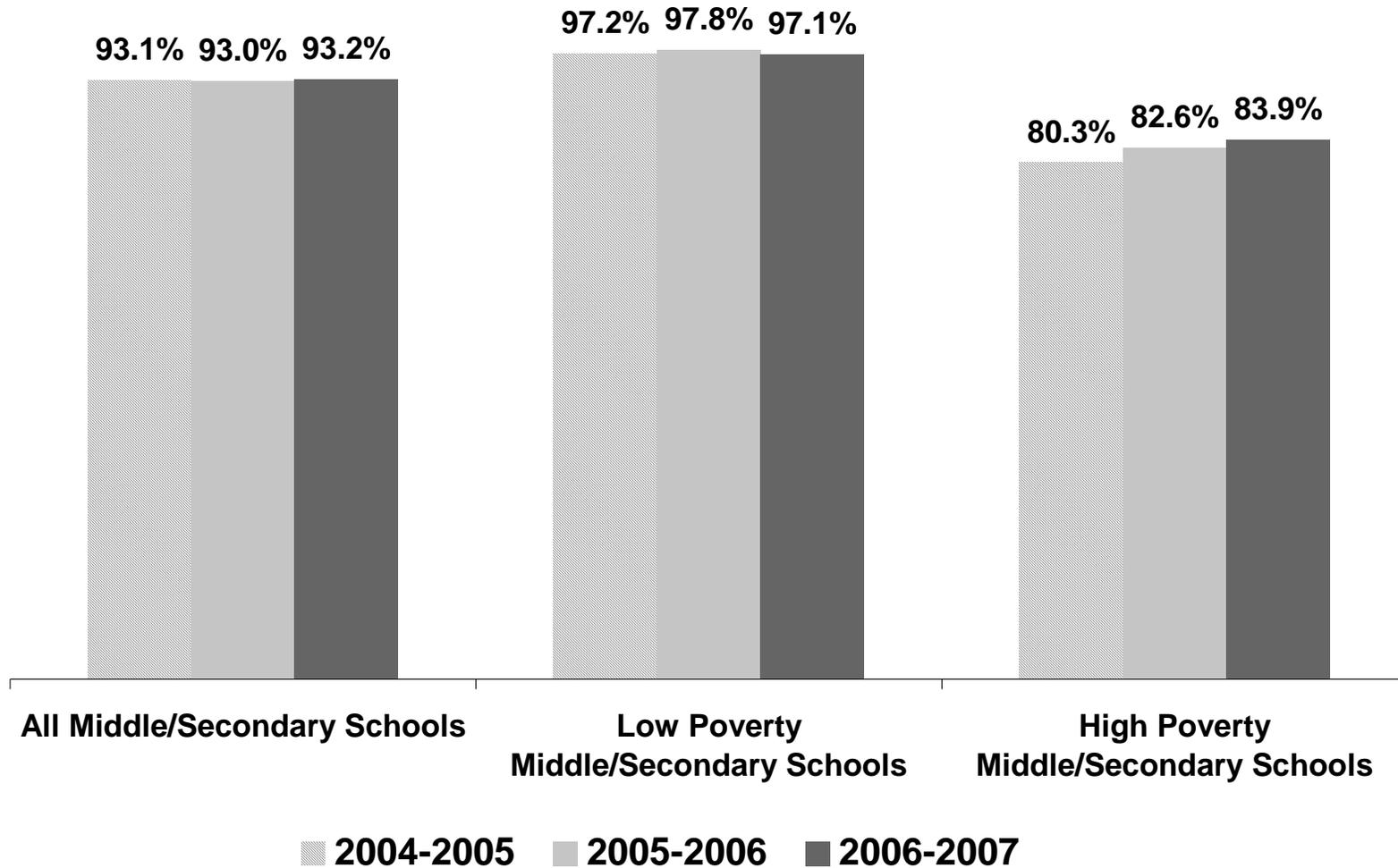
New York State: All Schools
Percent of Core Classes Taught by Highly Qualified Teachers



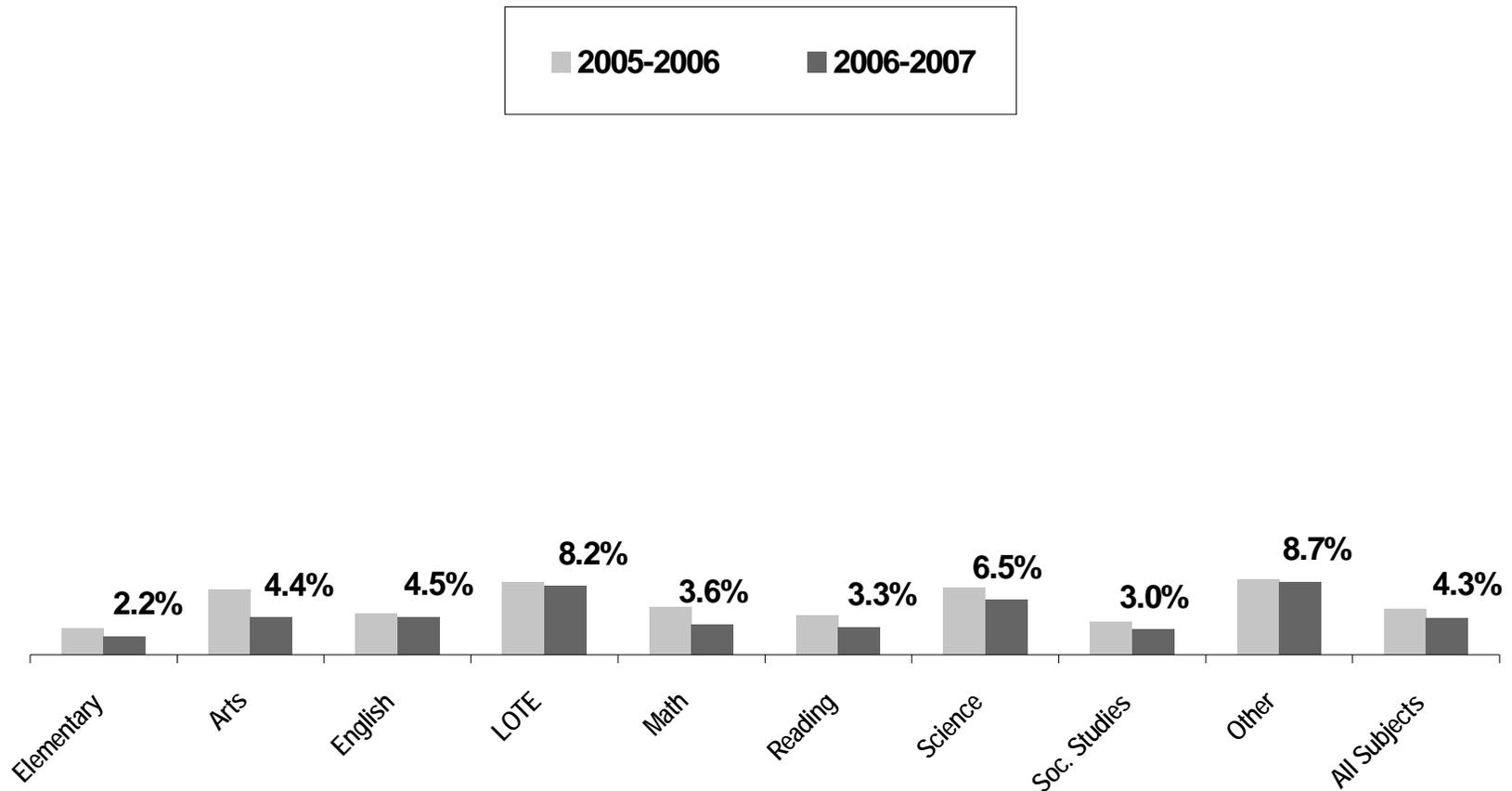
New York State: Elementary Schools
Percent of Core Classes Taught by Highly Qualified Teachers



New York State: Middle/Secondary Schools
Percent of Core Classes Taught by Highly Qualified Teachers

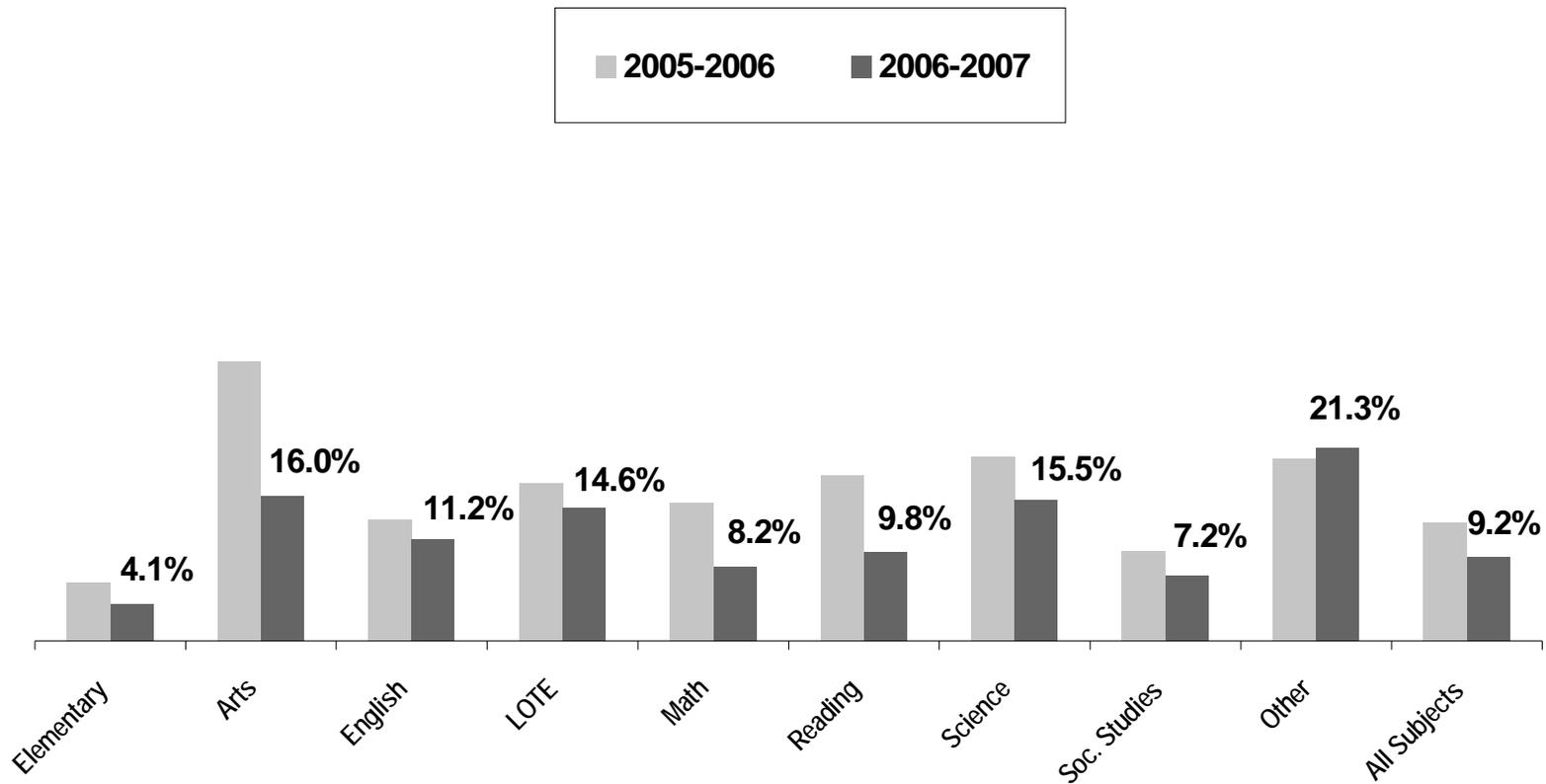


New York State
**Percent of Core Classes Taught by Teachers
Who Were Not Highly Qualified**



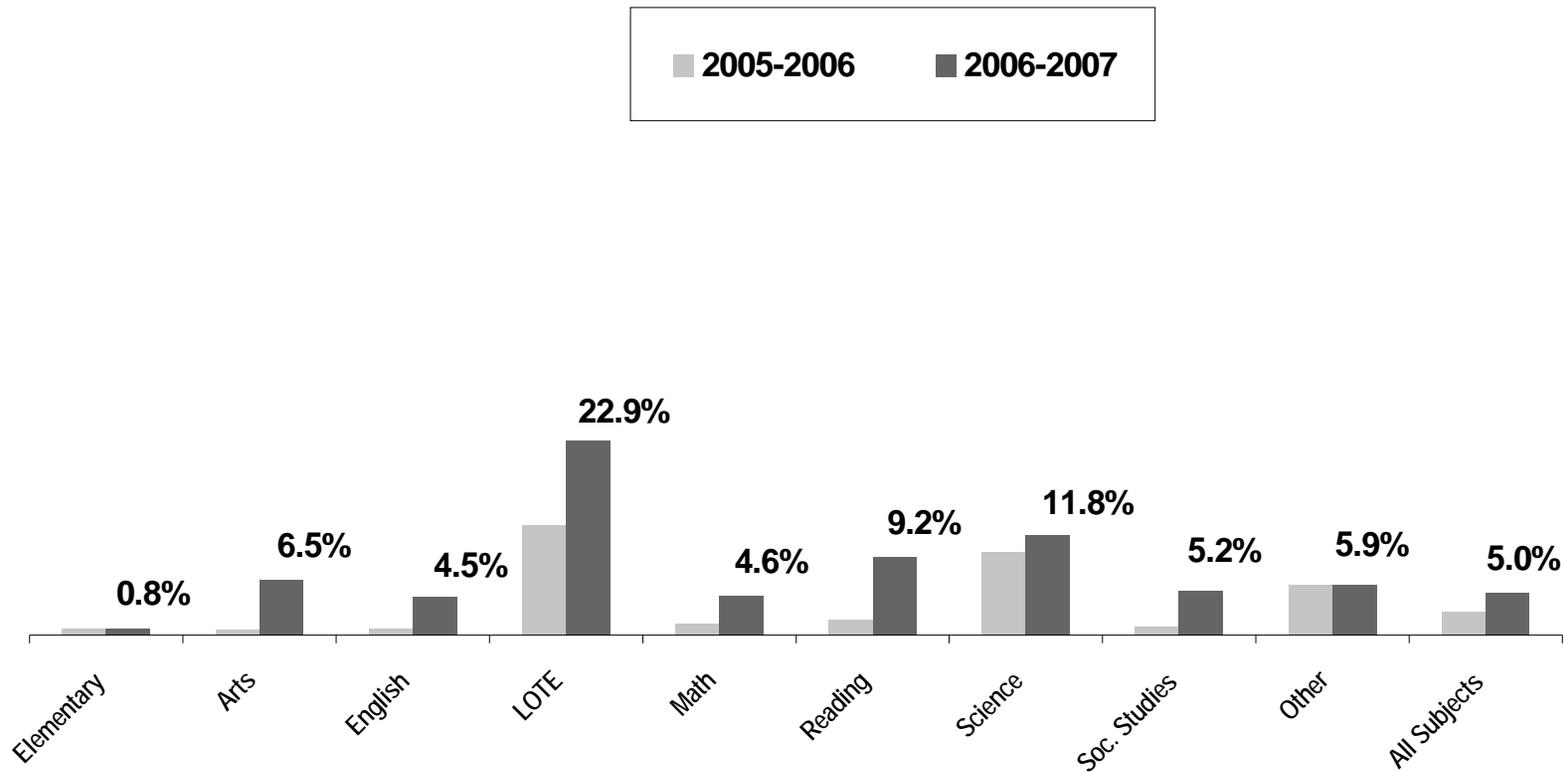
“Other” includes classes in multiple and/or unspecified core subjects in general education, career and technical education, special education and/or bilingual education.

New York City School District
**Percent of Core Classes Taught by Teachers
 Who Were Not Highly Qualified**



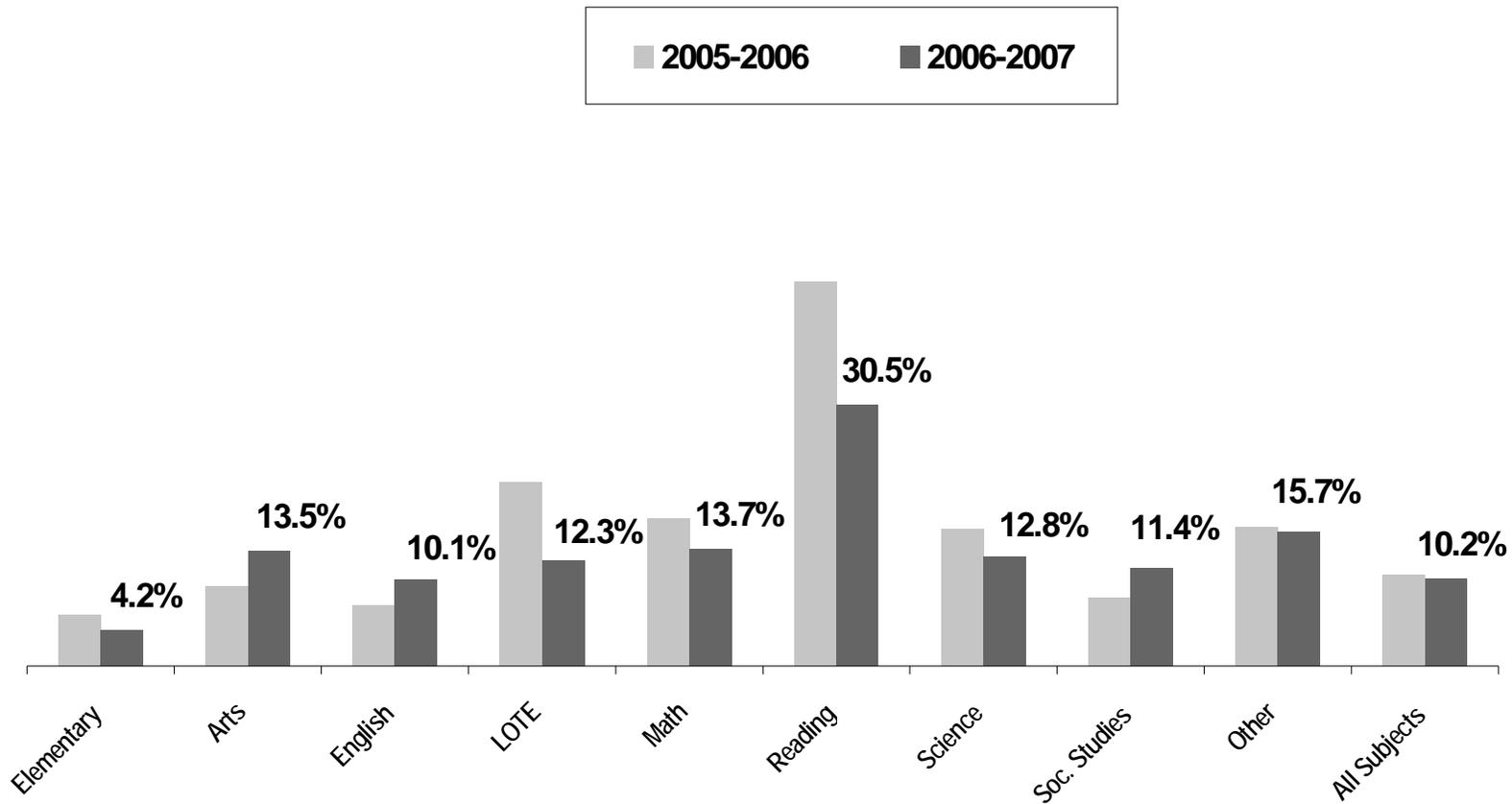
“Other” includes classes in multiple and/or unspecified core subjects in general education, career and technical education, special education and/or bilingual education.

Buffalo City School District
**Percent of Core Classes Taught by Teachers
 Who Were Not Highly Qualified**



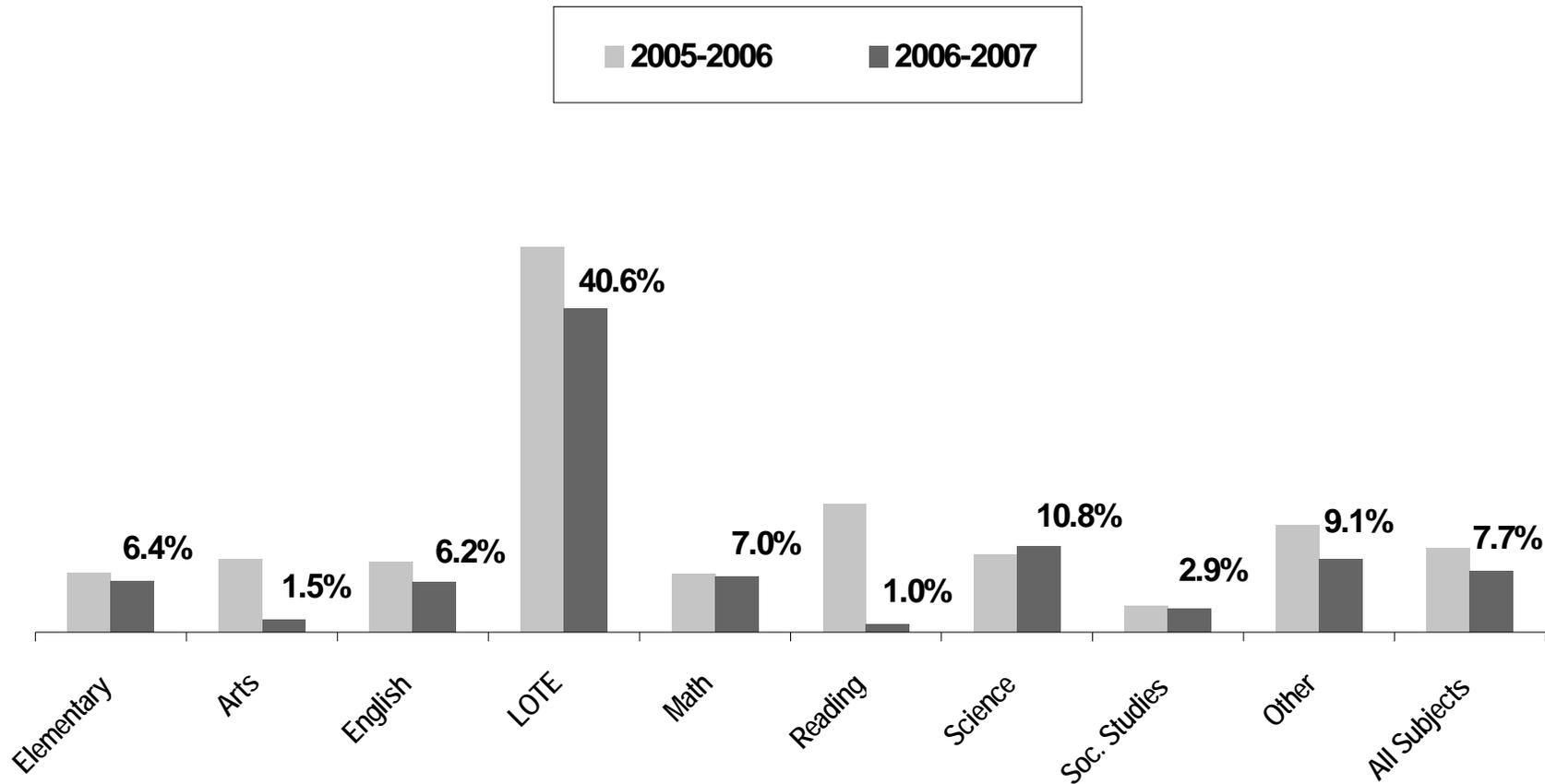
“Other” includes classes in multiple and/or unspecified core subjects in general education, career and technical education, special education and/or bilingual education.

Rochester City School District
**Percent of Core Classes Taught by Teachers
 Who Were Not Highly Qualified**



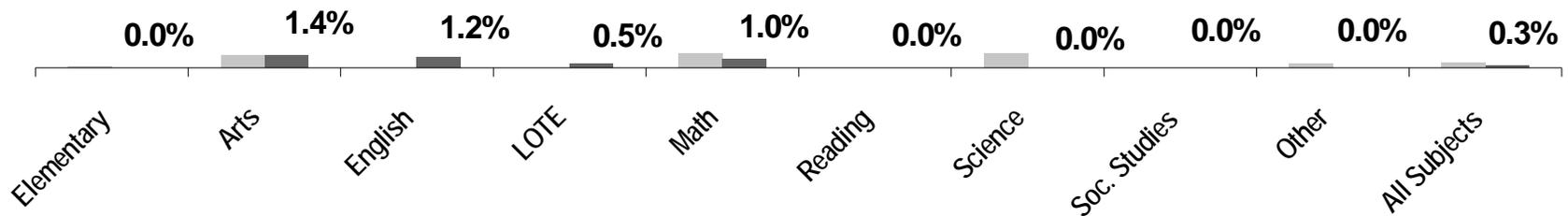
“Other” includes classes in multiple and/or unspecified core subjects in general education, career and technical education, special education and/or bilingual education.

Syracuse City School District
**Percent of Core Classes Taught by Teachers
 Who Were Not Highly Qualified**



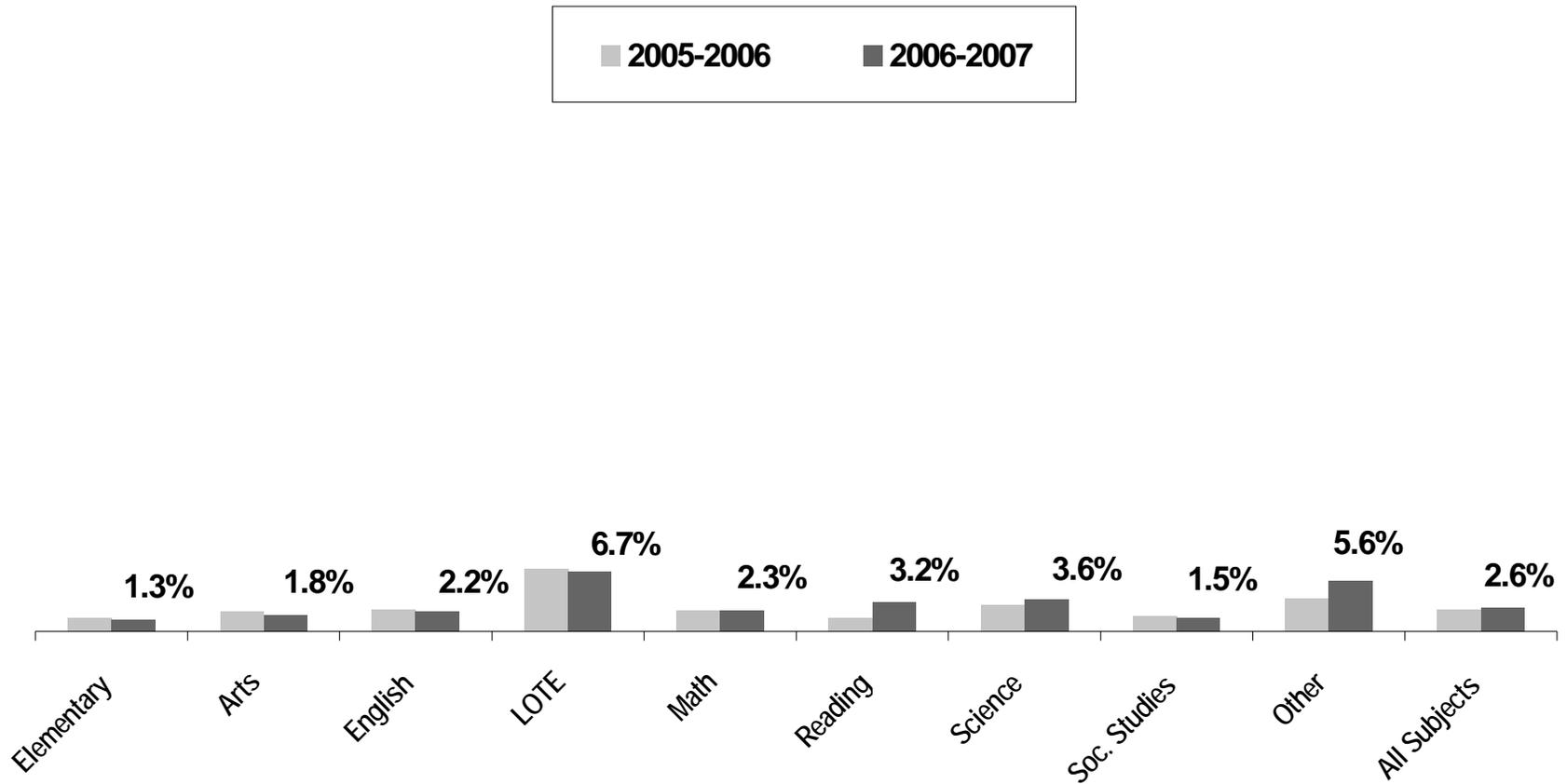
“Other” includes classes in multiple and/or unspecified core subjects in general education, career and technical education, special education and/or bilingual education.

Yonkers City School District
**Percent of Core Classes Taught by Teachers
 Who Were Not Highly Qualified**



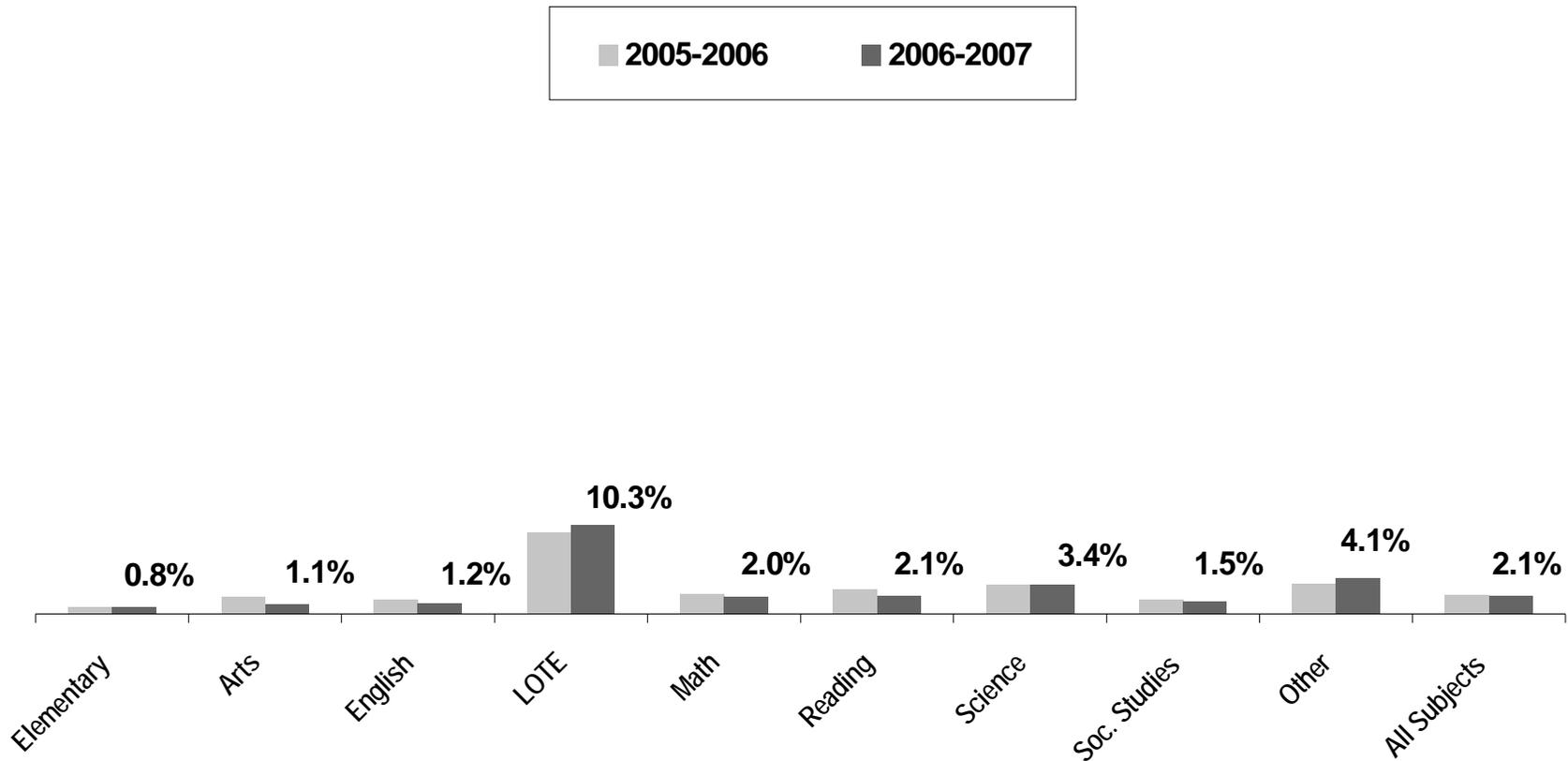
“Other” includes classes in multiple and/or unspecified core subjects in general education, career and technical education, special education and/or bilingual education.

Other High Need Urban/Suburban Districts
**Percent of Core Classes Taught by Teachers
 Who Were Not Highly Qualified**



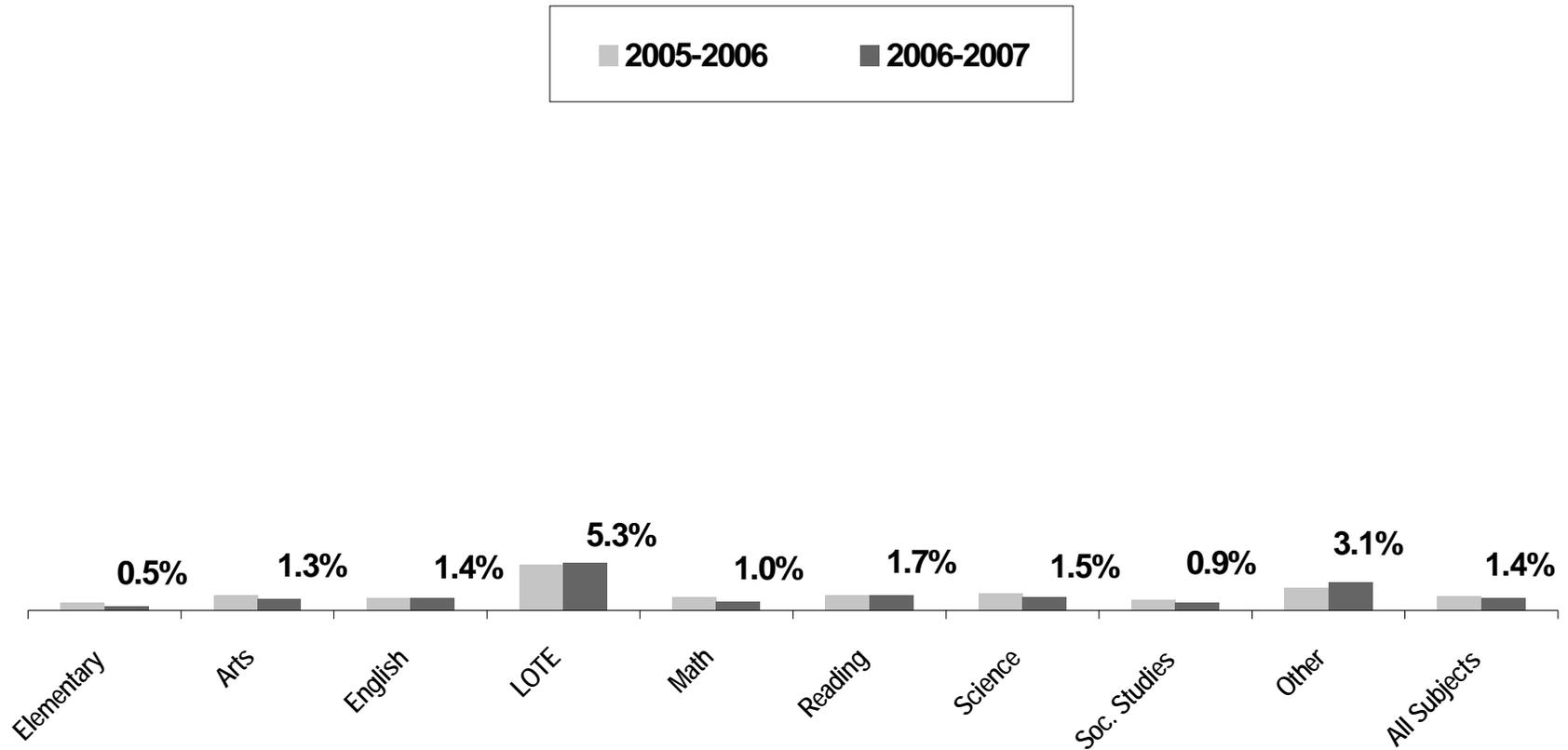
“Other” includes classes in multiple and/or unspecified core subjects in general education, career and technical education, special education and/or bilingual education.

High Need Rural Districts
**Percent of Core Classes Taught by Teachers
 Who Were Not Highly Qualified**



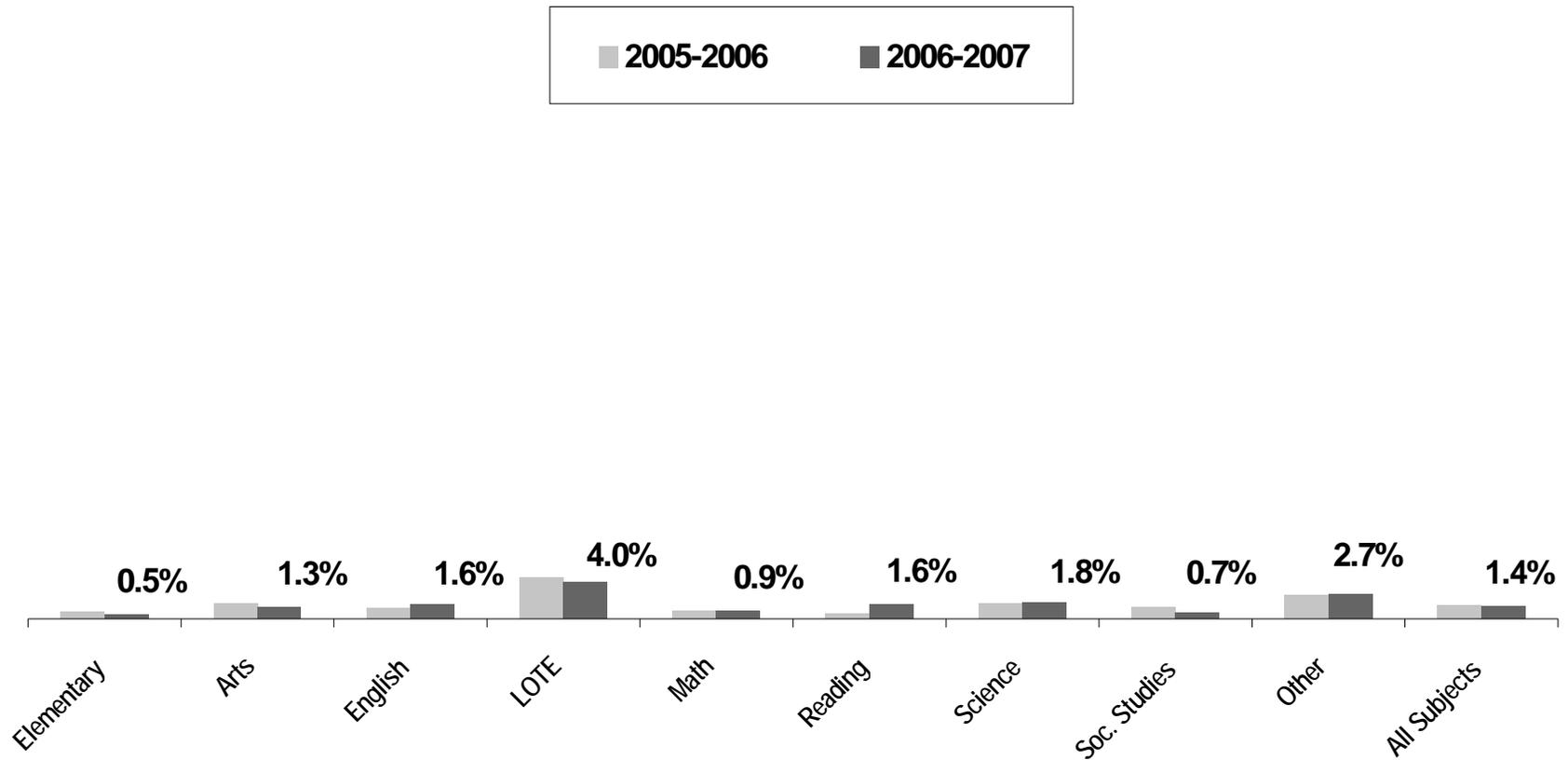
“Other” includes classes in multiple and/or unspecified core subjects in general education, career and technical education, special education and/or bilingual education.

Average Need Districts
**Percent of Core Classes Taught by Teachers
 Who Were Not Highly Qualified**



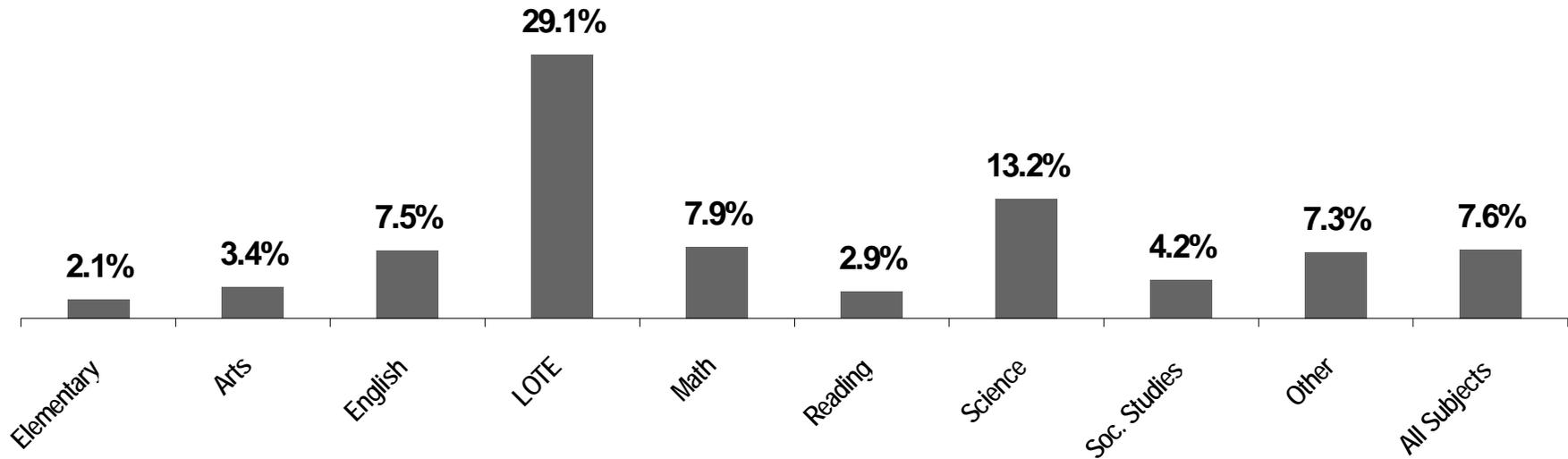
“Other” includes classes in multiple and/or unspecified core subjects in general education, career and technical education, special education and/or bilingual education.

Low Need Districts
**Percent of Core Classes Taught by Teachers
 Who Were Not Highly Qualified**



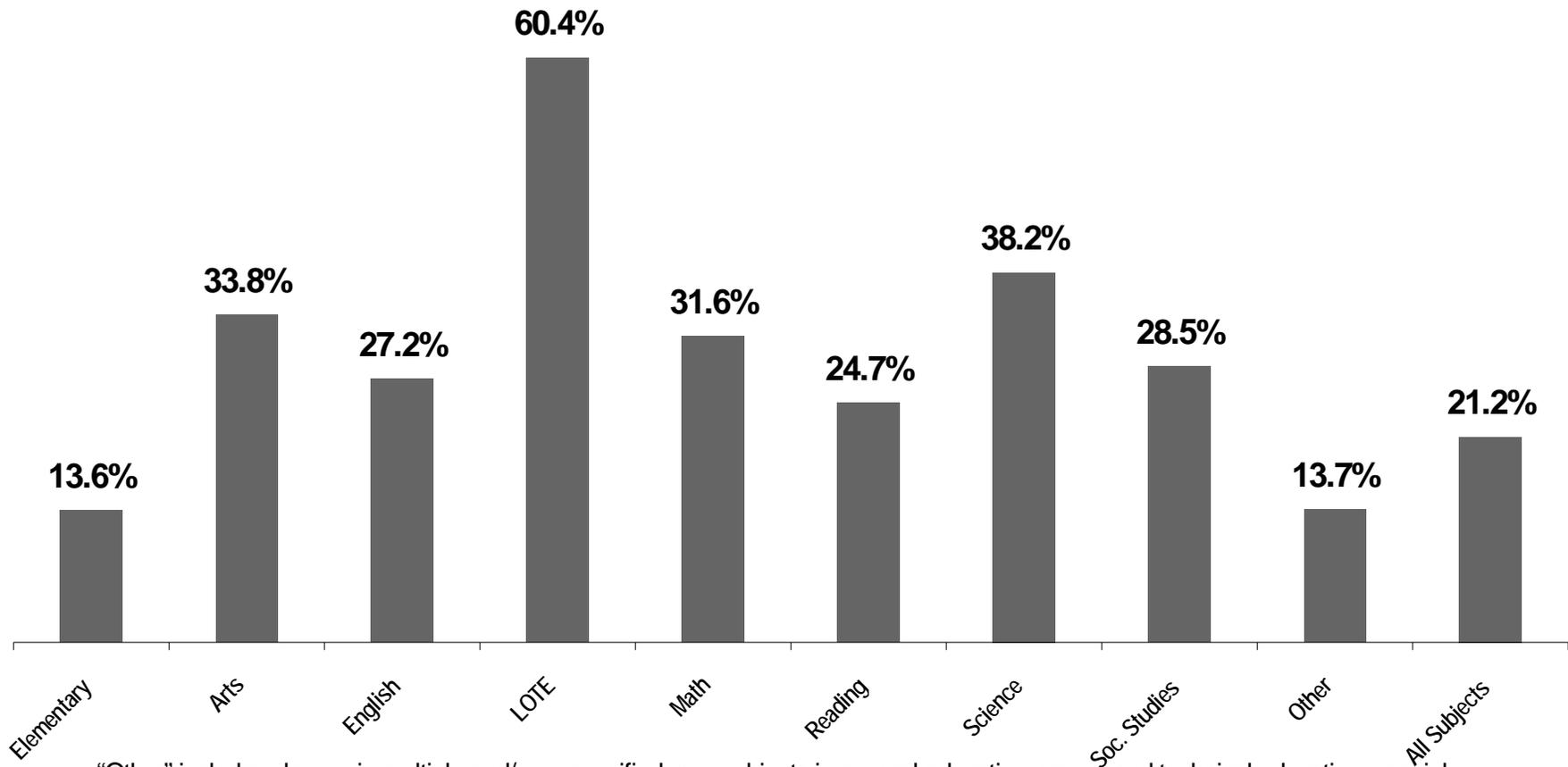
“Other” includes classes in multiple and/or unspecified core subjects in general education, career and technical education, special education and/or bilingual education.

BOCES & State Schools: 2006-2007
**Percent of Core Classes Taught by Teachers
Who Were Not Highly Qualified**



“Other” includes classes in multiple and/or unspecified core subjects in general education, career and technical education, special education and/or bilingual education.

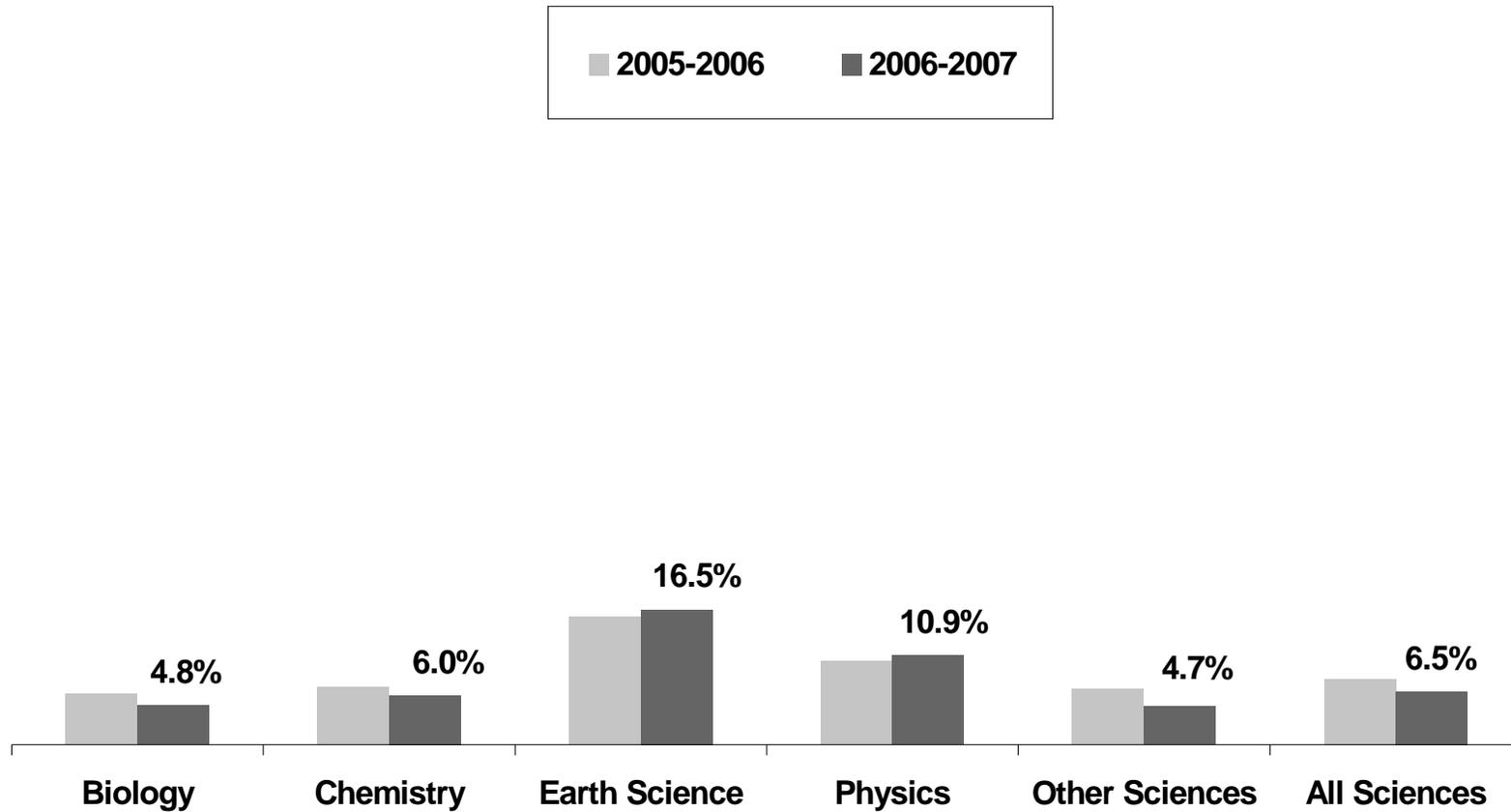
Charter Schools: 2006-2007
**Percent of Core Classes Taught by Teachers
Who Were Not Highly Qualified**



“Other” includes classes in multiple and/or unspecified core subjects in general education, career and technical education, special education and/or bilingual education.

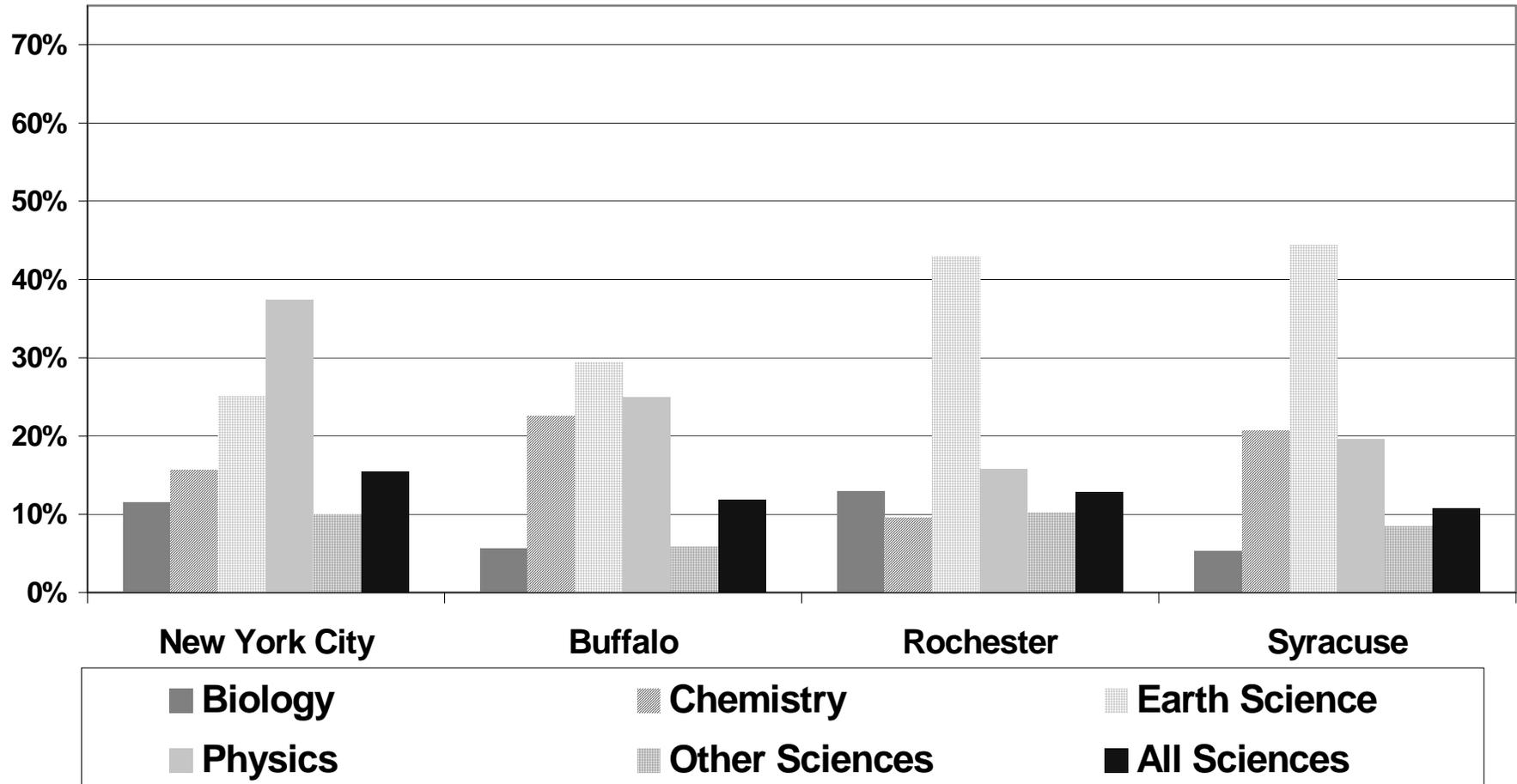
CAUTION: Charter school percentages may be too high because charter school data were not adjusted for up to 5 teachers per school who do not need to be certified to be highly qualified.

New York State
**Percent of Science Classes in Specific Science Subjects
Taught by Teachers Who Were Not Highly Qualified**

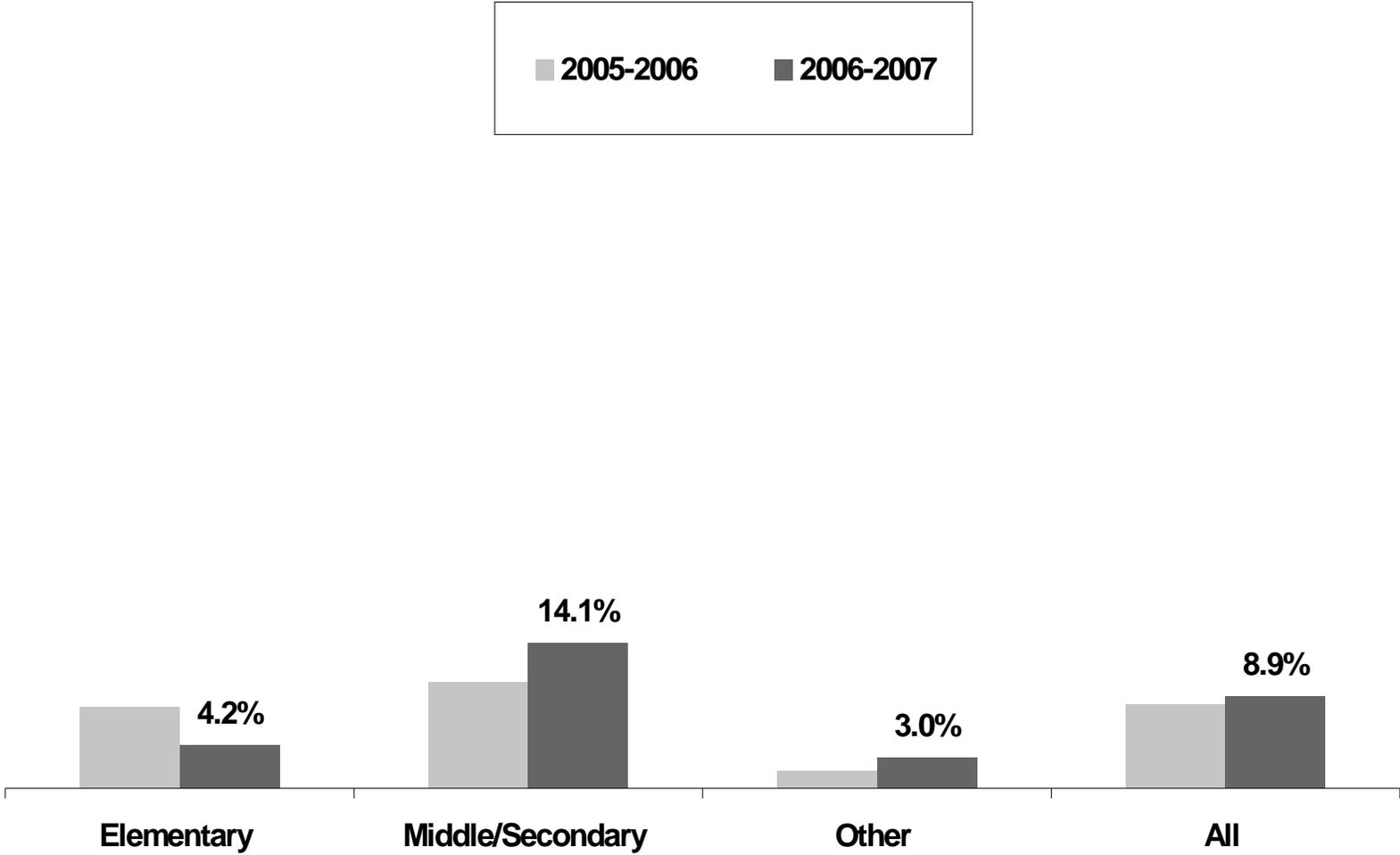


Science classes were 12% of the 32,606 core classes in NYS taught by teachers who were not HQ.

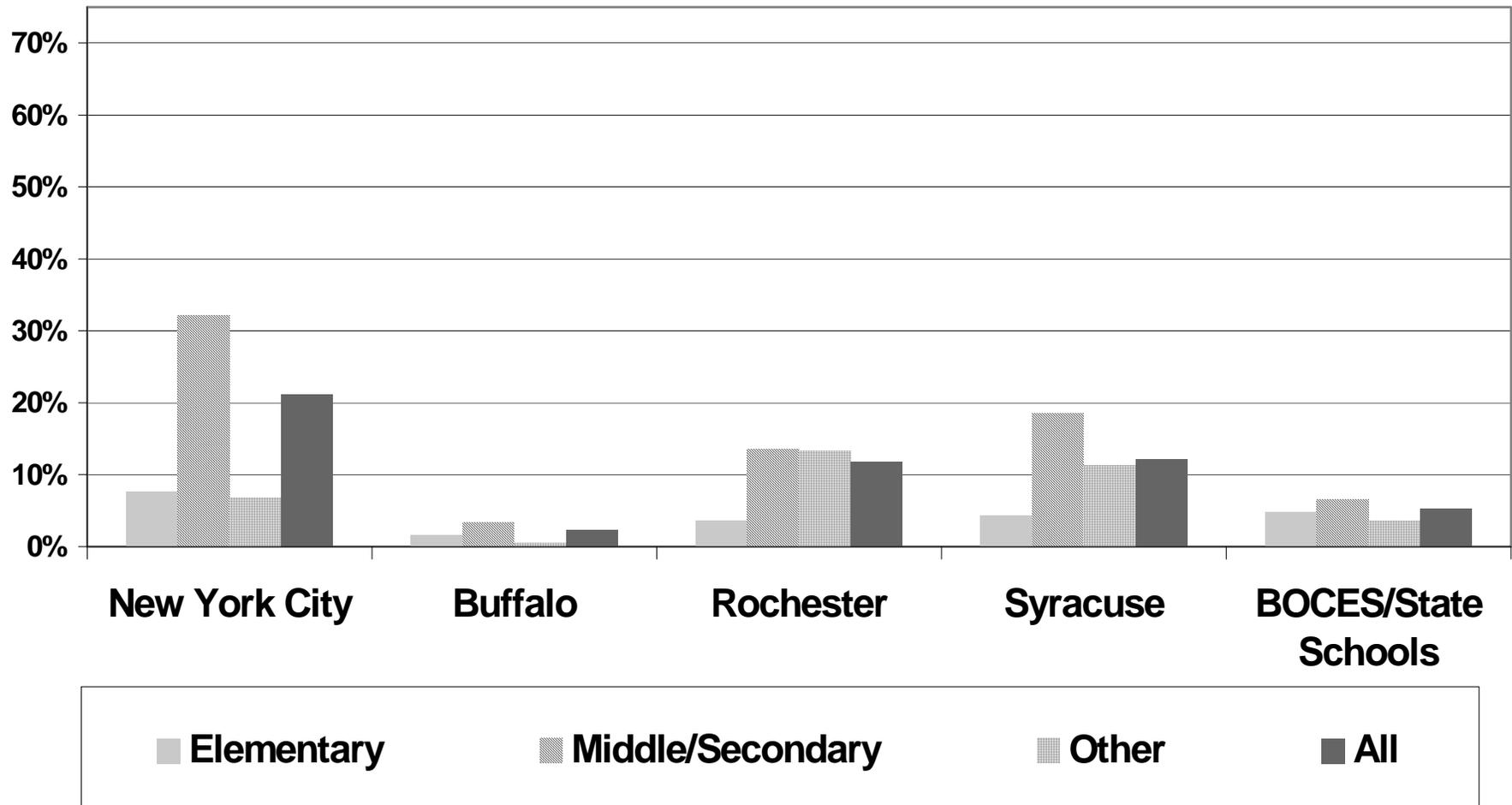
Four Large Cities: 2006-2007
**Percent of Science Classes in Specific Science Subjects
 Taught by Teachers Who Were Not Highly Qualified**



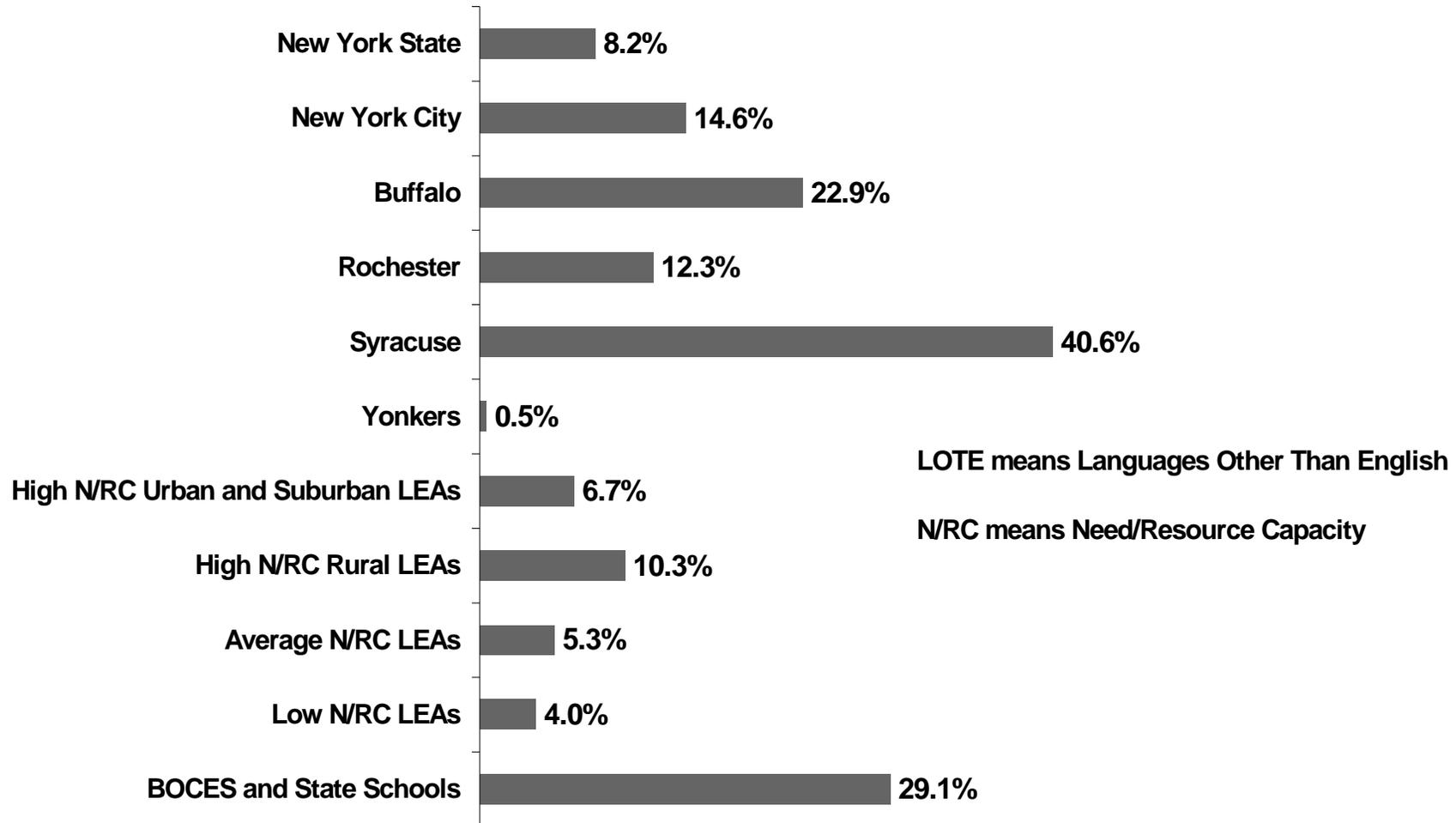
New York State
**Percent of Core Special Classes for Students with Disabilities
Taught by Teachers Who Were Not Highly Qualified**



Four Large Cities, BOCES and State Schools: 2006-2007
**Percent of Core Special Classes for Students with Disabilities
 Taught by Teachers Who Were Not Highly Qualified**



Percent of 2006-2007 Core Classes in LOTE Taught by Teachers Who Were Not Highly Qualified



LOTE classes were 9 percent of the 32,606 classes
in NYS taught by teachers who were not HQ.

2006-2007 Core Classes Taught by Teachers Who Were Not HQ

Core Subject	% of NYS Total (N=32,606)	% within Category
Other	26%	8.7%
Elementary	19%	2.2%
Sciences	12%	6.5%
Arts	10%	4.4%
English	9%	4.5%
Languages Other Than English	9%	8.2%
Math	8%	3.6%
Social Studies	6%	3.0%
Reading	2%	3.3%
New York State Total	100%	4.3%

“Other” includes classes in multiple and/or unspecified core subjects in general education, career and technical education, special education and/or bilingual education.

2006-2007 Core Classes Taught by Teachers Who Were Not HQ

Need/Resource Capacity Category	% of NYS Total (N=32,606)	% within Category
New York City	63%	9.2%
Average Need Districts	11%	1.4%
Four Other Large Cities	6%	5.9%
Low Need Districts	5%	1.4%
High Need Urban/Suburban Districts	5%	2.6%
Charter Schools	4%	21.2%
High Need Rural Districts	4%	2.1%
BOCES & State Schools	2%	7.6%
New York State Total	100%	4.3%

CAUTION: Charter school percentages may be too high because charter school data were not adjusted for up to 5 teachers per school who do not need to be certified to be highly qualified.

Initiatives to Address Remaining Gaps

Guided by Regents Policies and Plans

Certification policy review in subject areas with greatest need (special education in Grades 7-12, languages other than English & science) and extension of Individual Evaluation pathway to increase teacher supply without compromising quality

Focused programs to recruit, retain & support teachers, such as Teachers of Tomorrow, Teacher Opportunity Corps, Troops to Teachers, Transition to Teaching, Mentoring, Teacher Centers

P-16 regional partnerships for teacher quality (pilot in 2006-2007)

Data to support teacher education program assessment & student advisement for educational and career planning

Advocacy in Albany for school aid & relief from pension penalty for retired public employees teaching in hard-to-staff schools and subject areas *(New \$25,000,000 program to prepare 1,000 new teachers in 3 years was requested for 2008-2009 but is not in budget.)*

Advocacy in Washington for teacher recruitment & loan forgiveness

Technical assistance and monitoring to assist districts