

# **PART B PERSONNEL DATA NOTES**

## **2012-13 Reporting Year**

This document provides information or data notes on the ways in which states collected and reported data differently from the Office of Special Education Programs (OSEP) data formats and instructions. In addition, the data notes provide explanations of substantial changes or other changes that data users may find notable or of interest in the data from the previous year.

### **Alabama**

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#### **Special Education Paraprofessionals**

Due to the statewide objective to focus on improved access and instruction regarding the College and Career Readiness standards, an emphasis was placed on ensuring that adequate support for teachers and students were available in the classroom.

### **Alaska**

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#### **Special Education Teachers**

Alaska attributes the increase in the number of not highly qualified special education teachers for ages 6-21 in 2012-13 to a shift in reporting in 2011-12. In 2011-12, significantly fewer SPED teachers were reported as teaching in non-core content areas or as supporting the classroom teacher in a SPED consultative role. These teachers have fewer requirements for meeting the highly qualified standard in Alaska than do SPED teacher who teach in core content areas. This reduced the not highly qualified FTE to an all-time low. In 2012-13 the FTE of not highly qualified teacher increased again moving back toward but not reaching the historic FTE value.

### **Arizona**

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#### **Special Education Paraprofessionals**

The increase of not qualified paraprofessionals reported in the 2012-13 reporting year is due to the unanticipated increased need for paraprofessionals and the lack of qualified paraprofessionals available to fill these vacancies.

## Part B Personnel Data Notes

### Arkansas

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#### Special Education Teachers

The changes in the number of teachers for children ages 3-5 can be tied to two programs.

Formerly, a collective early childhood special education program known as Tri-District operated on behalf of three school districts in central Arkansas. At the end of the 2011-12 school year Tri-District was disbanded and the districts began operating their own early childhood special education program. This reduced the number of speech pathologist and in some cases the number of teachers being hired for they already had certified staff that could cross over 3-5 and 6-21 services.

Additionally, there was a change to center-based programs which provide services to children 3-5 under an interagency agreement with the Department of Human Services. In the past most of these center-based programs operated both Part C and Part B (3-5) programs which allowed staff to be shared. In 2012-13 the majority of these programs operate only Part B 3-5 programs, thus reducing the number of staff needed.

#### Special Education Paraprofessionals

The center-based programs which provide services to children 3-5 under an interagency agreement with the Department of Human Services saw major changes to their structure in 2012/13. In the past, most of these center-based programs operated both Part C and Part B (3-5) programs which allowed staff to be shared. In 2012-13 the majority of these programs operate only Part B 3-5 programs, thus reducing the number of staff needed. The majority of the programs employed physical therapists and did not use private contracted providers. With the structure and re-organization of the programs fewer staff is now required.

Additionally, this could have been impacted by the closing of Tri-District. Formerly, a collective early childhood special education program known as Tri-District operated on behalf of three school districts in central Arkansas. At the end of the 2011-12 school year Tri-District was disbanded and the t here districts began operating their own early childhood special education program. This could have reduced the number of physical therapists being contracted since the school districts would have already employed or contracted with other therapists.

#### Special Education Paraprofessionals

The center-based programs which provide services to children 3-5 under an interagency agreement with the Department of Human Services saw major changes to their structure in 2012/13. In the past most of these center-based programs operated both Part C and Part B (3-5) programs which allowed staff to be shared. In 2012-13 the majority of these programs operate only Part B 3-5 programs, thus reducing the number of staff needed. These programs used a supervising teacher model thus employing a high number of paraprofessionals. Staff previously worked across Part C and Part B 3-5 providing services however, with the change in program structure and re-organization fewer staff is now required.

## Part B Personnel Data Notes

### Colorado

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#### Special Education Related Services Personnel

The increase in Highly Qualified Teachers is attributed to districts concentrated efforts to hire Highly Qualified Teachers and for the Non Highly Qualified Teachers to become Highly Qualified.

The decrease in Non Highly Qualified Teachers for ages 3-5 is attributed to district concentrated efforts to hire Highly Qualified Teachers along with encouraging the Non Highly Qualified teachers to become Highly Qualified

The decrease in Non Highly Qualified Teachers for ages 3-5 is attributed to district concentrated efforts to hire Highly Qualified Teachers along with encouraging the Non Highly Qualified teachers to become Highly Qualified

### Florida

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#### Special Education Teachers

Highly qualified teachers of students ages 6-21 has been on the decline due to an increasing number of students with disabilities enrolled in the general education curriculum and in the general education environment. Students may receive support facilitation by an ESE teacher while in the general education classroom. As a result there are fewer special education teachers teaching core subject areas in self-contained classrooms.

#### Special Education Related Services Personnel

Counselors and Rehabilitation Counselors have increased due to an emphasis on transition opportunities for students with disabilities exiting school with positive post-school outcomes.

It is unknown why Physical Education Teachers and Recreation and Therapeutic Recreation Specialists increased during this period.

### Georgia

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#### Special Education Teachers

Georgia increased the number of teachers serving students age 3 through 5 commensurate with the growth in the student population. In addition, changes in the Georgia teacher retirement system implemented on January 1, 2013 caused a higher number of retirements among eligible teachers than those experienced in prior years. The increase in student population and the uncharacteristically high number of retirees are considered factors in the diminished access to highly qualified teachers.

## **Part B Personnel Data Notes**

### **Special Education Paraprofessionals**

Georgia's 2011-12 count of paraprofessionals serving students age 3 through 5 included both class associated paraprofessionals and discrete job code associated paraprofessionals. This reporting practice created a duplicated count of paraprofessionals. Only job code associated paraprofessional serving students age 3 through 5 were reported in the 2012-13 submission eliminating any duplicate reporting.

### **Hawaii**

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Counselor numbers have been fluctuating over the past three years. These data are being monitored closely and it is expected that these numbers will eventually normalize in the next few years. Also this is the first year that School-Based Behavior Health counselors were included in the count.

### **Maryland**

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#### **Special Education Teachers**

From the previous year (2011-2012) to the 2012-2013 Personnel data, there was one large LEA that was previously unable to disaggregate data by teachers of 3-5 and 6-21. In another large LEA, the Special Education Early Childhood Office had reorganization in 2012 of Infants & Toddlers staff. That department moved under the Special Education Early Childhood Office and some of the position titles were changed to properly identify teaching positions.

### **Micronesia**

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The decrease in FSM's Highly Qualified from 121 in 2011-2012 to 92 in 2012-2013 is attributed to teachers leaving the special education program and moving to general education or to other careers. The increase in Not Highly Qualified is due to newly hired teachers who had not taken or passed the FSM Teacher Certification Test.

### **Mississippi**

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#### **Special Education Teachers**

The State offered less emergency and provisional certifications to teachers than in the previous year

#### **Special Education Related Services Personnel**

A change in course code classifications and coding allowed for a more accurate identification of Audiologist positions.

## Part B Personnel Data Notes

### Missouri

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#### Special Education Paraprofessionals

The statewide number of Not Qualified paraprofessionals for ages 6-21 decreased by 44 from 2011-12 to 2012-13. This decrease was comprised of decreases in a number of districts and the decrease was offset by an overall increase in the number of Qualified paraprofessionals.

#### Special Education Related Services Personnel

Increases are seen in the “Medical/Nursing Service Staff” and “Physical Education Teachers and Recreation and Therapeutic Recreation Specialists” categories from 2011-12 to 2012-13. One large urban district in the state reported 16 more nurses than the prior year, which accounts for the statewide increase. A large urban special school district reported 13 more PE teachers than the prior year, which accounts for a large part of the statewide increase.

### Nebraska

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#### Special Education Teachers

An increase in courses being reported which are tied to teachers/students/courses/grades resulted in an increase in the number of identified non-qualified staff. NDE is working with districts to reduce this number.

### Nevada

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Increased numbers of counselors during the 2012-2013 school year may be related to available of funding as well as qualified personnel.

### Ohio

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#### Special Education Related Services Personnel

- Overall, Ohio has shown a small increase in the FTEs of nurses and counsellors employed by its districts. However, the total increase in nurses and counsellors is not as dramatic as the increase in FTEs assigned to special education.
- In addition to reporting the FTEs by staff position, districts also report the percentage of time each counselor or medical staff devotes to special education-related work. Changes in policy around Medicaid reimbursement have increased district awareness and documentation of these work assignments; it is likely that the increased awareness resulted in most of the increases in personnel counts.

#### Special Education Teachers

- Across the state, there has been a drop in the total FTE of teachers assigned to special education

## Part B Personnel Data Notes

- With a continued emphasis on requirements to employ ONLY highly qualified teachers, a drop in those counted as not highly qualified is expected.
- The combination of a lower total number of special education teachers and a higher percentage of all teachers being highly qualified accounts for the drop in the count of “not HQT” teachers.

## Oregon

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### Special Education Paraprofessionals and Special Education Teachers

The drop in Special Education Paraprofessionals and Special Education Teachers that are not qualified is due to rigorous monitoring by Title 1, and the Oregon Department of Education offering more guidance on coding records for special education.

## Puerto Rico

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Puerto Rico attributed the increase in the number of not fully certified teachers 6 to 21 to the use of emergency certified staff. The state reported that it has difficulty finding and hiring certified staff in these positions. As a result, staff turnover is high.

The state attributed the decrease in the total number of highly qualified teachers 3 to 5 to a shift of personnel who increased to the category of Paraprofessionals 3 to 5.

## South Carolina

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### Special Education Paraprofessionals

There was an increase in the number of “not qualified” paraprofessionals from 2011–12 to 2012–13. In FFY 2011–12 there were 35.5 reported under Section B, “Not Qualified” of Table 2. In 2012–13 that number had increased to 90.16. In a review of the data, the increase was due to two districts. One district employed 28 “not qualified” paraprofessionals in FFY 2012–13 as compared to zero in 2011–12. The other district employed 29.5 “not qualified” paraprofessionals in FFY 2012–13 as compared to 11 in 2011–12. These two districts are located in two of the largest metropolitan areas in South Carolina. The larger of the two districts reported far fewer “not highly qualified” teachers (Section A, Table 2) in FFY 2012–13 as were reported in 2011–12 (13 as compared to 57.8). This particular district has undergone extensive reorganization following an independent evaluation of the district. As such, the change in this district is likely due to reorganization of their special education programming. In addition, the state would infer that as the economy has slowly improved in South Carolina, more jobs, including those for many uncertified professionals has increased, particularly for the kinds of responsibilities outlined in the definitions of paraprofessionals in Table 2 (e.g., providing instructional support, one-on-one tutoring, and classroom management).

## Part B Personnel Data Notes

### Utah

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#### Special Education Teachers

During the 2012-2013 school year, Utah LEAs increased compliance in the identification of special educators as Highly Qualified or Not Highly Qualified. LEAs provided increased support for educators to take required exams in order to meet the Highly Qualified standards.

Additionally, many LEAs in rural areas of Utah experience significant difficulty in the recruitment and retention of staff. As the needs of students within these LEAs change over time, LEAs must frequently reassign current staff to assignments that are outside their current area of qualification. USOE and the LEA collaborate with Utah Institutions of Higher Education to provide flexible programs for educators in this situation so that teachers can become Highly Qualified for their current assignment as quickly as possible. Further, Utah Charter Schools frequently have difficulty in the recruitment and retention of Highly Qualified staff. USOE partners with these LEAs and with Utah IHEs to provide Alternate Route to Licensure or distance education programs to support these teachers in becoming Highly Qualified as quickly as possible.

### Virginia

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#### Special Education Related Services Personnel

The data reported by Virginia Department of Education (VDOE) for the 2012-2013 Physical Education Teachers and Recreation and Therapeutic Recreation Specialists and Speech-Language Pathologists have been reviewed and are accurate. In the past, the VDOE collected the special education related services personnel data from local educational agencies (LEAs) by direct communication methods. In 2012-13, a transition was made to collecting the Special Education Related Services Personnel data through the existing Master Schedule Collection (MSC) and Instructional Personnel Verification and Survey Data (IPAL). The increase in both Physical Education Teachers and Recreation and Therapeutic Recreation Specialists and Speech-Language Pathologists is contributed to more accurate reporting by the LEAs on the student level based on transitioning to these data based collection applications.

### Virgin Islands

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#### Paraprofessionals( ages 6-21)

The state and district are offering courses and professional development to assist with the qualification status, and also additional personnel was hired.

## Part B Personnel Data Notes

### Washington

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#### **Counselors/Rehab Counselors**

After review of the district level data, we contact several districts in one of the largest populated areas of our State. Those districts indicated the increase of counselors were due to a coordinated project to assist students with disabilities to: stay in-school, graduate and reduce suspensions.

#### **Special Education Teachers**

Teachers 6-21 NHQ: After a review of district level data, we found 2 very large urban districts reported an increase of almost 43 FTE in this category. After meeting with the HQT section of the State Department of Education, we found that these two districts were participating in some of our programs to assist districts in helping staff become highly qualified.

### West Virginia

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#### **Special Education Teachers**

A new data application was developed and implemented for special education administrators to report the Special Education Highly Qualified Teacher Data. The significant differences in PreK Counts are attributed to the new collection which is believed to more accurately report counts for PreK teachers.

#### **Special Education Related Service and Special Education Paraprofessional Reports:**

While the reporting application and concomitant procedures for the related service and paraprofessional reports have not changed, significant increases were noted in the number of counselors, medical/nursing staff and PreK (3-5) paraprofessionals. District administrators report that the number and severity of young children with disabilities entering school continues to grow. Increases in these personnel categories may be indicative of the severity level of the children with disabilities.