
An Analysis of State Data on the Distribution of Teaching Assignments Filled by Highly Qualified Teachers in New York Schools

Research demonstrates a link between highly qualified teachers (HQTs) and student achievement. The No Child Left Behind Act (NCLB) requires every state to enact policies ensuring that all students are taught by HQTs. Policymakers in New York State requested research on their current teaching workforce, with a particular interest in whether students in rural districts are taught by HQTs.

— ANN BRACKETT, SARAH GUCKENBURG, SUSAN MUNDRY, LEARNING INNOVATIONS AT WESTED,
AND PATRICIA BOUREXIS, THE STUDY GROUP, PROJECT TEAM

PROJECT OBJECTIVES

- Examine the percentage and distribution of HQTs across community types, poverty level, and other characteristics in New York State, with a focus on rural areas.

AUDIENCE & APPLICATION

- State and local policymakers, especially those concerned with ensuring equitable access to HQTs.
- Others interested in identifying patterns in staffing with respect to HQTs.

METHODOLOGY

- Conduct descriptive analyses of certification, demographics, and school data to describe the distribution of HQTs in New York State.

FINAL PRODUCT

- Issues & Answers Report published by the Institute of Education Sciences, which may be found at: http://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2008047.pdf

What Are Fast-Response Projects?

Fast-Response Projects are short-term projects that respond to regional and national needs and priorities and provide research-based knowledge to inform policy and practice. They use methods such as research syntheses, mining of existing data sets, and descriptive studies.



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New York's rural schools serve over 330,000 students, about 12% of New York's student population, and receive 14% of the state's education funding. About 28% of rural students qualify for subsidized meals. This project examined teacher distribution in these schools to provide a snapshot of current staffing in New York's rural schools.

- In general, the results of this project show that core teaching assignments have HQTs. Both rural and suburban settings have high percentages of core teaching assignments taught by HQTs, and New York City and other urban schools have lower percentages of teaching assignments taught by HQTs.
- There is little variation across schools by poverty level, school need, and school level. The percentage of teaching assignments taught by HQTs in rural schools varies very slightly among high- and low-poverty schools, high- and low-need schools, and school level.
- Lower percentages of HQTs in foreign language classes: Middle-school and high-school foreign language classes show lower percentages of teaching assignments taught by HQTs in rural schools, compared with other subject areas.

Contact Information

For more information about this project, e-mail Rebecca Carey (rcarey@edc.org) or visit REL-NEI online (www.relnei.org).

