

Highly Qualified Teacher/Paraprofessional Update

**Division of NCLB Program Coordination
September 4, 2008
Texas Education Agency**

TETN Agenda

- Highly Qualified Compliance Report Training
- Paraprofessional Requirements
- 2008-2009 Important Dates
 - Principal Attestation
 - Public Reporting
- Highly Qualified Teacher Continuous Improvement Plan (HQTCIP) – Lessons Learned
- Highly Qualified Initial Compliance Review (ICRs)

2008-2009 HQ Compliance Report

- Opens September 15, 2008
- Closes November 3, 2008 (11:59 p.m.)
- Report campus status as of September 15, 2008
- Report Title I, Part A paraprofessional qualifications
- Snapshot November 4, 2008 – HQTCIP

Program Compliance/Performance Report

Instructions

PR1100 - Highly Qualified (HQ) Teachers School Year 2008-2009

District Not Required to Report This Campus (if selected, go to Part 10 to submit report)

Amendment #	Version #
00	01

Part 1: LEA Information

Campus Name

Campus Number

Help

Part 2: Number of Teachers

Regular

Special Ed.

Total Number of Teachers in Core Academic Subject Areas

Part 3: Core Academic Subject Classes
[Help](#)

Subject	Regular		Special Education	
	A	B	C	D
	# of Classes	# of Classes Taught by HQ Teachers	# of Classes	# of Classes Taught by HQ Teachers
Elementary (Grades PK-6): 1 Teacher = 1 Class				
1. All Subjects				
Secondary (Grades 7-12): Each Section Taught Counts as 1 Class				
2. English				
3. Reading/Language Arts				
4. Mathematics				
5. Science				
6. Foreign Languages				
7. Civics and Government				
8. Economics				
9. Arts				
10. History				
11. Geography				
Total Secondary				
Grand Total				
TOTAL % Highly Qualified				

	1 st	2 nd	3 rd	4 th	5 th	6 th
Jones	US Hist HQ	US Hist HQ	Geo Not HQ	US Hist HQ	Eco Not HQ	US Hist HQ
Smith	6 th Eng HQ	7 th Eng Not HQ	8 th Eng Not HQ	6 th Eng HQ	7 th Eng Not HQ	8 th Eng Not HQ
Green	6 th Band HQ	7/8 Band HQ	HS Band HQ	11 th Jazz Band HQ	ISS	ISS

Part 3: Core Academic Subject Classes Taught by HQ Teachers

Subject		Regular		Special Education	
		A	B	C	D
		# of classes	# of classes taught by HQ teachers	# of classes	# of classes taught by HQ teachers
Elementary (Grades PK-6): 1 teacher = 1 class					
1.	All subjects	2	2		
Secondary (Grades 7-12): Each section taught counts as 1 class					
2.	English	4	0		
3.	Reading/Language arts				
4.	Mathematics				
5.	Science				
6.	Foreign languages				
7.	Civics and government				
8.	Economics	1	0		
9.	Arts	7	7		
10.	History	4	4		
11.	Geography	1	0		

[Help](#)**Part 4: Number of Core Academic Teachers Who Are Teaching on the Following Permits**

	Permit	# of Teachers	
		Elem. (PK-6)	Secondary (7-12)
1.	Emergency (for certified personnel)		
2.	Emergency (for uncertified personnel)		
3.	Nonrenewable		
4.	Temporary Classroom Assignment		
5.	District Teaching		
6.	Temporary Exemption		

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Part 5: Reasons for Not Being Classified as Highly Qualified in All Assignments

Elementary School Classes		Number
1.	Elementary school classes are taught by certified general education teachers who did not pass a subject-knowledge test or (if eligible) have not demonstrated subject-matter competency through HOUSE.	
2.	Elementary school classes are taught by certified special education teachers who did not pass a subject-knowledge test or have not demonstrated subject-matter competency through HOUSE.	
3.	Elementary school classes are taught by teachers who are not fully certified (and are not in an approved alternative route program).	
4.	Other (please explain)	
Secondary School Classes		Number
5.	Secondary school classes are taught by certified general education teachers who have not demonstrated subject-matter competency in those subjects (e.g., out-of-field teachers).	
6.	Secondary school classes are taught by certified special education teachers who have not demonstrated subject-matter competency in those subjects.	
7.	Secondary school classes are taught by teachers who are not fully certified (and are not in an approved alternative route program).	
8.	Other (please explain)	

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

Help

		Students 3-5	Students 6-21
1.	Special Education FTEs That Are Highly Qualified		
2.	Special Education FTEs That Are Not Highly Qualified		
3.	Special Education FTEs That Are Not Required to Be Highly Qualified		

Please fill out the following form. Highlight Fields

Schedule Status: **FORM A** **Application ID:**

eGrants Application **Organization:** **County-District:**
 TEXAS EDUCATION AGENCY **ESC Region:** **Vendor ID:** **School Year:**

SAMPLE

Consolidated Application for Federal Funding

[Table of Contents](#)
General Information
[General Fiscal Guidelines](#)
[Program Guidelines](#)
SC5000 - Title I, Part A Campus Selection
[Schedule Instructions](#)

Part 1: District Data

District Total Low Income Percentage		Source of Low Income Data	Select One ▼
--------------------------------------	--	---------------------------	---

Part 2: Campus Selection Data [HELP](#)

Campus Name <i>(Select a Campus from the list and click the GO button.)</i>	Grade Span
Select One ▼ GO	

Total Campus Enrollment	Campus Low Income Percentage	Basis of Eligibility	Title I, Part A Campus Status	# Students Served on TA Campus	TA Program Assurance	SW Program Assurance	Other Special Circumstances
		Select One ▼	Select C ▼		<input type="checkbox"/>	<input type="checkbox"/>	

Part 3: Campus List
[View/Print Report](#)
[View Details](#)
[Add/Update](#)

Part 7: Paraprofessional Qualifications

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

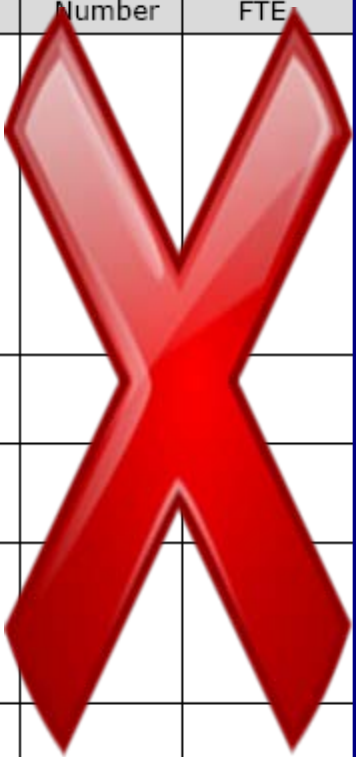
		Schoolwide		Targeted Assistance	
		Number	FTE	Number	FTE
1.	Total Title I, Part A Paraprofessionals Who Provide Instructional Support in Core Academic Subject Areas. Instructional Support Includes: 1. One-on-One Tutoring Scheduled at a Time When the Student Would Not Otherwise Receive Instruction from a Teacher 2. Assisting in Classroom Management, such as Organizing Instructional and Other Materials 3. Providing Instructional Assistance in a Computer Laboratory 4. Providing Instructional Support in a Library or Media Center				
2.	Title I, Part A Paraprofessionals in 7.1.1 Who Have an Associate's Degree or Higher				
3.	Title I, Part A Paraprofessionals in 7.1.1 Who Have Completed Two Years of Study at an Institute of Higher Education				
4.	Title I, Part A Paraprofessionals in 7.1.1 Who Have Passed a Rigorous State or Local Assessment Demonstrating Knowledge of, and the Ability to Assist in Instructing, Reading, Writing, and Mathematics; or Reading Readiness, Writing Readiness, and 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 (do not meet 1119 requirements)				



Part 7: Paraprofessional Qualifications

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

		Schoolwide		Targeted Assistance	
		Number	FTE	Number	FTE
1.	Total Title I, Part A Paraprofessionals Who Provide Instructional Support in Core Academic Subject Areas. Instructional Support Includes: 1. One-on-One Tutoring Scheduled at a Time When the Student Would Not Otherwise Receive Instruction from a Teacher 2. Assisting in Classroom Management, such as Organizing Instructional and Other Materials 3. Providing Instructional Assistance in a Computer Laboratory 4. Providing Instructional Support in a Library or Media Center				
2.	Title I, Part A Paraprofessionals in 7.1.1 Who Have an Associate's Degree or Higher				
3.	Title I, Part A Paraprofessionals in 7.1.1 Who Have Completed Two Years of Study at an Institute of Higher Education				
4.	Title I, Part A Paraprofessionals in 7.1.1 Who Have Passed a Rigorous State or Local Assessment Demonstrating Knowledge of, and the Ability to Assist in Instructing, Reading, Writing, and Mathematics; or Reading Readiness, Writing Readiness, and 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 (do not meet 1119 requirements)				



Part 7: Paraprofessional Qualifications Help

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

		Schoolwide	Targeted Assistance
		FTE	FTE
1.	Total Title I, Part A Paraprofessionals without Instructional Support Duties, or with Instructional Support Duties outside the Core Academic Subject Areas		
2.	Title I, Part A Noninstructional Paraprofessionals in 7.2.1 with Clerk or Secretarial Duties, Noninstructional Assistance in Computer Laboratory, Food Services, Cafeteria or Playground Supervision, Personal Care Services, and Similar Duties		
3.	Title I, Part A Paraprofessionals in 7.2.1 Who Serve as Parental Liaisons		
4.	Title I, Part A Paraprofessionals in 7.2.1 Who Serve as Interpreters, but Provide No Direct Instruction		
5.	Title I, Part A Paraprofessionals in 7.2.1 without Instructional Support Duties Who Are Not Included in 2, 3, or 4 Above		

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

		Students 3-5	Students 6-21
1.	FTEs with Special Education Assignments that Met Title I, Part A, Section 1119(c) Requirement		
2.	FTEs with Special Education Assignments That Did Not Meet Title I, Part A, Section 1119(c) Requirement		
3.	FTEs with Special Education Assignments That Are Not Required to Meet Title I, Part A, Section 1119(c) Requirement		

Part 8: Parent Notifications			
1a.	Did the campus send parent notifications to notify parents that their child's teacher was not highly qualified? (P.L. 107-110, Section 1111(h)(6)(B)(ii)) <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> No Notification Required		
1b.	If yes, how many teachers required notifications to be sent? <table border="1" style="width: 100%; height: 40px; margin-top: 10px;"> <tr> <td style="width: 80%;"></td> <td style="width: 20%;"></td> </tr> </table>		

Data Quality

- Report numbers only for the campus listed in Part 1
- Part 3
 - Column A – all regular core academic classes
 - Secondary classes equal sections
- Local quality control checks
- Collaboration
 - HR staff
 - Campus principals

2008-2009 HQ Compliance Report

- Update the HQ Compliance Report as the HQ status of any teacher changes throughout the school year
- Amendment functionality
- Snapshot June 15, 2009 – 2009-2010 ICRs

Determinations...

Understanding the Requirements

- Compliant - when hiring ***new teachers*** - must be HQ ***at time of hire.***
- Compliant – when hiring ***Title I paraprofessionals*** – must meet Section 1119 requirements ***at time of hire.***
- Reporting timeline was moved to the beginning of the year timeframe to capture required data for USDE.
- USDE is monitoring this requirement closely.

Determinations...

Understanding the Requirements

- If not compliant, implement statutory requirements.
 - Parent notifications
 - HQTFDA/HQTCIP
 - Plan for teacher to meet HQ requirements in “reasonable timeframe”
 - USDE expectation – within the school year
 - 2008-2009 ICR #34 (Report Only)

Determinations...

Understanding the Requirements

- LEAs are responsible for HQ determinations
 - Documentation
 - ACPs
- Use of HOUSE (HQ Guidance pp. 27-29)
 - If eligible for HOUSE in 2006-2007, can still document today
 - Points must have been earned, prior to June 1, 2007, or last day of instruction.
 - Maintain documentation for 24 points
 - There are seven exceptions where teachers can still earn points toward HOUSE

Determinations...

Understanding the Requirements

- Multiple Assignments
 - A determination must be made for each assignment.
- Understanding Distinction Between Subject Areas
 - History, geography, economics, government
 - Biology, chemistry, physics...
- 6th/7th Grade English
 - Two assignments; two determinations

Elementary vs. Secondary

- NCLB statute defines elementary as EC-6 and secondary as 7-12.
- 6th grade is ALWAYS counted as elementary, regardless if...
 - 6th grade is on the middle school campus, or
 - 6th grade is departmentalized.

Determinations...

Understanding the Requirements

- Core Academic Subject Areas Include
 - Arts (music (includes band), theater, dance, and art)
 - Foreign language
- Determinations Not Needed
 - Physical Education
 - Health
 - Journalism/Speech
 - If issuing English credit – must be HQ in English
- Assignment Changes

Elementary vs. Secondary

Elementary

- Academic major is NOT an option for a new elementary teacher...even if they will be teaching in a departmentalized setting.
- HOUSE B – experienced teachers only
 - Example - A new elementary music teacher MUST pass the appropriate exam.

Subject Area Competency

College Coursework

Secondary

- Academic Major or Graduate Degree
 - Degree or major must be noted on transcript.
- Coursework Equivalent
 - 24 hours – 12 must be upper division (Junior and Senior level courses)
- In Subject to Be Taught

NO CLOSELY RELATED FIELDS

Special Education Determinations

- Subject area competency
 - EC-12 Special Education exam
 - Demonstrates competency for ELA/Math ONLY through 8th grade
 - Use of HOUSE
- TAKS-Alt Flexibility (***HQ Guidance p. 43***)
 - Must only teach students taking TAKS-Alt
- Multi-Subject Flexibility
 - Only available to NEW special education teachers

Looking Ahead/Planning

- Special education
 - Future plans
- 4X4 Impact
 - Teacher will have to be HQ for math or appropriate science course
- Collaboration
 - Curriculum
 - Special Education
 - HR
 - Campus principals

Paraprofessional Letter

- All Title I paraprofessionals with instructional support duties must meet Section 1119 requirements
- Title I paraprofessionals will be reported on Highly Qualified Compliance Report (beginning 2008-2009 school year)
- Districts not reporting 100% for paraprofessionals will be contacted by TEA
- Paraprofessional determination form now available on TEA website

Paraprofessional Requirements

- Two years of study at an institution of higher education [defined as completion of 48 semester hours (or equivalent trimester hours) of college coursework or an applicable number of semester hours as defined by the institution of higher education attended, whichever is less]; or
- An associate's degree or higher; or
- Meet a rigorous standard of quality and can demonstrate, through a formal state or local academic assessment –
 - knowledge of, and the ability to assist in instructing, reading, writing and mathematics; or
 - knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate.

Exemptions

- Paraprofessionals whose duties consist solely of *parental involvement activities* or *translation services* are exempt from meeting one of the three additional criteria.
- These paraprofessionals must have a high school diploma or its equivalent, but do not have to meet the other educational requirements.

Schoolwide and Targeted Assistance Programs

- Schoolwide programs – all core academic instructional paraprofessionals regardless of funding source for position must meet the requirements.
- Targeted assistance programs -- all core academic instructional paraprofessionals paid in part or whole with Title I, Part A funds must meet the requirements.

Paraprofessionals Who Do Not Meet Requirements

- Paraprofessionals with instructional support duties
 - who do not meet the paraprofessional requirements in Section 1119
 - may **NOT** perform instructional support duties in a Title I, Part A program.

Reporting Paraprofessionals' Status

- Moved to Highly Qualified Teacher Compliance Report beginning in 2008-2009.
 - Section of report only available for campuses receiving Title I, Part A funds (SC5000)
- Deadline for reporting: November 3, 2008
- Report compliance status **as of** September 15, 2008.

Paraprofessional Letter and Guidance

- Paraprofessional letter dated July 11
<http://www.tea.state.tx.us/taa/nclb071108.html>.
- Separate guidance document on paraprofessional requirements at
http://www.tea.state.tx.us/taa/nclb071108_1.pdf.

Additional Due Dates

- Principal Attestation
 - Due November 15, 2008
 - The form is located at the web address below:
 - <http://www.tea.state.tx.us/nclb/sampleforms.html>

Highly Qualified Teacher website

Sample Forms

The following sample forms have been provided for use by LEAs as they find appropriate:

- Sample Parent Notification forms: right-to-know concerning qualifications of teachers and paraprofessionals

[English version](#)

[Spanish version](#)

- Sample Parent Notification forms: student assigned for 4 or more consecutive weeks to a teacher who is not "highly qualified" under NCLB definition.

[English version](#)

[Spanish version](#)

- Sample [Principal Attestation](#) of compliance with requirements of Section 1119
- [2008-2009 Affirmation of Consultation with Private Nonprofit School Officials](#)

Principal Attestation Form

EXAMPLE

Principal Attestation Compliance with P.L. 107-110, Section 1119(i) Qualifications for Teachers and Paraprofessionals

Name of Campus: _____

Name of LEA: _____

As required by P.L. 107-110, Section 1119(i) of Title I, Part A, I the undersigned campus principal attest to the following for school year 20XX-20XX.

YES NO

____	____	1. All teachers teaching in core academic subject areas and teaching in a program supported by Title I, Part A funds, are highly qualified. If 'no,' how many teachers are not highly qualified? ____
____	____	2. The campus has included strategies in the Campus Improvement Plan to ensure that ALL teachers teaching in core academic subjects are highly qualified. The plan includes annual, measurable objectives to annually increase the percentage of highly qualified teachers (1) teaching in the core academic subject areas, and (2) receiving high quality professional development to enable such teachers to become highly qualified and successful classroom teachers.
____	____	3. All Title I, Part A paraprofessionals with instructional duties and teaching in a program supported by Title I, Part A funds, have a high school diploma or its equivalent and meet the Title I, Part A qualifications based on their (1) completion of 2 years of education at an institution of higher education, or (2) earning an associate's (or higher) degree, or (3) having met a rigorous standard of quality through a formal local academic assessment that assesses the knowledge of and the ability to assist in instructing reading, writing, and mathematics; or the knowledge of and the ability to assist in instructing reading readiness, writing readiness, and mathematics readiness, as appropriate. If 'no,' how many paraprofessionals do not meet the Title I, Part A qualifications? ____

Principal Attestation continued

YES NO

____	____	4. Documentation is maintained to substantiate that all Title I, Part A paraprofessionals who have instructional duties have met the paraprofessional requirements. Exception: Paraprofessionals (1) who are proficient in English and a language other than English and who provide services primarily to enhance the participation of children in Title I, Part A programs by acting as a translator; or (2) whose duties consist solely of conducting parental involvement activities consistent with P.L. 107-110, Section 1118 are not required to meet the highly qualified requirements for paraprofessionals.
____	____	5. Paraprofessionals with instructional duties and working in a program supported with Title I, Part A funds are assigned to (1) provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assist with classroom management, such as organizing instructional and other materials; (3) provide assistance in a computer laboratory; (4) conduct parental involvement activities; (5) provide support in a library or media center; (6) act as a translator; or (7) provide instructional services to students in accordance with statute.
____	____	6. Paraprofessionals who assume limited duties beyond classroom instruction or duties that do not benefit participating children are the same type of duties as assigned to other paraprofessionals who are not working in a program supported with Title I, Part A funds, and the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.
____	____	7. Paraprofessionals in Title I, Part A programs providing instructional services to students are working under the direct supervision of a teacher where (1) the teacher plans the instructional activities; (2) the teacher evaluates the achievement of the student; and (3) the paraprofessional works in close and frequent physical proximity to the teacher.
____	____	8. Copies of this Attestation are available at the campus and school district office and will be made available to the general public upon request.

Signature of Principal

Date

Typed Name of Campus Principal

Additional Due Dates

- Public Reporting
 - Due December 15, 2008
 - The report is located at the web address below:
 - <http://burleson.tea.state.tx.us/ReportInterface/>

Highly Qualified Teacher Reports

Highly Qualified Teachers Report

[HQ Reports](#)

[Instructions](#)



[Click for tour.](#)


The [district and campus report cards related to Highly Qualified Teachers](#) and [instructions on how to access reports](#) are now available. NCLB requires that districts publicly report, beginning with the 2002-2003 school year, the annual progress of the local education agency (LEA) as a whole and of each of the campuses served by the LEA, in meeting the State's measurable objectives described below:

Baseline Data and Targets	Percentage of Classes Taught by Highly Qualified Teachers (State Aggregate)	Percentage of Classes Taught by Highly Qualified Teachers (High-Poverty Schools)
2002-2003 Baseline	75.8%	69.3%
2003-2004 Target	80.0%	80.0%
2004-2005 Target	90.0%	90.0%
2005-2006 Target	100.0%	100.0%


Baseline Data and Targets	Percentage of Highly Qualified Teachers (State Aggregate)	Percentage of Teachers receiving high-quality professional development (State Aggregate)
2002-2003 Baseline	76.2%	90.5%

Highly Qualified Teacher Reports

TEXAS EDUCATION AGENCY



NCLB - Highly Qualified Teachers Reports



TEA Home | NCLB HQ Teachers | HQ Reports | Help

Select Report Year

- 2007-2008
- 2006-2007
- 2005-2006
- 2004-2005
- 2003-2004

Select Report

Category ▾	Name ▾	Rpt.No ▾	Description ▾
NCLB Highly Qualified Reports	2007-2008 HQ Summary Report	HQ6	Displays the 2007-2008 Highly Qualified Summary Report

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TEA Home | District Locator | Index A to Z | Divisions | AskTED

This site is best viewed using [Internet Explorer](#) version 5.5 or higher, with a screen resolution of at least 1024x768 pixels.

1.0.0.0

HQTCIP (2007-2008)

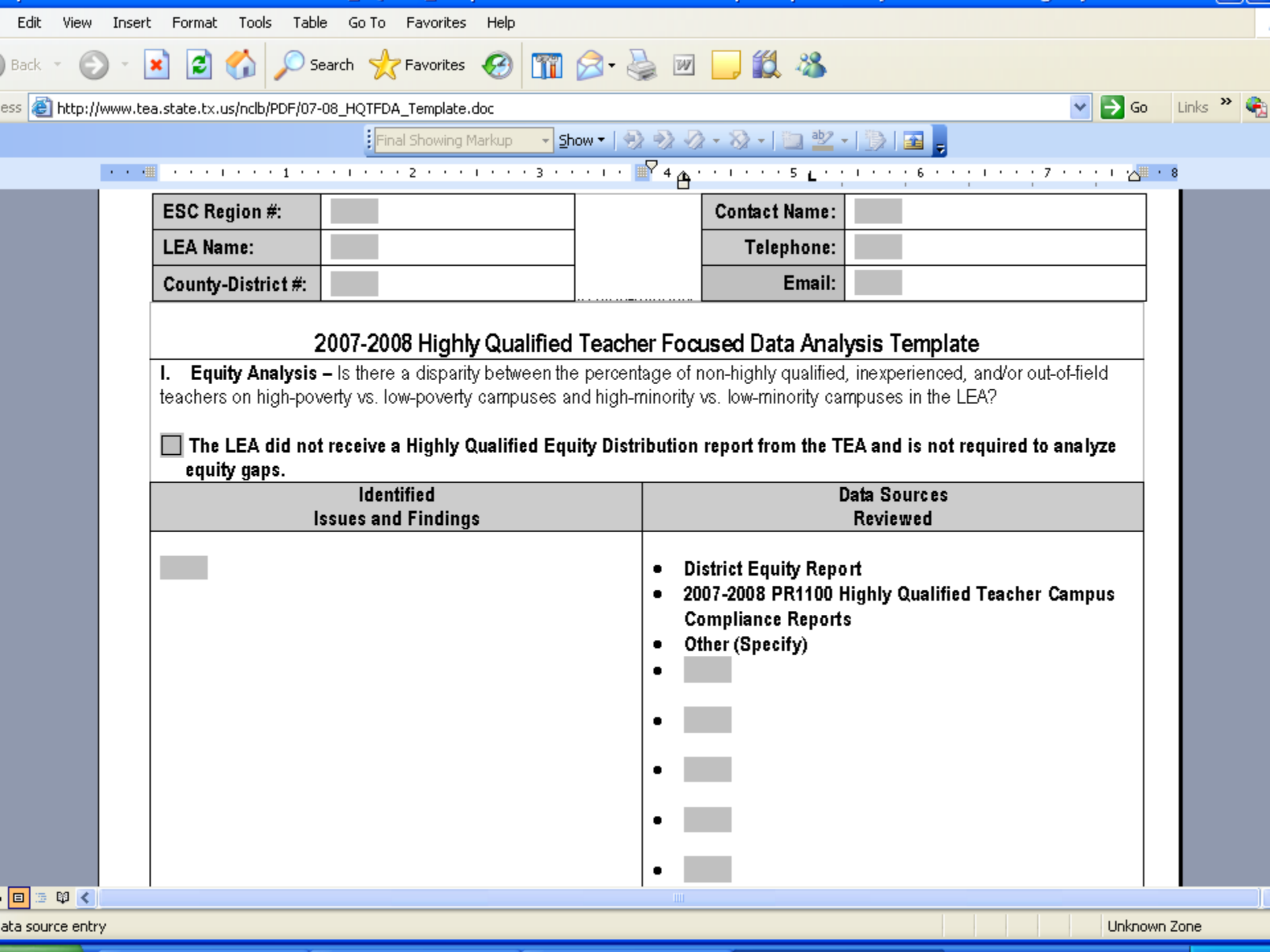
Lessons Learned

- Exceptions – allowed letters to be submitted
 - Rural Flexibility
 - Multi-Subject Special Education Flexibility
 - Data Errors – 100% on deadline
 - Late Submission – 100% on deadline
 - Not 100% on deadline, but became 100% before the HQTFDA/HQTCIP deadline

HQTCIP (2007-2008)

Lessons Learned

- District Submission
- HQTFDA - Section I (Equity Analysis)
 - Only required of districts that receive an Equity Analysis Report from TEA
 - Reports sent to all applicable LEAs early in the Fall to begin analysis if it is a possibility that one or more campuses will not be reporting 100% HQ



ESC Region #:	<input type="text"/>
LEA Name:	<input type="text"/>
County-District #:	<input type="text"/>

Contact Name:	<input type="text"/>
Telephone:	<input type="text"/>
Email:	<input type="text"/>

2007-2008 Highly Qualified Teacher Focused Data Analysis Template

I. Equity Analysis – Is there a disparity between the percentage of non-highly qualified, inexperienced, and/or out-of-field teachers on high-poverty vs. low-poverty campuses and high-minority vs. low-minority campuses in the LEA?

The LEA did not receive a Highly Qualified Equity Distribution report from the TEA and is not required to analyze equity gaps.

Identified Issues and Findings	Data Sources Reviewed
<input type="text"/>	<ul style="list-style-type: none"> • District Equity Report • 2007-2008 PR1100 Highly Qualified Teacher Campus Compliance Reports • Other (Specify) • <input type="text"/> • <input type="text"/> • <input type="text"/> • <input type="text"/> • <input type="text"/>

HQTCIP (2007-2008)

Lessons Learned

- HQTFDA – Sections II and III
 - Cross-checking data reported
 - HQ Campus Reports – Part 3
 - HQTFDA
 - Section II
 - Section III
 - *Middle School Campuses that include 6th Grade – report 6th Grade assignments on Section II

Please fill out the following form.

Highlight Field

		Regular	Special Ed.	
Total Number of Teachers in Core Academic Subject Areas				
Part 3: Core Academic Subject Classes Help				
Subject	Regular		Special Education	
	A	B	C	D
	# of Classes	# of Classes Taught by HQ Teachers	# of Classes	# of Classes Taught by HQ Teachers
Elementary (Grades PK-6): 1 Teacher = 1 Class				
1.	All Subjects			
Secondary (Grades 7-12): Each Section Taught Counts as 1 Class				
2.	English			
3.	Reading/Language Arts			
4.	Mathematics			
5.	Science			
6.	Foreign Languages			
7.	Civics and Government			
8.	Economics			
9.	Arts			
10.	History			
11.	Geography			
Total Secondary				

HQTCIP (2007-2008)

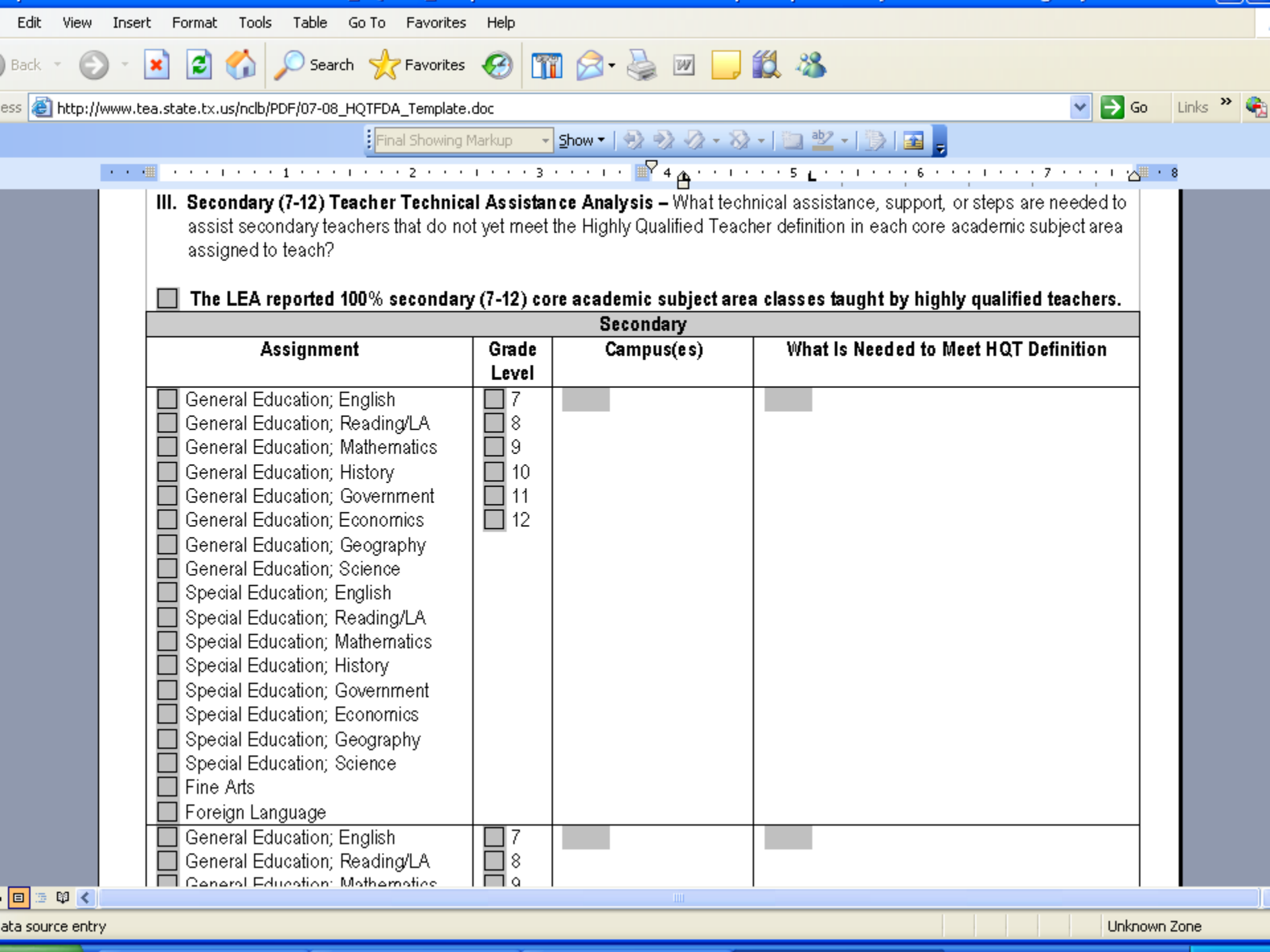
Lessons Learned

- HQTFDA – Sections II and III, continued
 - Look across the district and determine assignment/subject areas (by elementary/secondary) that are not 100% HQ
 - Report by **(groups of assignments)**
 - Assignment Column – one entry per section (box)
 - Grade Level – multiple grades may be checked
 - Campus(es) – multiple campuses may be entered

II. Elementary (EC-6) Teacher Technical Assistance Analysis – What technical assistance, support, or steps are needed to assist elementary teachers that do not yet meet the Highly Qualified Teacher definition?

The LEA reported 100% elementary (EC-6) core academic subject area classes taught by highly qualified teachers.

Elementary			
Assignment	Grade Level	Campus(es)	What Is Needed to Meet HQT Definition
<input type="checkbox"/> General Education; Self Contained	<input type="checkbox"/> EC		
<input type="checkbox"/> General Education; English	<input type="checkbox"/> 1		
<input type="checkbox"/> General Education; Reading/LA	<input type="checkbox"/> 2		
<input type="checkbox"/> General Education; Mathematics	<input type="checkbox"/> 3		
<input type="checkbox"/> General Education; History	<input type="checkbox"/> 4		
<input type="checkbox"/> General Education; Science	<input type="checkbox"/> 5		
<input type="checkbox"/> Special Education; Self Contained	<input type="checkbox"/> 6		
<input type="checkbox"/> Special Education; English			
<input type="checkbox"/> Special Education; Reading/LA			
<input type="checkbox"/> Special Education; Mathematics			
<input type="checkbox"/> Special Education; History			
<input type="checkbox"/> Special Education; Science			
<input type="checkbox"/> Fine Arts: Music or Art			
<input type="checkbox"/> General Education; Self Contained	<input type="checkbox"/> EC		
<input type="checkbox"/> General Education; English	<input type="checkbox"/> 1		
<input type="checkbox"/> General Education; Reading/LA	<input type="checkbox"/> 2		
<input type="checkbox"/> General Education; Mathematics	<input type="checkbox"/> 3		
<input type="checkbox"/> General Education; History	<input type="checkbox"/> 4		



III. Secondary (7-12) Teacher Technical Assistance Analysis – What technical assistance, support, or steps are needed to assist secondary teachers that do not yet meet the Highly Qualified Teacher definition in each core academic subject area assigned to teach?

The LEA reported 100% secondary (7-12) core academic subject area classes taught by highly qualified teachers.

Secondary			
Assignment	Grade Level	Campus(es)	What Is Needed to Meet HQT Definition
<input type="checkbox"/> General Education; English	<input type="checkbox"/> 7		
<input type="checkbox"/> General Education; Reading/LA	<input type="checkbox"/> 8		
<input type="checkbox"/> General Education; Mathematics	<input type="checkbox"/> 9		
<input type="checkbox"/> General Education; History	<input type="checkbox"/> 10		
<input type="checkbox"/> General Education; Government	<input type="checkbox"/> 11		
<input type="checkbox"/> General Education; Economics	<input type="checkbox"/> 12		
<input type="checkbox"/> General Education; Geography			
<input type="checkbox"/> General Education; Science			
<input type="checkbox"/> Special Education; English			
<input type="checkbox"/> Special Education; Reading/LA			
<input type="checkbox"/> Special Education; Mathematics			
<input type="checkbox"/> Special Education; History			
<input type="checkbox"/> Special Education; Government			
<input type="checkbox"/> Special Education; Economics			
<input type="checkbox"/> Special Education; Geography			
<input type="checkbox"/> Special Education; Science			
<input type="checkbox"/> Fine Arts			
<input type="checkbox"/> Foreign Language			
<input type="checkbox"/> General Education; English	<input type="checkbox"/> 7		
<input type="checkbox"/> General Education; Reading/LA	<input type="checkbox"/> 8		
<input type="checkbox"/> General Education; Mathematics	<input type="checkbox"/> 9		

HQTCIP (2007-2008)

Lessons Learned

- HQTCIP
 - All objectives must be addressed/included in the plan
 - Strategies may address multiple objectives
 - Objective 1 – 100% of teachers HQ
 - Objective 2 – 100% of classes HQ
 - Objectives (not applicable for some districts but must be addressed with a strategy/statement in the plan)
 - Objective 4 (equity analysis)
 - Objective 5 (100% of teacher HQ – high poverty campuses)
 - Objective 7 – specific strategies/timely manner
 - Timely manner – “current school year” to include the summer

http://www.tea.state.tx.us/nclb/PDF/HQT-Plan07-08-FINAL.doc - Microsoft Internet Explorer provided by Texas Education Agency

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Address http://www.tea.state.tx.us/nclb/PDF/HQT-Plan07-08-FINAL.doc

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Definitions

Strategies/Activities - Strategies and activities to be implemented to meet the goal and objectives listed.

Objective Met - Select the objective(s) from the list that the strategy/activity addresses.

Person(s) Responsible - Personnel by position needed to implement activity.

Target Completion Date - Date that strategy/activity will be complete.

Measurable Evidence of Improvement - Qualitative and/or quantitative measures of improvement.

Goal: To meet the 100% highly qualified teacher requirements by the end of 2007-2008.

All objectives must be addressed in the plan.

Objective 1 - Increase the percentage of highly qualified core academic subject area teachers on each campus to 100%.

Objective 2 - Increase the percentage of core academic subject area classes taught by highly qualified teachers on each campus to 100%.

Objective 3 - Increase or maintain the percentage of teachers receiving high-quality professional development on each campus to meet 100%.

Objective 4 - Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out-of-field, or non-highly qualified teachers.

Objective 5 - Increase the percentage of core academic subject area classes taught by highly qualified teachers on high poverty campuses to 100%.

Objective 6 - Attract and retain highly qualified teachers.

Objective 7 - Assist teachers not currently highly qualified to meet the highly qualified requirements in a timely manner.

Strategies/Activities	Objective(s) Met <i>(Multiple boxes may be checked.)</i>	Person(s) Responsible	Measurable Evidence of Improvement	Target Comp
	<input type="checkbox"/> Objective 1 <input type="checkbox"/> Objective 2 <input type="checkbox"/> Objective 3 <input type="checkbox"/> Objective 4 <input type="checkbox"/> Objective 5 <input type="checkbox"/> Objective 6 <input type="checkbox"/> Objective 7			

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Highly Qualified ICRs

- Compliance-based report
- Impacts intervention staging for NCLB in PBM
- Based on 2007-2008 data

ICR # 1

- If zero percent (0%) of Title I, Part A funds were reserved or \$0 of Title II, Part A or Title V, Part A funds were expended for assisting teachers to become highly qualified, are 100% of the classes on Title I campuses highly qualified?

ICR #2 (New)

- Do 100% of the Title I paraprofessionals meet the required qualifications?

ICR # 5

- Did the Title I, Part A campuses send parent notifications informing that their child's teachers were not highly qualified?

ICR # 28

- Did the district publicly report highly qualified teacher status by 12/15/2007?

ICR 29 and 34 (Report Only)

Did the district ensure that the campus highly qualified teacher plan included strategies to ensure teachers, who are not highly qualified in all core academic subject areas taught, become highly qualified in a **reasonable timeframe**?

ICR # 29

- “LIVE” ICR using data from 07-08 HQ report

Part 8: Highly Qualified Plan		
1.	Date of the anticipated or last revision to update the campus' highly qualified teacher plan or recruitment and retention plan for the 2007–2008 school year.	
2.	Is the plan separate or part of the campus improvement plan?	<input type="checkbox"/> Separate <input type="checkbox"/> CIP
3.	Does the campus highly qualified teacher plan include strategies to ensure teachers, who are not highly qualified in all core academic subject areas taught, become highly qualified in a reasonable timeframe?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA, Campus is 100% HQT all year.

ICR # 34 (Report Only)

- “REPORT ONLY” ICR using data from HQTCIP plan review
 - Focus on “reasonable timeframe”
 - USDE expectation
 - Planning purposes only in 2008-2009 ICRs
 - Based on data analysis, may transition this to a “live” ICR for 2009-2010

ICR # 30

- Were all campus highly qualified reports submitted by 10/22/2007 deadline?

Resources

- Guidance for the Implementation of NCLB Highly Qualified Teacher Requirements
http://www.tea.state.tx.us/nclb/PDF/hq_guidance_stateversion_v5.032508.pdf
- Compliance Report Instructions
<http://www.tea.state.tx.us/nclb/PDF/HQTeacherComplianceReportInstructions.pdf>
- Handouts
 - HQ Report - Change/Updates
 - HQ/Title II, Part A Resources
- Education Service Center Staff
 - Training (HQ Requirements and HQTFDA/HQTCIP)
 - Technical Assistance

Contact Information

Division of NCLB Program Coordination

(512) 463-9374

Regional Assignments:

- Regions 1-7 – Jo Dell Bland
- Regions 8-13 – Joey Lozano
- Regions 14-20 – Kristen Stohl

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