

Quality Education Investment Act (QEIA) Highly Qualified Teachers (HQT) Revised May 2010

WHAT IS REQUIRED?

Education Code section 52055.740 (a)(3) requires in QEIA funded schools by the end of the 2010-11 school year and each year after, each teacher, including intern teachers, be highly qualified in accordance with the federal No Child Left Behind Act of 2001. In addition, QEIA schools must be one-third of the way toward meeting this requirement by the end of the 2008-09 school year, and two-thirds of the way by the end of 2009-10 school year.

The federal NCLB statutes require that all elementary, middle and high school teachers assigned to teach core academic subjects are highly qualified. In California, the NCLB Core Academic Subjects are defined as:

- English/language arts/reading [including reading intervention and California High School Exit Exam (CAHSEE) English classes];
- mathematics (including math intervention and CAHSEE-math classes);
- biological sciences; chemistry; geosciences; physics;
- social science (history, government, economics, geography);
- foreign languages (specific)
- drama/theater; visual arts (including dance); and music

Progress toward meeting the federal requirement for highly qualified teachers is based on the number of classes in core academic subjects taught by highly qualified teachers as reported in the California Basic Educational Data System (CBEDS). The goal for each school by the end of 2008-09 is to have at least one-third of the core classes in the school assigned to teachers that are highly qualified. At the end of 2009-10, at least two-thirds of the core classes in the school are assigned to highly qualified teachers.

HOW IS THIS MONITORED?

County Superintendents will review data reported on the Professional Assignment Information Form (PAIF) to determine if the HQT goal of one-third is met in 2008-09. School districts will provide the following documentation:

- For non-CSIS districts: NCLB Teacher Summary Report (PAIF-12) from the CBEDS PAIF Software. This report shows, for each school in the district, the number of classes taught, the number of NCLB core classes taught, and the number of NCLB core classes taught by NCLB compliant teachers.
- For CSIS districts: Total Certificated Staffing By School report from CSIS software. This report shows for each school in the district, the number of NCLB core courses taught, the number of core courses with NCLB compliant teachers, and the % core courses with NCLB compliant teachers. It aggregates the data by elementary and secondary grade spans.

For 2009-10, County superintendents will review data reported on the 2009-10 ESEA (NCLB) Teacher Requirements of the school's Consolidated Application (Part 1, Page 22) to determine if the HQT goal of two-thirds is met. The form will be used in place of the PAIF or CSIS reports. This change in documentation reflects the transition from CBEDS to California Longitudinal Pupil Achievement Data System (CALPADS).

HOW DOES A SCHOOL MEET ITS TARGET?

A number of resources are available to assist schools and their districts in meeting federal requirements for highly qualified teachers:

- A school's Single Plan for Student Achievement
- A district's Equitable Distribution Plan for Title II compliance
- *Effective Practices for Human Resources Departments of Program Improvement Districts*, available at www.pmat.us "PMAT Resource Book"