



TEXAS EDUCATION AGENCY

Compliance Report Instructions

Annual Report of Highly Qualified Teachers

TEXAS EDUCATION AGENCY

**Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701**

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Highly Qualified (HQ) Teachers 2008–2009

Use the form associated with these instructions to report on the status of highly qualified teachers (HQT) for your campus. You must complete a separate report form for each campus.

For questions that do not apply, insert 0.

Documentation

Local education organizations (LEAs) are required to maintain documentation on whether and how their teachers meet the definition of *highly qualified*, that is, by maintaining a record of how the teacher meets the *highly qualified* requirements for the subjects taught, including information related to teaching assignments, certification, and college transcripts. If a teacher uses Continuing Professional Education (CPE) credits to meet the competency requirement using High Objective Uniform State Standard of Evaluation (HOUSE), a copy of the written documentation of the credit completion must be kept on file as part of the documentation related to the teacher's *highly qualified* (HQ) status.

For additional information regarding highly qualified requirements, refer to the Highly Qualified Guidance document in the following location:

<http://www.tea.state.tx.us/nclb/hqteachers.html>

Timeline

The 2008–2009 Highly Qualified Compliance Report original submission window begins September 15, 2008, and closes on November 3, 2008.

Note: Data reported in this compliance report must reflect the campus status as of September 15, 2008.

Attention: Submitting reports after the November 3, 2008, original deadline may impact your organization's Initial Compliance Review (ICR) monitoring results.

Specific Instructions

Your district must submit a report for every campus in the menu. If your district is not required to report on HQ teachers for a particular campus, check **District Not Required to Report This Campus**. To finish the report, you must still complete Part 10 and submit the report.

The reasons a campus may not be required to report include the following:

- The campus is new and not yet open.
- The teachers on the campus are not employees of the district—for example, on a multi-district, alternative campus.

- There are no teachers required to be HQ on the campus (no teachers of record).

Part 1: LEA Information

Verify the campus name and number that appear on the form. The campus name and number are listed as submitted on AskTED.

Part 2: Number of Teachers

1. In the **Regular** column, type the total number of regular education teachers who teach one or more core academic subject-area classes.
2. In the **Special Ed** column, type the total number of special education teachers who teach one or more core academic subject-area classes.

Part 3: Core Academic Subject Classes

For elementary grades (EC–6), each elementary teacher equals one class taught.

1. Type the total number of classes under column A (for regular classes) and column C (for special education classes).
2. Type the total number of classes taught by HQ teachers under column B (for regular classes) and column D (for special education classes). The total number of classes cannot exceed the total number taught by HQ teachers.

Note: Report Grade 6 teachers in the **Elementary** section, regardless of the campus on which they teach.

For secondary grades (7–12), each individual class assigned a section number on the master schedule must be counted as a separate class. For these grades, do the following:

1. For each core academic subject listed, type the total number of classes under column **A** (for regular classes) and column **C** (for special education classes).
2. Type the total number of classes taught by HQ teachers under column **B** (for regular classes) and column **D** (for special education classes). The total number of classes taught by HQ teachers cannot exceed the total number of classes.

A class is a setting in which organized instruction of core academic course content is provided to one or more students for a given period of time. Classes that share space should be considered as separate classes if they function as separate units for more than 50% of the time.

Example: If Fine Arts I and Fine Arts II are taught during the same 50-minute time block by the same teacher, then this would count as two classes. Each section number equals one class.

Part 4: Number Who Are Teaching on the Following Permits

For the number of teachers you listed in **Part 2** and for each grade range, type the number who are teaching on the permits listed.

Part 5: Reasons for Not Being Classified as Highly Qualified in All Assignments**Elementary School Classes**

1. Next to the appropriate description of the teacher's qualifications, type the number of elementary school classes that are taught by a teacher who does not meet the highly qualified requirements.
2. If a reason is not listed, use **Other** to specify the reason and type the number of teachers to which the reason applies.

Secondary School Classes

1. Next to the appropriate description of the teacher's qualifications, type the number of secondary school classes that are taught by a teacher who does not meet the highly qualified requirements.
2. If a reason is not listed, use **Other** to specify the reason and type the number of teachers to which the reason applies.

Part 6: FTEs of Special Education Teachers for Students by Age

1. For each age range listed (using the student's age as of September 1, 2008), type the number of full-time equivalents (FTEs) for special education teachers **who are required to be HQ and who meet HQ requirements**.
 - Provide the number of FTEs for teachers *employed* and *contracted* to provide special education and related services who meet HQ requirements.
 - Report teachers employed to serve students with disabilities ages 3–5 and 6–21 regardless of funding source (IDEA-B, State, or local).
 - Do not count teachers who serve children from birth through age 2 unless they also serve children with disabilities ages 3 through 21.
 - Report teachers who serve children in both age categories (3–5 and 6–21) in the **6–21** category.
 - Report the number of teachers in full-time equivalency of assignment. That is, a part-time teacher working four hours per day (in a six-hour school day) would be reported as 0.67 FTE. **Decimals are allowed.**

Note on teachers employed to serve students with disabilities ages 3–5:

Special education teachers include teachers employed to provide special education to children with disabilities, including preschool teachers, itinerant or consulting teachers, and home or hospital teachers. This count should include teachers of children with disabilities in separate schools and facilities. (Do *not* include regular preschool teachers who work with children with disabilities.)

2. Type the number of FTEs for special education teachers **who are required to be HQ but do not meet HQ requirements**.
 - Report according to the student's age as of September 1, 2008.

- Provide the number of full-time equivalent teachers *employed* and *contracted* to provide special education and related services *who do not meet HQ requirements*.
- Report teachers employed to serve students with disabilities ages 3–5 and 6–21 regardless of funding source (IDEA-B, State, or local).
- Do not count teachers who serve children from birth through age 2 unless they also serve children with disabilities ages 3 through 21.
- Report teachers who serve children in both age categories (3–5 and 6–21) in the **6–21** category.
- Report the number of teachers in full-time equivalency of assignment. That is, a part-time teacher working four hours per day (in a six-hour school day) would be reported as 0.67 FTE. **Decimals are allowed.**

Note on teachers employed to serve students with disabilities ages 3-5:

Special education teachers include teachers employed to provide special education to children with disabilities, including preschool teachers, itinerant or consulting teachers, and home or hospital teachers. This count should include teachers of children with disabilities in separate schools and facilities. (Do *not* include regular preschool teachers who work with children with disabilities.)

3. Type the number of FTEs for special education teachers **who are not required to meet HQ requirements**.
 - Report according to the student's age as of September 1, 2008.
 - Provide the number of full-time equivalent teachers *employed* and *contracted* to provide special education and related services *who are not required to meet HQ requirements*. Information is available at <http://www.tea.state.tx.us/nclb/hqteachers.html>.
 - Report teachers employed to serve students with disabilities ages 3–5 and 6–21 regardless of funding source (IDEA-B, State, or local).
 - Do not count teachers who serve children from birth through age 2 unless they also serve children with disabilities ages 3–21.
 - Report teachers who serve children in both age categories (3–5 and 6–21) in the **6–21** category.
 - Report the number of teachers in full-time equivalency of assignment. That is, a part-time teacher working four hours per day (in a six-hour school day) would be reported as 0.67 FTE. **Decimals are allowed.**

Part 7: Paraprofessional Qualifications

Note: This part of the report is activated based upon the campus information on schedule **SC5000** of the 2008–2009 NCLB Consolidated Application for Federal Funding.

If your organization reported a campus as non-Title I, Part A, served (NS) for 2008–2009 on the **SC5000**, then **Part 7** is not accessible. Go to **Part 8: Parent Notification** to continue completing the campus report.

If your organization reported the campus as being served through Title I, Part A, for 2008–2009 on the **SC5000**, **Part 7** is accessible and must be completed.

- If the campus was reported as a Schoolwide campus on the **SC5000**, report numbers only in the **Schoolwide** columns. The **Targeted Assistance** columns will not be accessible.
- If the campus was reported as a Targeted Assistance campus on the **SC5000**, report numbers only in the **Target Assistance** columns. The **Schoolwide** columns will not be accessible.

1. Title I, Part A Paraprofessionals WITH Instructional Support Duties in Core Academic Subject Areas (unduplicated count)

The data provided in this section is for paraprofessionals who provide instructional support in core academic areas during the 2008–2009 school year to Title I students.

Core academic subject areas for Item 1 as defined in P.L. 110-107 §9101(11) are as follows:

English	civics and government
math	foreign languages
reading/language arts	economics
science	geography
history	arts (music, art, theater, and dance)

Attention: Data reported in this section may be included in the ICR monitoring process.

1. Total Title I, Part A Paraprofessionals Who Provide Instructional Support in Core Academic Subject Areas

In the appropriate **Number** column for the campus (either **Schoolwide** or **Targeted Assistance**), type the total number of paraprofessionals on the campus who provide instructional support in the core academic subject areas.

- For Title I, Part A, *Schoolwide* programs, include all paraprofessionals who provide instructional support in a core academic subject area on that campus, regardless of the fund source used to pay the salary.
- For Title I, Part A, *Targeted Assistance* programs, include only paraprofessionals who provide instructional support in a core academic subject area **and** whose salary is partially or fully funded by Title I, Part A, funds.

Instructional support includes the following:

- one-on-one tutoring scheduled at a time when the student would not otherwise receive instruction from a teacher
- assisting in classroom management, such as organizing instructional and other materials
- providing instructional assistance in a computer laboratory
- providing instructional support in a library or media center

In the appropriate **FTE** column for the campus (either **Schoolwide** or **Targeted Assistance**), type the aggregate number of FTEs that represents the time the paraprofessionals reported in the **Number** column spend providing **instructional** support in Title I, Part A, programs on the campus.

2. Title I, Part A Paraprofessionals in 7.1.1 Who Have an Associate's Degree or Higher

From the total number of paraprofessionals entered in Item 7.1.1, type the number of Title I, Part A, paraprofessionals who have an Associate's degree or higher in the **Number** column.

From the total number of FTEs entered in Item 7.1.1, type the number of FTEs for the paraprofessionals who have an Associate's degree or higher in the **FTE** column.

3. Title I, Part A paraprofessionals in 7.1.1 Who Have Completed Two Years of Study at an Institute of Higher Education

From the total number of paraprofessionals entered in Item 7.1.1, type the number of Title I, Part A, paraprofessionals who have completed two years of study at an institute of higher education in the **Number** column.

From the total number of FTEs entered in Item 7.1.1, type the number of FTEs for the paraprofessionals who have completed two years of study at an institute of higher education in the **FTE** column.

4. Title I, Part A Paraprofessionals in 7.1.1 Who Have Passed a Rigorous State or Local Assessment . . .

From the total number of paraprofessionals entered in Item 7.1.1, in the **Number** column, type the number of Title I, Part A, paraprofessionals who **do not have** an Associate's degree or higher and **have not completed** two years of study at an institute of higher learning, but who **have passed** a rigorous state or local assessment demonstrating one of the following:

- knowledge of and the ability to assist in instructing in the core academic subject areas
- reading readiness, writing readiness, or mathematics readiness, as appropriate

From the total number of FTEs entered in Item 7.1.1, in the **FTE** column, type the number of FTEs for the paraprofessionals who **do not have** an Associate's degree or higher and **have not completed** two years of study at an institute of higher learning, but who **have passed** a rigorous state or local assessment demonstrating one of the following:

- knowledge of and the ability to assist in instructing in the core academic subject areas
- reading readiness, writing readiness, or mathematics readiness, as appropriate

5. Title I, Part A Paraprofessionals in 7.1.1 with Instructional Support Duties Who Are Not Included in 2, 3, or 4 Above

From the total number of paraprofessionals entered in Item 7.1.1, type the number of Title I, Part A, paraprofessionals with instructional support duties who are not included in rows #2, 3, or 4 on the form (do not meet §1119 requirements) in the **Number** column.

From the total number of FTEs entered in Item 7.1.1, type the aggregate number of FTEs for the paraprofessionals with instructional support duties who are not included in rows #2, 3, or 4 on the form (do not meet §1119 requirements) in the **FTE** column.

Data in Item 7.1.5 counts the paraprofessionals who **do not have** an Associate's Degree or higher, **have not completed** two years of study at an institute of higher learning, and **have not passed** a rigorous state or local assessment demonstrating knowledge of and the ability to assist in instructing in the core academic subject areas.

Note: For each column, the numbers entered in rows 2–5 should total to the numbers entered in row 1.

2. Title I, Part A Paraprofessionals WITHOUT Instructional Support Duties in Core Academic Subject Areas (unduplicated count)

The data provided in this section is for paraprofessionals who *do not provide* instructional support in core academic areas during the 2008–2009 school year to Title I students.

1. Total Title I, Part A Paraprofessionals without Instructional Support Duties, or with Instructional Support Duties outside the Core Academic Subject Areas

In the appropriate column for the campus (either **Schoolwide** or **Targeted Assistance**), type the aggregate number of FTEs that represents the time Title I, Part A, paraprofessionals spend providing **noninstructional** support or providing instructional support **outside** the core academic subject areas.

- For Title I, Part A, *Schoolwide* programs include all paraprofessionals who provide *noninstructional* support or provide instructional support **outside** the core academic subject areas on that campus, regardless of the fund source used to pay the salary.
- For Title I, Part A, *Targeted Assistance* programs, include only paraprofessionals who provide *noninstructional* support or provide instructional support **outside** the core academic subject areas on that campus **and** whose salary is partially or fully funded by Title I, Part A, funds.

Noninstructional support includes the following:

- clerical or secretarial staff
- those who provide cafeteria or playground supervision
- those who provide personal care services
- those who serve only as parental liaisons
- those who serve only as interpreters without providing instructional support
- those who provide noninstructional computer assistance
- those who occupy similar positions

2. Title I, Part A Noninstructional Paraprofessionals in 7.2.1 with Clerk or Secretarial Duties, Noninstructional Assistance in Computer Laboratory . . .

From the total of noninstructional paraprofessional FTEs entered in Item 7.2.1, type the aggregate number of FTEs that represents the time Title I, Part A, paraprofessionals spend conducting activities such as the following:

- conducting clerical or secretarial duties
- providing noninstructional assistance in computer labs
- supervising in the cafeteria or playground
- performing personal care services
- conducting similar duties

3. Title I, Part A Paraprofessionals in 7.2.1 Who Serve as Parental Liaisons

From the total of noninstructional paraprofessional FTEs entered in Item 7.2.1, type the aggregate number of FTEs for Title I, Part A, paraprofessionals who serve only as parental liaisons. These paraprofessionals are not required to meet the Title I paraprofessional qualifications.

4. Title I, Part A Paraprofessionals in 7.2.1 Who Serve as Interpreters, but Provide No Direct Instructions

From the total of noninstructional paraprofessional FTEs entered in Item 7.2.1, type the aggregate number of FTEs for Title I, Part A, paraprofessionals who serve only as interpreters but provide no direct support. These paraprofessionals are not required to meet the Title I paraprofessional qualifications.

5. Title I, Part A Paraprofessionals in 7.2.1 without Instructional Support Duties Who Are Not Included in 2, 3, or 4 Above

From the total of noninstructional paraprofessional FTEs entered in Item 7.2.1, type the aggregate number of FTEs that represents the time Title I, Part A, paraprofessionals perform other duties that have not been reported in rows #2, 3, and 4. These duties might include instructional duties in classes outside the core academic subjects areas as defined by NCLB, such as physical education and vocational classes.

Note: For each column, the numbers entered in rows 2–5 should total to the numbers entered in row 1.

3. Title I, Part A Paraprofessional FTEs for Students by Age

The data provided in this section lists special education paraprofessionals by the age of the students they serve.

1. For each age group of students, type the number of FTEs for special education paraprofessionals **who are required to meet** the Title I, Part A, section 1119(c) requirement and **who meet** that requirement.
 - Report according the student's age as of September 1, 2008.
 - Provide the number of FTEs for special education paraprofessionals contracted or employed to work with children who are receiving special education ages 3–5 and 6–21, who meet Section 1119 requirements.
 - Do not count paraprofessionals who serve children from birth through age 2, unless they also serve children with disabilities ages 3–21.
 - Report teachers who serve children in both age categories (3–5 and 6–21) in the **6–21** category.
 - Do not include paraprofessionals who work with children with disabilities in a regular preschool setting.
 - Report the number of personnel in full-time equivalency of assignment. That is, a part-time paraprofessional working four hours per day (in a six-hour school day) would be reported as 0.67 FTE. **Decimals are allowed.**

2. For each age group of students, type the number of FTEs for special education paraprofessionals **who are required to meet** the Title I, Part A section 1119(c) requirement and **who do not meet** that requirement.
 - Report according the student's age as of September 1, 2008.
 - Provide the number of FTEs for special education paraprofessionals contracted or employed to work with children who are receiving special education ages 3–5 and 6–21, who did not meet Section 1119 requirements.
 - Do not count paraprofessionals who serve children from birth through age 2, unless they also serve children with disabilities ages 3–21.
 - Report teachers who serve children in both age categories (3–5 and 6–21) in the **6–21** category.
 - Do not include paraprofessionals who work with children with disabilities in a regular preschool setting.
 - Report the number of personnel in full-time equivalency of assignment. That is, a part-time paraprofessional working four hours per day (in a six-hour school day) would be reported as 0 . 67 FTE. **Decimals are allowed.**
3. For each age group of students, type the number of FTEs for special education paraprofessionals **who are not required to meet** the Title I, Part A section 1119(c) requirement.
 - Report according the student's age as of September 1, 2008.
 - Provide the number of FTEs for special education paraprofessionals contracted or employed to work with children who are receiving special education ages 3–5 and 6–21, who are not required to meet Section 1119 requirements.
 - Do not count paraprofessionals who serve children from birth through age 2, unless they also serve children with disabilities ages 3–21.
 - Report teachers who serve children in both age categories (3–5 and 6–21) in the **6–21** category.
 - Do not include paraprofessionals who work with children with disabilities in a regular preschool setting.
 - Report the number of personnel in full-time equivalency of assignment. That is, a part-time paraprofessional working four hours per day (in a six-hour school day) would be reported as 0 . 67 FTE. **Decimals are allowed.**

Part 8: Parent Notification

Use this section to report information about parent notification.

1. Check **Yes** or **No** to indicate whether parents were notified if their child's teacher was not HQ. Check **No Notification Required** if none is required because 100% of core academic subject area classes are taught by highly qualified teachers.
2. If you checked **Yes**, type in the number of teachers about whom notifications were sent. If you checked **No** or **No Notification Required**, go on to **Part 9**.

Part 9: Additional LEA Data (optional)

Use this space to describe any inconsistencies or unusual circumstances encountered by the campus. Also, include any evidence supporting program success.

Part 10: Certification and Incorporation

To certify the submitted data and reported activities, the *authorized official submitting the data* must fill out this part.

Primary Contact

Type the contact information for the person TEA should call to clarify any data submitted.

Authorized Official

If the official authorized to bind the organization in agreements for the form is the same as the primary contact, click **Copy**. The information will fill into the **Authorized Official** boxes.

If the authorized official for the form is a different person from the primary contact, type the contact information for the official.