

## **Title I On-Site Visit**

### **Human Resources/Equitable Distribution of Teachers (EDT)**

1. How do you ensure Title I schools have priority access to hiring HQ teachers? How does the LEA ensure that new Title I hires meet 'highly qualified' teacher requirements upon hire?

*\*(Statute (1119(a)(1): "All Title I teachers hired since the beginning of 2002 school year have to be highly qualified at the time of hire.")*

*\*(Section 1112(c)(1)(L): "The LEA is implementing the assurance that the LEA will "ensure, through incentives for voluntary transfers, the provision of PD, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.")*
2. Are Title I schools of "high need" ("high need" schools as defined via the EDT definition outlined below), given priority for HQ teachers? How does your office support that effort?

*\*(For purposes of "Equitable Distribution of Teachers, schools considered to be "high need" in NV are defined as:*

  - *High poverty (top quartile for the given year at the respective percentages for both elementary and secondary levels)*
  - *And/or high minority (>50%)*
  - *Schools that are identified as 1 star, 2 star, priority, focus - with*
  - *20% or greater non-HQT*
  - *And/or teachers with < 3 years of teaching experience)*
3. What progress has been made on carrying out the EDT plan? How do you know if the strategies you are employing to address the equitable distribution of teachers are effective for reducing inequity?

*\*(The EDT element of the USDE Monitoring Plan states: "The LEA knows whether or not the strategies it is employing to address the equitable distribution of teachers are effective.")*