

Part B Personnel Data Notes

2017-18 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.

Arizona

- The State provided the following responses to large Year to Year changes:

- Decrease in teachers for ages 6-21 not fully certified can be attributed to a change in state certification rules: SPED teachers with a general education certificate can be used to provide services to students on an IEP if the team deems it appropriate. Additionally, alternative pathways make it easier for teachers to obtain certification.
- Increase in social workers can be attributed to a new Arizona School Social Worker Certificate; more focus in schools to identify and address the whole student's well-being and mental health issues; and PEAs are required to have a School Crisis and Prevention and Management Plan and receive or provide trainings.

California

- The State provided the following responses to large Year to Year changes:

- Regarding: SY 2017-18 increases of 109.04% and 237.81% in ages 3 through 5 Fully Certified. In SY 2016-17, the CDE identified LEAs with large decreases. In SY 2017-18 the CDE used additional state funds to address the deficiencies which led to the 2017-18 increase.
- Regarding: SY 2017-18 Ages 6-21 Not Fully Certified -21.45%; The CDE revised its procedures, user manual, technical assistance protocol and web form to mirror the revised EdFacts specifications. We expect these efforts to reduce the percent difference to an acceptable level.
- Regarding: SY 2017-18 increase of 26.14% in "None" category; Two districts account for most of the increase.
- Regarding: SY 2017-18 increase of 54.68% in ages 6 through 21 Not Qualified; Five districts account for most of the increase.

Connecticut

- The rules for 2016-17 to 2017-18 changed and the Not Fully Certified was not the same definition across the two years. Previously, in 2016-17, the metric was "Not Highly Qualified," which allowed teachers in an Alternative Route to Certification program to count as highly qualified, but they do not count as fully certified under the new rules. Therefore, the year to year comparison in this case is inappropriate.

- The State of CT submitted 2017-18 Personnel data in November of 2018. These data were resubmitted in mid-January 2019 to reflect updated data received from our LEA's. However, in the process of this resubmittal, the File Totals data were accidentally duplicated in the file, which resulted in statewide personnel data for the 2017-18 school year for the state of Connecticut to be doubled in count. This error was not identified until after the federal publication date.

Delaware

- The State provided the following responses to large Year to Year changes:

- DDOE has improved their data collection system in personnel data by counting all special education teachers who are certified and non-certified regardless of being identified as the teacher of record. Additionally, the difference in the counts are due to the reporting requirements changing from highly qualified and non-highly qualified to certified and not certified.
- DDOE has improved their data collection system by reviewing and updating human resource position codes that include paraprofessional positions.

Florida

- The State provided the following responses to large Year to Year changes:

- Certified Status includes all courses whereas Highly Qualified was based upon core courses only.
- All paraprofessionals in Florida are required to be qualified. Specific job codes were implemented to more accurately reflect these data.

Georgia

- The State provided the following response to a large Year to Year change: In 2017-18 Georgia reported an additional 276.4 teachers who were categorized as not fully certified. Georgia is working to implement the Every Student Succeeds Act (ESSA) requirements for special education teachers and have applied rules for Professional Qualifications (PQ) and In-Field status for all special education teachers. Georgia has certified special education teachers; however, depending on the teaching assignment, some teachers may be reported as not In-Field and therefore designated as not Fully Certified. Ga DOE staff is working diligently to provide technical assistance to LEAs to understand the rule and the reporting requirements to ensure that all children are provided their specially designed instruction by a teacher with appropriate credentials.

- The Georgia Professional Standards Commission issues rules for licensure of paraprofessionals in Georgia. LEAs often find it difficult to find paras who are licensed but work to employ those who capable of performing the duties of this challenging position. Of the 1,023 paraprofessionals who work with children ages 3-5, the vast majority, 94.5%, hold credentials to meet the requirement to be considered qualified.

Hawaii

- The State provided the following response to a large Year to Year change: For the Nursing staff, HIDOE currently contracts the majority of our skilled nursing positions. Thus, a large majority of staff within this position work at as part-time employees. For HIDOE's Occupational Therapist positions, we continue to utilize a statewide contract to service students within our state.

Illinois

- The State provided the following response to a large Year to Year change: To improve the data quality and closely align with the federal guidance, starting school year 2017-18, Illinois implemented significant changes in the Personnel data collection such as redefining work assignment, adding data quality checks on FTE, and adding indicator "Employed as of 12/1." Consequently, the year-to-year data are not comparable.

Indiana

- The State provided the following responses to large Year to Year changes:

- Paraprofessional population for 3-5 widely varies (also due to classification of age versus grade).
- Due to misinterpretation, in past years' submissions, Indiana was not using all non-highly qualified codes as being a non-highly qualified teacher, which caused some educators to be incorrectly excluded from previously submitted counts. This issue was caught during an audit of existing logic for Indiana's federal reports. Therefore, reported teacher FTE were lower in past years than in reality. Indiana utilized new corrected logic this year: HQT replaced by certified and not fully certified, but now included all Special Education teachers correctly.

Massachusetts

- With the transition from No Child Left Behind (NCLB) to Every Student Succeeds Act (ESSA), Massachusetts data reporting requirements were modified. These data are accurate and may reflect that modification.

Maryland

- The State provided the following responses to large Year to Year changes:

- Year-to-year change from the 2016-17 count to 2017-18 count of Not Fully Certified special education teachers for the 3-5 year age group increased by 94.00%, an increase of 74.26 FTEs. This difference is the result of expanded demand for early childhood special educators.
- Year-to-year change from the 2016-17 count to 2017-18 count of Not Fully Certified special education teachers for the 6-21 year age group decreased by 21.94%, a reduction of 188.81 FTEs. More graduates with special education certification, as well as greater retention of existing certified special educators, contributed to this change.
- Year-to-year change from the 2016-17 count to 2017-18 count of Physical Education Teachers and Recreation and Therapeutic Recreation Specialists (PEANDRECs) increased by 45.62%, an increase of 278 FTEs. For school year 2016-17, one of the LEAs reported the number of adaptive physical education teachers, rather than the number of all teachers working with students with disabilities. The data reported for the 2017-18 school year includes all physical education teachers and recreation and therapeutic recreation specialists who taught students with disabilities.

Michigan

- The State provided the following response to a large Year to Year change: There was an increase in the need for special education teachers.

Minnesota

- The State provided the following response to a large Year to Year change: Minnesota changed its business rules for how teachers are identified as "highly qualified" or "not highly qualified" in 2016-17 for file 070. These changes were based on state changes regarding how special education teachers are considered fully certified or not fully certified under the Every Student Succeeds Act. However, those business rules were not applied when pulling data for the 2016-17 file submission.

Missouri

- The State provided the following response to a large Year to Year change: Year to year changes were seen in three related services categories: interpreters, social workers, and speech pathologists. All of the

changes were 50 or less FTE statewide, and were largely driven by changes in a small number of larger LEAs. The changes were verified as correct.

Montana

- The State provided the following response to a large Year to Year change: The increase in Medical/nursing service staff can be attributed to an identified and corrected error in how that data was being written into the Personnel Tables.

Nevada

- The State provided the following responses to large Year to Year changes:

- The decrease in numbers of paraprofessionals for students ages 6-21 who were not fully qualified is related to the numbers of paraprofessionals who satisfy current qualification requirements.
- The increase in the numbers of paraprofessionals for students ages 6-21 who are fully qualified is related to increases in student populations.
- The decrease in numbers of teachers for students ages 3-5 and 6-21 who were not fully certified is related to the numbers of teachers who have participated in and completed programs for alternative routes to licensure.
- The increase in the numbers of teachers for students ages 6-21 who are fully certified is related to increases in student populations.

New Jersey

- The State of New Jersey does not have a mechanism for partial or emergency certification for special education teachers for students with disabilities age 3 – 21. All special education teachers must meet the licensing requirements set forth in N.J.A.C. 6A:9B. Hence, the category “Not Fully Certified” doesn’t exist.

New York

- The State provided the following response to a large Year to Year change: Personnel (Not certified teachers) was due to an increase in not fully certified teachers in non-public (not charter) schools.

Ohio

- The State provided the following responses to large Year to Year changes:

- The decrease in special education teachers of children ages 3 through 5 who are not fully certified is attributed to the implementation of Ohio's Tiered Quality Rating and Improvement System, which factors in teacher credentialing. Specifically, preschool programs can't achieve a star rating with uncredentialed teachers on staff. As programs have worked to meet this standard, the number of preschool teachers who are not fully certified has decreased statewide.
- The increase in counselors and rehabilitation counselors is a direct result of the Ohio Transition Support Partnership, which funded additional rehabilitation counselors throughout the state to support postsecondary transition for students with disabilities. The Partnership has increased the availability of Vocational Rehabilitation (VR) counselors for students with disabilities beginning at age 14 to improve post-school outcomes.

Oklahoma

- The State provided the following responses to large Year to Year changes:

- Oklahoma suspects that the large increase in "not fully certified" special education personnel corresponds to the drop in "fully certified" personnel reported for both age groups. Oklahoma is experiencing a marked teacher shortage, resulting in many emergency certified teachers. We expect the numbers of fully certified personnel to increase as new teachers complete their training within the next two years.
- The State suspects that data for SY 2016-17 were high counts for related services providers, as districts have traditionally over-reported FTEs. As guidance for the data collection has improved, districts are more accurately reporting partial FTE service providers. Thus, the year to year differences are due to improved reporting.
- The State suspects the increases in reported counts of "Not qualified" paraprofessionals employed by districts are due to labor costs and supply and demand in the labor force. The State also suspects that some paraprofessionals in the classroom are being counted and reported incorrectly, as paraprofessionals are more frequently used for a variety of classroom supports.

Oregon

- The State provided the following response to a large Year to Year change: Oregon is experiencing age 3 to 5 teacher shortages in rural areas. To mitigate these shortages, temporary authorizations have been issued as an alternate means to achieve full certification within twelve months. Also, Oregon implemented new requirements for PK teacher certification (birth to age 5) which also is thought to have impacted the data.

Puerto Rico

- The State provided the following responses to large Year to Year changes:

- During 2017-18, PRDE experienced a significant decrease in the number of "Not fully certified" teachers in both the "3-through 5" and "6 through 21" categories due in large part to the impact of two significant hurricanes hitting Puerto Rico back-to-back (Hurricanes Irma and María) during September 2017.

In the aftermath of Hurricane Maria, a large number of PRDE public schools served as shelters for families and individuals. Additionally, several schools were closed and unable to serve these key roles for their communities following the hurricanes due to the significant levels of damages to their structure. By November 7, 2017, PRDE had been able to re-open approximately half of the schools that existed at the start of the 2017-18 school year. A total of approximately 20 schools that existed at the start of the 2017-18 school year never re-opened due to severe damages sustained as a result of the hurricanes.

As a result of the hurricanes, significant numbers of families, including students and teachers, left Puerto Rico either temporarily or permanently. Additionally, during 2017-18, PRDE's work to implement its Every Student Succeeds Act (ESSA) plan and increase number of fully certified teachers in accordance with its ESSA Plan also resulted in a decrease in the number of teachers who were not fully certified. As such, the 2017-18 data for the number of "Not fully certified" teachers in both the "3-through 5" and "6 through 21" decreased significantly as compared to the prior year.

- PRDE for Fiscal Year 2017-18 worked on initiatives to find new specialists in the disciplines that are considered shortage area or disciplines that are currently in high demands. Those efforts resulted in an increase in providers and specialists in areas like audiologists, occupational therapy specialist and psychologist. Even though we have seen a reduction in the total of

students enrolled in the program this year, this has not necessarily resulted in a compared reduction of the related services needed to serve them. The related services that the students require are based on the determination made by the IEP team and this does not have direct relation with the count of students enrolled in the program. The recommendation of these services can be different every year depending on the additional evaluations and IEP team determination.

Republic of the Marshall Islands

- Consistent with RMI's SSS, RMI did not employ or contract related service personnel in the categories captured in FS 099 to provide related services to children with disabilities (IDEA), ages 3-21 for SY 2017-18.

Texas

- The State provided the following responses to large Year to Year changes:

- The large year to year change was due to a change in reporting requirements with elimination of Highly Qualified data reporting requirement in the state based on new Every Student Succeeds Act (ESSA) requirements in 2016-17 and change in reporting requirement for 2017-18 for fully certified or not fully certified status.
- After review of state data, two additional categories of personnel meeting file specifications were found and added to totals. The State determined this to be the primary factor to the increase in the year to year analysis.

Virgin Islands

- In September 2017, the United States Virgin Islands was greatly impacted by two Category 5 hurricanes, as a result, the Territories infrastructure including residential properties suffered severe damages. As such, a number of fully certified special education teachers employed or contracted to provide special education services for children with disabilities resigned from employment. In addition to the resignations, there was a decrease in fully certified special education teachers employed or contracted to provide special education services for children with disabilities which was due to retirement.

Vermont

- Vermont is in the middle of full implementation of a new Statewide Longitudinal Data System. With new methods/techniques for reporting data the field is struggling to meet their data reporting requirements to AOE. Every resource available is being used to assist the field in completing their data reporting process so that data submission requirements to USED can be completed as soon as possible.

Virginia

- Special Education was ranked number one in the 2017-18 top ten critical shortage teaching endorsement areas identified statewide and is increasing annually. To address the critical shortages of teachers in special education, the Virginia Department of Education is offering several initiatives pertaining to special education teacher recruitment and retention, including collaborating with higher education.

Washington

- Many of our larger LEAs opened early childhood centers around the state, causing an increase in the number of early childhood teachers and related service providers.

West Virginia

- The State provided the following responses to large Year to Year changes:

- The Personnel Collection in WV suffered data entry issues during the 2016-17 data collection due to special education director's misinterpretation around whether or not they were required to continue to report under the "Highly/Not Highly Qualified" terminology. Because of the misunderstanding around the need to continue to collect data based on whether teachers of 3-5 and 6-21 are "Fully/Not Fully Certified" some districts failed to report accurately and only 47 of our 57 districts reported completely. Last school year, 2017-18, all 57 districts reported their personnel data and an increase in year to year data was expected.
- Over the past decade, the state of West Virginia (WV) has seen a significant increase in the number of students with medical disabilities requiring higher acuity nursing services per licensed medical provider orders during the school day. The current number of students in SY 2017-18 with medical disabilities per orders from a licensed medical/mental health provider during the school day was 25%, or 1 in every 4 students. The school nurse RN (245 in 2009 to 312 in 2019) and licensed practical nurses (LPN) including LPN/Classroom Aides (64 in 2009 to 106 in 2019) has increased based on the high acuity health care needs of students over the past decade in WV. An unsubstantiated correlation is with the current WV opioid epidemic inclusive of neonatal abstinence syndrome (approximately 5% state live births), medical deficits, developmental delays, mental health disorders along with communicable diseases including Hepatitis A, B and C as WV is leading the nation in these addiction related diseases. In order to serve students in crisis, there has also been an increase in school counselors.

Wisconsin

- The State provided the following response to a large Year to Year change: The state stopped using criteria for "Highly Qualified" and adopted criteria for "Fully Certified" per requirements under Every Student Succeeds Act (ESSA) as reported in EDFacts File 070. The state anticipated a year over year change for the 2017-18 file because teachers previously identified under "highly qualified" while working under temporary licensure are now not "fully certified" under the ESSA requirements.