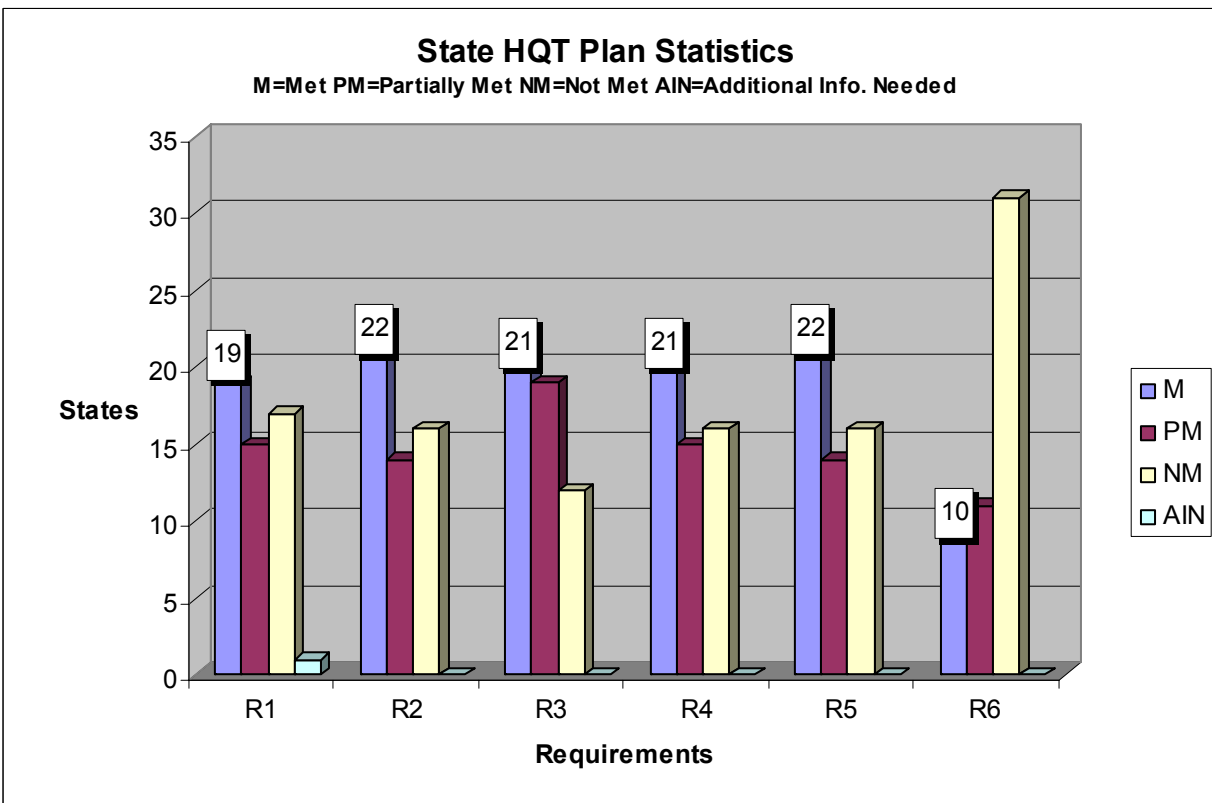




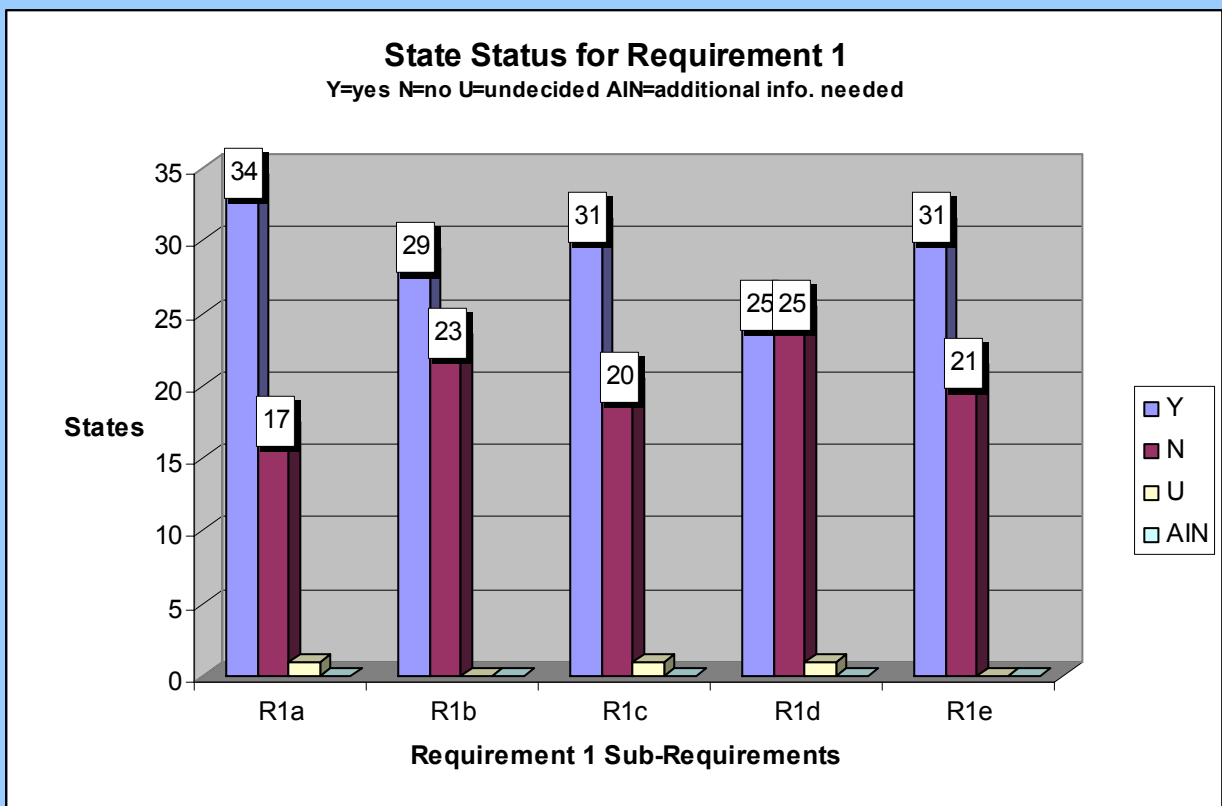
The U.S. Department of Education supplied states and peer review teams with **six requirements** to consider when revising and reviewing state plans to have a highly qualified teacher in every classroom by the end of the 2006-07 school year. Each of the six criteria has multiple components which are listed here.

The number of states that met (**M**), partially met (**PM**), did not meet (**NM**) and those for which additional information was needed (**AIN**) are given. States' sub-requirement status has also been reported by the number of states that received a "yes" (**Y**) for having met the sub-requirement, a "no" (**N**) for not having met the sub-requirement, an "undecided" (**U**), or an "AIN" if additional information was needed.

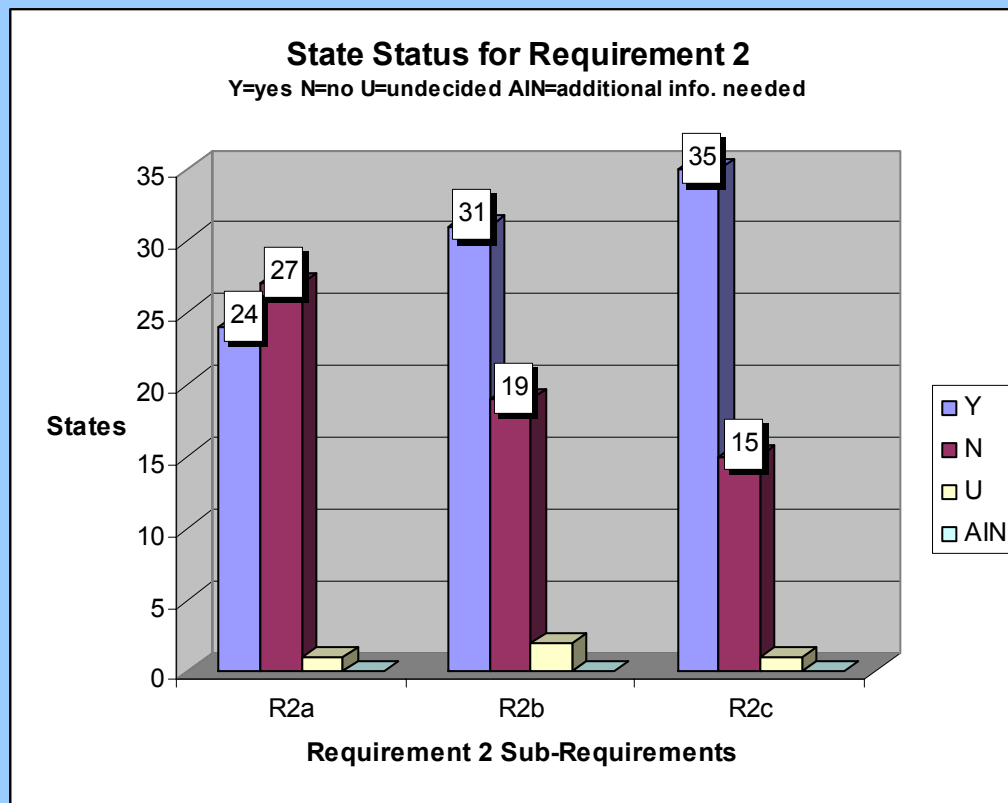


Requirement	U.S. Department of Education Requirement Language	M	PM	NM	AIN
Requirement 1	The revised plan must provide a detailed analysis of the core academic subject classes in the State that are currently not being taught by highly qualified teachers. The analysis must, in particular, address schools 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	19	15	17	1

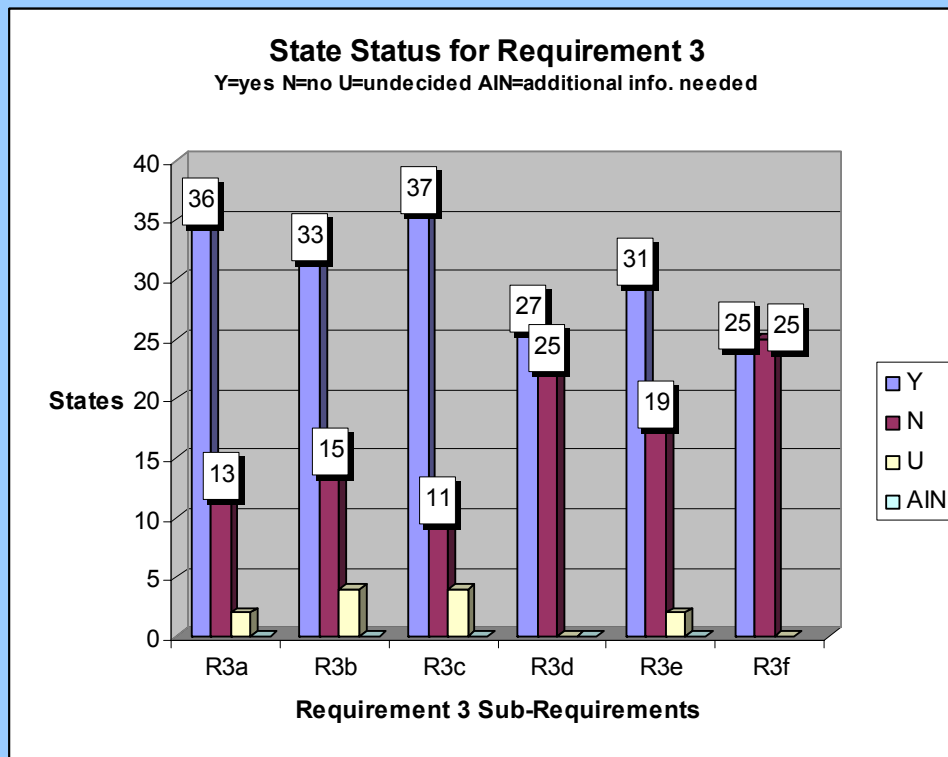
	schools around the State where significant numbers of teachers do not meet HQT standards, and examine whether or not there are particular hard-to-staff courses frequently taught by non-highly qualified teachers.				
Sub-Requirements		Y	N	U	AIN
1-a	Does the revised plan include an analysis of classes taught by teachers who are not highly qualified? Is the analysis based on accurate classroom level data?	34	17	1	0
1-b	Does the analysis focus on the staffing needs of school that are not making AYP? Do these schools have high percentages of classes taught by teachers who are not highly qualified?	29	23	0	0
1-c	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?	31	20	1	0
1-d	Does the analysis identify districts and schools around the State where significant numbers of teachers do not meet HQT standards?	25	25	1	0
1-e	Does the analysis identify particular courses that are often taught by non-highly	31	21	0	0



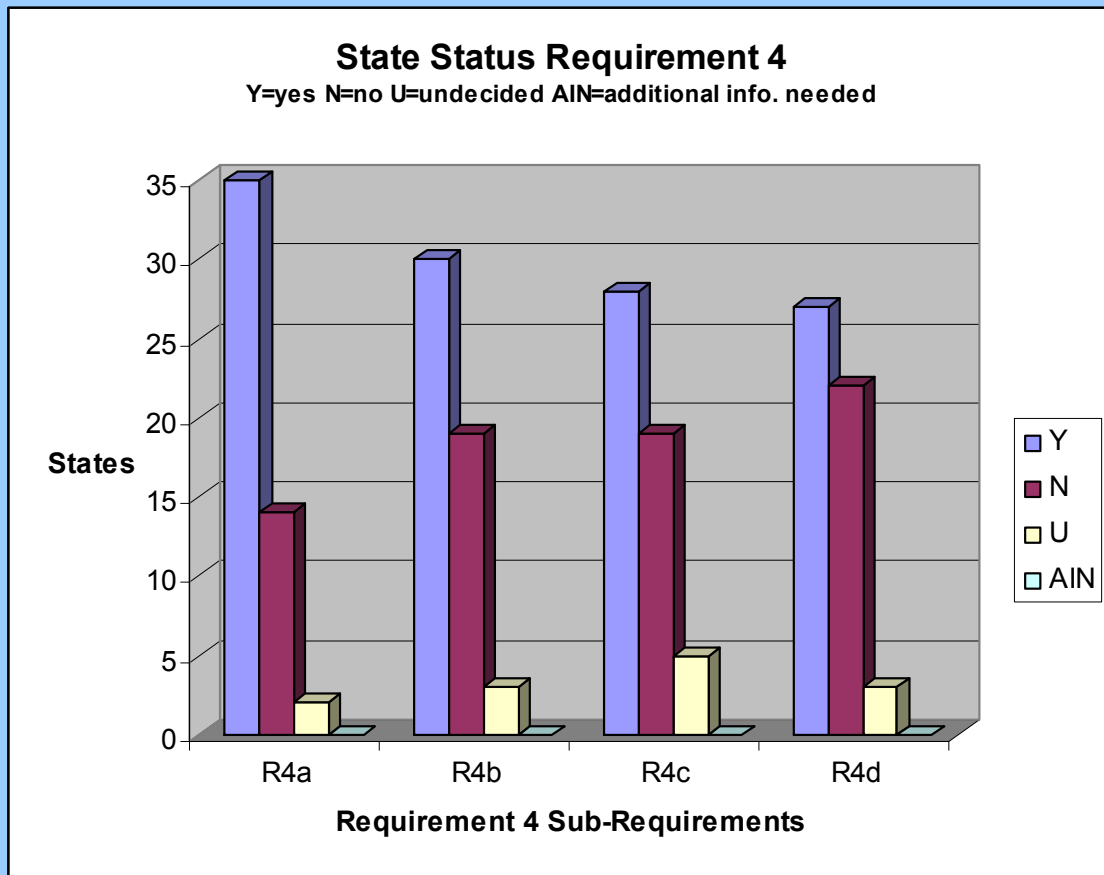
Requirement	U.S. Department of Education Requirement Language	M	NM	PM	AIN
Requirement 2	The revised plan must provide information on HQT status in each LEA and the steps the SEA will take to ensure that each LEA has plans in place to assist teachers who are not highly qualified to attain HQT status as quickly as possible.	22	14	16	0
Sub-Requirements		Y	N	U	AIN
2-a	Does the plan identify LEAs that have not met annual measurable objectives for HQT?	24	27	1	0
2-b	Does the plan include specific steps that will be taken by LEAs that have not met annual measurable objectives?	31	19	2	0
2-c	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?	35	15	1	0



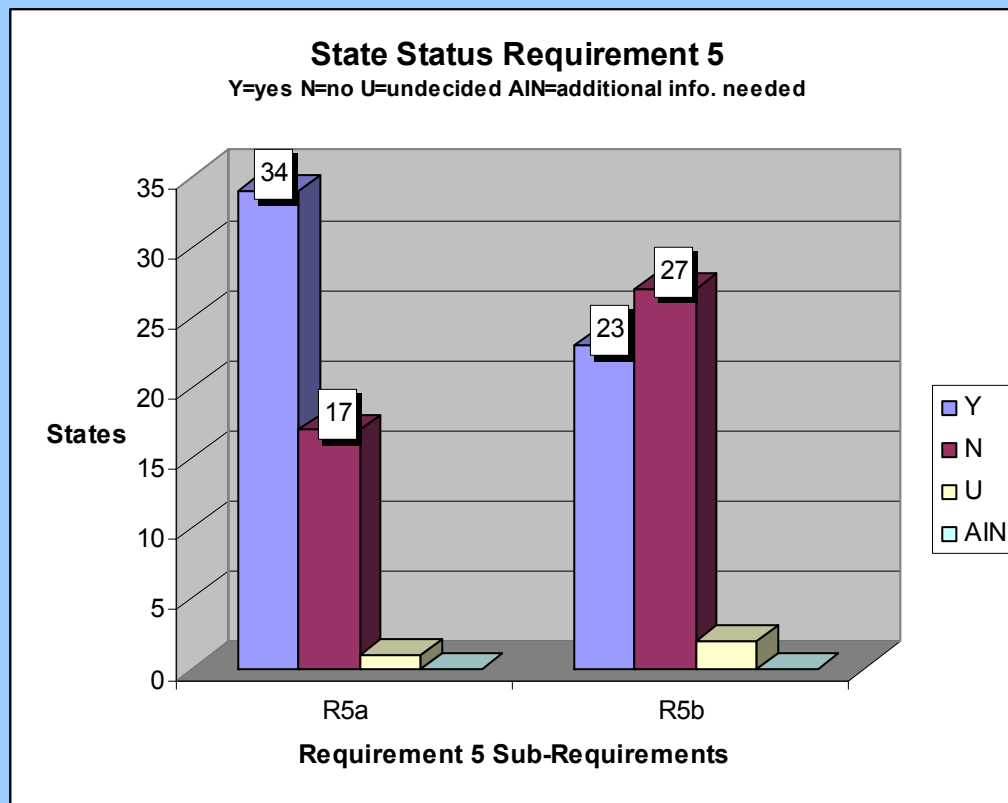
Requirement	U.S. Department of Education Requirement Language	M	PM	NM	AIN
Requirement 3	The revised plan must include information on the technical assistance, programs, and services that the SEA will offer to assist LEAs in successfully completing their HQT plans, particularly where large groups of teachers are not highly qualified, and the resources the LEAs will use to meet their HQT goals.	21	19	12	0
Sub-Requirements		Y	N	U	AIN
3-a	Does the plan include a description of the technical assistance the SEA will provide to assist LEAs in successfully carrying out their HQT plans?	24	27	1	0
3-b	Does the plan indicate that the staffing and professional development needs of schools that are not making AYP will be given high priority?	36	15	4	0
3-c	Does the plan include a description of programs and services the SEA will provide to assist teachers and LEAs in successfully meeting HQT goals?	37	11	4	0
3-d	Does the plan specifically address the needs of any subgroups of teachers identified in Requirement 1?	27	25	0	0
3-e	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?	31	19	2	0
3-f	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?	25	25	2	0



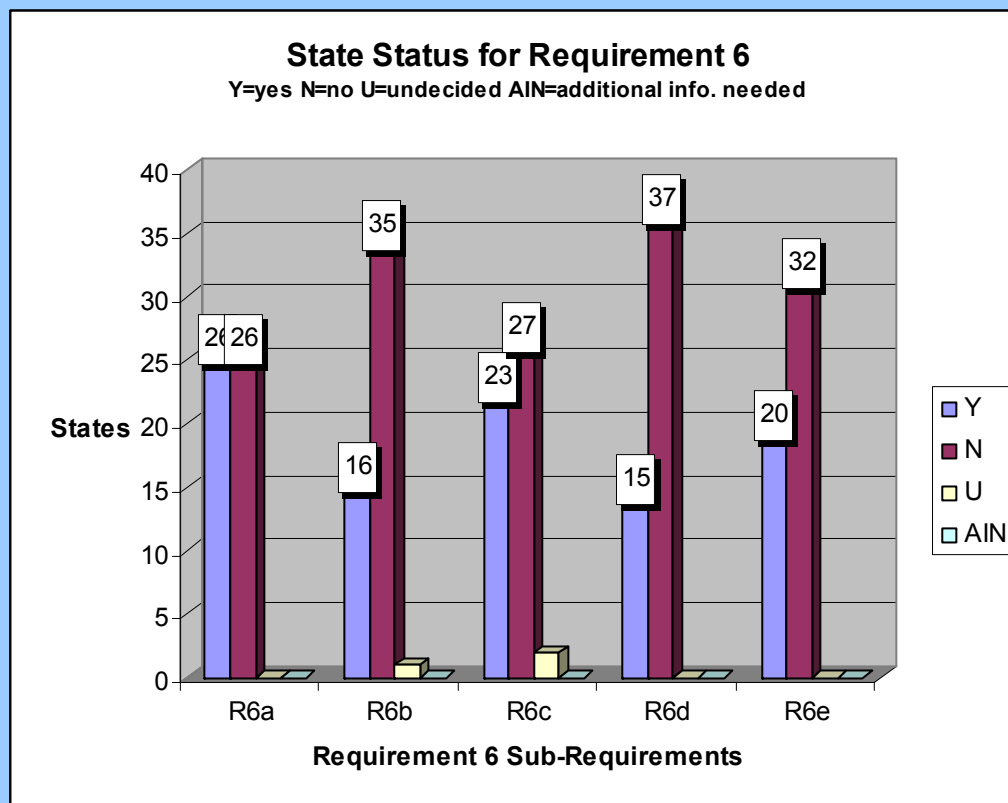
Requirement	U.S. Department of Education Requirement Language	M	PM	NM	AIN
Requirement 4	The revised plan must describe how the SEA will work with LEAs that fail to reach the 100% HQT goal by the end of the 2006-07 school year.	21	15	16	0
Sub-Requirements		Y	N	U	AIN
4-a	Does the plan indicate how the SEA will monitor LEA compliance with the LEAs' HQT plans described in Requirement 2 and hold LEAs accountable for fulfilling their plans?	35	14	2	0
4-b	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?	30	19	3	0
4-c	Does the plan describe how the SEA will monitor whether LEAs attain 100 percent HQT in each LEA and school: <ul style="list-style-type: none"> ▪ 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? 	28	19	5	0
4-d	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?	27	22	3	0



Requirement	U.S. Department of Education Requirement Language	M	PM	NM	AIN
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 limit the use of HOUSSE procedures for teachers hired after the end of the 2005-06 school year to multi-subject secondary teachers in rural schools eligible for additional flexibility, and multi-subject special education who are highly qualified in language arts, mathematics, or science at the time of hire.	22	14	16	0
Sub-Requirements		Y	N	U	AIN
5-a	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?	34	17	1	0
5-b	Does the plan describe how the State will limit the use of HOUSSE after the end of the 2005-06 school year to the following situations: <ul style="list-style-type: none"> 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. 	23	27	2	0



Requirement	U.S. Department of Education Requirement Language	M	PM	NM	AIN
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 are other children.	10	11	31	0
Sub-Requirements		Y	N	U	AIN
6-a	Does the revised plan include a written equity plan?	26	26	0	0
6-b	Does the plan identify where inequities in teacher assignment exist?	16	35	1	0
6-c	Does the plan delineate specific strategies for addressing inequities in teacher assignment?	23	27	2	0
6-d	Does the plan provide evidence for the probable success of the strategies it includes?	15	37	0	0
6-e	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?	20	32	0	0



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