

Teacher Assignment Data

Section 1012.2315, Florida Statutes
Title II-A, No Child Left Behind Act

Background

The State of Florida is committed to providing and using data to assist districts in making the best educational decisions for their students. Both section 1012.2315, Florida Statutes, and the federal requirements of Florida's Plan for Meeting Highly Qualified Teacher Requirements under Title I-A of the No Child Left Behind Act address the qualities of teachers assigned to our most vulnerable schools and populations.

To take a thoughtful approach to meeting both state and federal requirements and assisting school districts in making the best decisions about their staff, Florida has begun analyzing data about staff qualifications relative to these regulations. Data from the 2007-08 school year were reviewed to determine to what degree districts were succeeding in ensuring that children in schools that earned a grade of D or F, that were above the district's average in minority population, or that were above the district's average in level of poverty were not taught at higher rates by first year teachers, teachers holding a Temporary Certificate, out-of-field teachers or teachers in need of improvement.

Analysis

Results from the school level analysis by district reveal that there is significant variation within districts and among categories; meaning one high minority school in a district may have below the district average in all three categories, while another may not. Results from a state-level analysis of schools that either meet *both* the high minority and high poverty threshold or meet *neither* (i.e., separating what may be viewed as the "most vulnerable" from the "least vulnerable" schools using only these definitions) by category indicate the following:

State Level Data Analysis	Schools with a Majority of Minority Students and Students Receiving Free or Reduced-Priced Lunch	Schools with Neither a Majority of Minority Students nor Students Receiving Free or Reduced-Priced Lunch
Percent of First Year Teachers	15%	9%
Percent of Temporary Certified Teachers	18%	13%
Percent of Out-of-Field Teachers	17%	13%

Next Steps

School level data are being provided to each district for use in making sound decisions and in meeting statutory requirements. Additional technical assistance and monitoring will be provided to districts and schools through the state's Differentiated Accountability Regional Executive Directors. The state will continue to compile, analyze and report these data.