

## Part B Personnel Data Notes

### 2013-14 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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Alabama stated that the increase in the numbers and percentages for Not Qualified Paraprofessional (3-5 and 6-21), the increase in the numbers for Qualified Paraprofessional (3-5), as well as the decrease in the numbers for Qualified Paraprofessional (6-21) can be attributed to the personnel allocations change based on need.

Also, the increase in the numbers for Related Service Type, specifically for Counselors/Rehabilitation Counselors, can be attributed to the increased focus on transition, post-school outcomes and linkages to vocational services.

The increase in the numbers and percentages for Related Service Type, specifically for Medical/Nursing Service Staff, can be attributed to the increased personnel needs to serve students with Autism and Other Health Impairments.

The increase in the numbers for Related Service Type, specifically for Speech-Language Pathologists can be attributed to the increased personnel needs to serve students with Speech/Language Impairments.

The increase in the numbers and percentages for Highly Qualified Special Education Teachers (3-5 and 6-21) as well as the decrease in the number and percentage for Not Highly Qualified Special Education Teachers (6-21) can be attributed to the budget legislation and funding formula change in personnel allocation.

#### Alaska

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The 2013-14 Personnel data collection showed an increase in the number of not qualified Paraprofessionals for 6-21 year old students. Several LEAs across the state had small increases but two LEAs account for most of the increase. Both of these LEAs had need to increase their overall count of paraprofessionals in their Title I schools and the qualification requirements for Title I paraprofessionals are more rigorous than for those in non-Title 1 schools.

#### Arizona

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Reporting year 2013-2014

The decrease in teachers not highly qualified, ages 6-21, is due to an overall decrease in the number of teaching personnel in Arizona. Arizona is experiencing an overall teacher shortage.

In reviewing the statewide data, the increase in these areas is likely due to a small number of districts that reported significantly more counselors and rehabilitation counselors in this year. These districts will be targeted for training and follow up to ensure that personnel reporting in this area submit data that are valid and accurate.

The increase in Total Medical / Nursing Service Staff could be attributable to the growing number of contract agency nurses (not employed by district) who provide 1:1 care for students with special health care needs. These nurses are provided by districts in accordance with IEP requirements and provide direct Medicaid-reimbursable services to individual students. They are not likely providing services for any other students in the school. Arizona has experienced a decrease in the number of licensed nurses who can provide a full range of care, and with the growing number of students in the school setting with complex health care needs throughout the state, this could be contributing to the increase in numbers.

In reviewing the statewide data, the increase in Total Physical Education Teachers and Recreation and Therapeutic Recreation Specialists is likely due to one district that reported significantly more physical education teachers and Recreation and Therapeutic Recreation Specialists in this year. This district will be targeted for training and follow up to ensure that personnel reporting in this area submit data that are valid and accurate.

## **Arkansas**

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In 2013/14, the number of qualified special education paraprofessionals serving children ages 3-5 increased by 354 (105%). Numerous trainings were held across the state for paraprofessionals during 2013/14 and 2012/13 increasing the FTE of qualified paraprofessionals.

An increase was also evident in the number of not qualified paraprofessional (114 or 209%) which indicates new staff being hired which needs training. Throughout the spring and fall of 2014 additional trainings were held to assist individuals in meeting the qualified status.

The number of not qualified paraprofessionals serving children ages 6-21 declined by 277 FTE or 59%. There was also an increase in qualified individual denoting the effect of the numerous trainings held in 2012/13 and early 2013/14.

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## **Colorado**

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Colorado department of education expanded the state funded Colorado Preschool Program (CPP) in the school year 2013-2014 which added even more slots for full-day and half-day preschoolers. In order to serve additional children, the number of preschool classrooms across the state increased. Consequently, more paraprofessionals, including those who were funded with IDEA, were hired.

Preschool children with disabilities in Colorado are most often served in the same classrooms alongside their Colorado Preschool Program peers.

## **District of Columbia**

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For school year 2012/2013 and 2013-14, the number of qualified personnel for school year 2012/2013 was slightly higher, a number of personnel were inadvertently listed twice-some of them served at two different buildings(during the same school year). Additionally, another contributing factor to the decrease in not qualified is due to the retirement of personnel.

The decrease in the number of personnel not qualified can also be attributed to the fact that there were some retirements.

## **Florida**

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Florida believes that the drop in the number of ages 6-21 students with disabilities being taught by not highly qualified teachers is due to the increased number of students being served in general education classrooms where the teachers are more likely to be highly qualified to teach those courses.

## **Georgia**

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## **Louisiana**

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The Increase in the number of Counselors and Social Workers may in part be due to continuing need for behavior supports coupled with a policy change that allows LEAs to bill behavioral health services for reimbursement.

Louisiana is not able to identify clear reasons for change in paraprofessional, 6-21, at this time

## **Maryland**

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Maryland attributes a 57% decrease (-647) in the 2013-2014 Not Highly Qualified teachers 6 through 21 to the employment of more highly qualified teachers (+1%) statewide. Additionally, a large local school system employed 95% fewer (-558) not highly qualified and 100% more (+367) highly qualified teachers of 6 through 21 year olds.

## **Minnesota**

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The percent difference for 6-21 Not Highly Qualified Teachers is due to a change in business rules. Previously Minnesota used licensure status in relation to their current assignment to determine HQ Status. As of 2013-14 MN now uses ESEA criteria for determining HQ status.

## **Montana**

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Montana's data shows an increase in the number of Not Highly Qualified (NHQ) Special Education Teachers for students aged 6-21 from the 2012-2013 data year to the 2013-2014 data year. We believe this is due to the fact that a new collection system was implemented by the Office of Public Instruction (OPI) for the 2013-2014 year. That system, unfortunately, ran into its share of problems in its inaugural year – problems with LEAs being able to enter their data correctly, problems with the OPI being able to validate the HQ status of reported teachers, etc. It appears from the data that the increase in teachers being reported as NHQ stems from teachers who received their HQ status through the HOUSSE. There was not a way for the new system to capture that information in the 2013-2014 school year. That issue was identified and corrected for the 2014-2015 school year.

Montana's data shows an increase in the number of Qualified Paraprofessionals for students aged 3-5. As noted above, Montana implemented a new reporting system for the 2013-2014 school year. While that new system created problems for matching teachers with their qualifications, it actually made the reporting of paraprofessionals and their qualifications easier. It appears from the data that we simply have more actual data from our LEAs regarding their use of paraprofessionals for the 3-5 age group.

## **New Jersey**

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Data variations are attributed to moving to longitudinal staff data collected through NJSMART. NJSMART Staff aim to collect data in such a manner that it is more useful, accurate, consistent and timely. This is the first year of reporting Highly Qualified and Not Highly qualified teachers from longitudinal Staff collection as opposed to aggregate counts collection which NJDOE collects from districts.

## **Oregon**

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In 2013-14, Oregon had an Early Intervention/Early Childhood Special Education program change contractors. The not qualified staff were either made highly qualified or replaced with highly qualified staff.

## **South Carolina**

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For data group ID 486 (age 6-21 not highly qualified), OSES discovered the differences mainly within three districts. After conferring with the districts, the data was reported accurately. One of the districts reported that they had a new district accountability system in place that required all special education teachers who were not HQ to become HQ which included resource teachers at all levels. Another district reported a change in leadership which led to a change in the definition of not HQ within the district. For 2013-2014, the teachers who were counted as not HQ all taught high school support classes and did not award content credit. The final district had a large influx of students over the summer where the district had to add additional certified teachers but who were not necessarily highly qualified.

For data group ID 647 (Paraprofessionals age 3-5 qualified and age 6-21 not qualified), OSES verified with the districts that the paraprofessional data was submitted accurately. The reasons for the changes in paraprofessionals were a result of district changes either with the reduction of self-contained programs, changes in program definitions, or the improved tracking of paraprofessionals within a district.

## **Utah**

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Utah reported a reduction in the number of Not Qualified Speech Language Pathologists working with students age 6-21 from the 2012-2013 school year to the 2013-2014 school year. This reduction of 93 not qualified SLPs reflects a reduction of 34%. This reduction is the result of direct action on the part of USOE and Utah Institutes of Higher Education to increase the number of qualified SLPs working in Utah LEAs. USOE provided IHEs with personnel preparation funding to support the training of SLPs in rural areas of the state, where recruitment and retention is most challenging. The reduction in the number/percent of SLPs who are not qualified is matched by an increase in the number/percent of SLPs who are qualified.

## **Virginia**

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SY 2013-14 Special Education Related Services Personnel  
Medical/Nursing Service Staff

The reported data is accurate. There are numerous training and technical assistance centers located throughout Virginia to assist and provide resource to school personnel. Local educational agencies (LEA) are utilizing these services.

There are several factors contributing to the increase in medical/nursing service staff:

1. Better data reporting;
2. Students identified with chronic health conditions, (i.e., such as asthma, diabetes, etc.); and
3. One-to-one aides, provided by third party providers.

## **Virgin Islands**

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For school year 2012/2013 and 2013-14 for file 099 the number of qualified special education related services providers (interpreters). For school year 2012/2013 was lower than that of 2013/2014 school

year, the increase can be attributed to the fact that additional service providers (interpreters) were employed to provide services to students with disabilities.

For school year 2012/2013 and 2013-14 for file 112 counts the number of qualified personnel for school year 2012/2013 was slightly higher, a number of personnel were inadvertently listed twice-some of them served at two different buildings(during the same school year). Additionally, another contributing factor to the decrease in not qualified is due to the retirement of personnel.

The decrease in the number of personnel for file 112 not qualified can also be attributed to the fact that there were some retirements.

## **Wisconsin**

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School Year Referenced: 2013-2014

Wisconsin started transitioning its teacher licensing system during 2013-2014; therefore the license audit was impacted because of the transition from the old to new system.