

*District and School
Staffing Report*

October 2, 2006

Purpose

This report captures a 'snapshot' of all personnel employed at the school or the district level in specific education or education support assignments on October 1 of each reporting year. Information on this report is collected under the authority of state and federal laws, including Massachusetts General Laws Chapter 69, section 1A, 1B, and 1I; Chapter 71, section 37D; Chapter 71A and Chapter 72. Information from this report will be used to meet state and federal reporting requirements, and will be used in responding to requests for information from Department staff, policy makers, and the general public.

This report replaces the School System Summary Report (SSSR) that was collected prior to 2003 by the Department. This report is different in several ways:

- ◆ Information is collected at the school and district level. Thus the report is organized in a different format.
- ◆ The report collects information on highly-qualified teachers in the core subject areas, as required by the No Child Left Behind Act (NCLB).
- ◆ The report collects information on qualified instructional paraprofessionals, as required by NCLB.
- ◆ The report no longer collects information on newly-hired staff, attrition, and projected difficulty in filling vacancies.
- ◆ This report is collected electronically via a web-based form.

New Information for This Reporting Cycle:

- The June 30, 2006 deadline for core academic subject teachers to meet the highly qualified teacher (HQT) requirements has passed. Districts should be working to ensure that their non-HQT teachers become HQT as quickly as possible. Only those teachers who have met the HQT requirements by October 2, 2006 should be included in this report.
- In previous years, the Department has allowed districts to count teachers as HQT once they have completed at least 50% of their content PDPs in their HOUSSE plans or logs. However, the Department has also stated that the remaining 50% of the PDPs must be completed by June 30, 2006. Since June 30, 2006 has passed, the Department is asking all districts to count only those teachers who have completed all of their HOUSSE requirements by October 2, 2006 as HQT. Any teacher that was previously counted as HQT, but who has not yet completed their HOUSSE requirements should have their HQT designation changed to non-HQT until the HOUSSE requirements are fully met.

GENERAL INSTRUCTIONS FOR COMPLETING THE FORM

All personnel employed by the district must be accounted for on one or more of the tables in the report. Staff should not be included on more than one table unless they have multiple assignments, or work in multiple schools. The total full-time equivalent for any staff member, summed across all assignments and schools, should not be more than 1.0. Specific instructions for computing full-time equivalence are included below.

Sections A, B, and C should be completed for the district.

Sections D, E, and F should be completed for *each school* in the district.

All of the school-level and district-level forms must be completed before the District can submit the forms. Superintendents must submit all reports online once the district and school reports are in a "Ready to Submit" status.

Assignment: the specific educational or educational support activity in which staff are involved and employed on a daily basis.

Census Headcount: enter the number of staff (without regard to full- or part-time status) that were engaged in each assignment area on October 2, 2006 in the reporting district or school.

Census FTEs: enter the number of staff *full-time equivalents* who were engaged in each assignment area on October 2, 2006 in the reporting district or district school. Enter as a decimal.

Full-time equivalent (FTE) - The ratio between the hours expected of a full-time position and the number of actual hours being provided by an individual (i.e., the percent of workday staff are involved in an assignment: 1.00 is a full-time employee; a half-time employee is a .50 FTE, etc.)

Compute a part-time employee's FTE by dividing the time worked by the amount of time required for a full-time position.

e.g., (a) for a teacher employed three hours each day when full time is considered to be six hours, calculate $3 \div 6 = .50$

(b) for a teacher employed one day a week, calculate $1 \div 5 = .20$

Enter as a decimal to the hundredths; e.g., .10, .20, .25., .30, .40, .50... 1.00 representing the FTE for that assignment.

Licensure Headcount: enter the number of staff reported under Census Headcount who are licensed to work in the specific assignment.

Licensure FTEs: enter the number of staff FTEs reported under Census FTEs who are licensed to work in the specific assignment.

Highly-Qualified FTEs (Section E-1): of the total Census FTE entered for each assignment, enter the number of FTEs who meet the definition of highly qualified as it is defined on page 8.

Core Subject Areas: The following subject areas have been determined by the MA DOE as the equivalent of the USED Core Subject Areas as defined in NCLB. Reporting will be based on the data entered in section E-1.

Foreign Languages
Arts
Reading
English/Language Arts
History/Social Studies (includes Geography)
Sciences
Mathematics
Civics/Government/Political Science/Political Philosophy
Economics

In addition to the core academic subjects, NCLB requires Generalists, English Language Learner teachers, Academically Advanced teachers and Special Education teachers to meet the highly qualified teacher requirements in the core academic subjects for which they teach and for which they are the sole content instructors.

ESL/ELL/ELD Sole Content Instructors in Core Academic Areas

ESL/ELL teachers reported in this assignment area the sole content instructors in English language development (ELD) or English as a Second Language (ESL) to (limited English proficient (LEP) students). These ESL/ELL teachers must be fully licensed by the Massachusetts Department of Education.

ESL/ELL/ELD Support Content Instructors (E-1, Line 13)

ESL/ELL teachers reported in this assignment area provide supportive content instruction to English language learners (limited English proficient (LEP) students) in general education classrooms. The students receiving services from these educators also receive direct content instruction in core academic areas from a teacher that needs to meet the Highly Qualified teacher requirements, and therefore these educators are not required to meet the highly qualified standard in the content area. These ESL/ELL teachers must be fully licensed by the Massachusetts Department of Education.

Moderate/Severe Disabilities Sole Content Instructor in Core Academic Areas (E-1, Lines 32 – 33)

These Special Education Teachers are the sole content instructors in the core academic areas. This instruction may be provided in a variety of settings but will be likely in resource rooms or self-contained classrooms. These special educators should meet the highly qualified standard in the core academic area in which they are the sole instructor. These special educators must also be fully licensed by the Massachusetts Department of Education.

Special education teachers in public schools and public charter schools who

- (a) are teaching core academic subjects *and*
- (b) are the only teachers of those subjects for students with disabilities

must meet the same HQ standards as all teachers under NCLB by possessing a Massachusetts teaching license in special education and must demonstrate subject matter competency in each of the core academic

subjects in which he or she teaches in order to be considered HQ in that subject. No individual in a teaching position who is working pursuant to a "waiver" is considered to be HQ, regardless of job assignment.

Moderate/Severe Disabilities Consultative Content Instructors (E-1, Lines 34 – 35)

A Special Education Teacher reported in this assignment area is a teacher who is not the sole provider of content instruction in a core academic subject area, whether that teacher works in a resource setting or team-teaches in a classroom setting. A consultative teacher may augment core subject teaching through making adjustments to the learning environment, adapting curricula, or providing accommodations. The consultative special education teacher may also provide behavioral supports or interventions.

Special education teachers who are working exclusively as "**consultative teachers**" meet HQ standards as long as they are licensed as a special education teacher in Massachusetts. Consultative teachers are not required to demonstrate subject matter competency because they are not the primary teachers of core academic subjects.

For additional information regarding special education staff please see the Administrative advisory posted in March 2005. http://www.doe.mass.edu/sped/advisories/05_1.html.

High Quality Professional Development (Section E-1, line 999): the number of teachers reported in Section E-1 (Census Headcount) who participated in High Quality Professional Development between September 30, 2005 and October 2, 2006.

Special Education Shared Staff (Section E-3): staffs entered in this section are assigned to the special education department for at least part of their time. If they are assigned to other areas outside of special education it should be recorded in the appropriate section.

Instructional Paraprofessionals (Section F): An Instructional Paraprofessional (IPP) must provide direct instructional support under the supervision of a teacher. IPP's providing translation or parent involvement support are not to be included in the count. The Qualified column is required only for Title I schools. If the school has a Title I schoolwide program, the entire column is required. For Title I targeted assistance schools, only line 01 (Title 1 instructional paraprofessionals) is required under the Qualified column. Enter the FTEs who meet the definition of 'qualified' as it is defined on page 6.

Other Data Reporting Guidelines:

Licensure entries cannot be greater than Census entries for an assignment.

FTEs reported cannot be greater than the corresponding Headcount for any one assignment.

Highly Qualified FTEs cannot be greater than the corresponding Census FTEs.

A blank will be read and reported as a zero.

Definitions and Criteria for meeting USED Highly Qualified Teacher and Qualified Instructional Paraprofessional Standards

Highly Qualified Teacher

In order to meet the **highly qualified** definition as described in NCLB, Massachusetts's teachers:

- must possess a valid Massachusetts Preliminary, Initial, or Professional license,
- AND
- demonstrate subject matter competency in the areas they teach. NCLB subject matter competence requirements are applied differently to those who teach at different levels.

Elementary teachers may demonstrate **competence** in reading, writing, mathematics, and other areas of the basic elementary school curriculum through one of the following:

- Passing the Massachusetts Test for Educator Licensure (MTEL) Elementary Subject Matter Test,
- OR
- Massachusetts High Objective Uniform State Standard of Evaluation (HOUSSE*) - (an approved Individual Professional Development Plan (IPDP) aligned with HOUSSE requirements.)

Middle and secondary school teachers may demonstrate **subject matter competence** in each of the areas they are teaching through ONE of the following:

- Passing the Massachusetts Test for Educator Licensure (MTEL) appropriate Subject Matter Test;
- Completion of an appropriate academic major;
- Completion of an appropriate graduate degree;
- Completion of comparable coursework equivalent to an undergraduate academic major;
- Advanced certification or credentialing; or
- Massachusetts High Objective Uniform State Standard of Evaluation (HOUSSE*) - (an approved Individual Professional Development Plan (IPDP) aligned with HOUSSE requirements.)

Special Education teachers in public schools and public charter schools who

(a) are teaching core academic subjects *and*

(b) are the only teachers of those subjects for students with disabilities

must meet the same HQ standards as all teachers under NCLB by possessing a Massachusetts teaching license in special education and must demonstrate subject matter competency in each of the core academic subjects in which he or she teaches in order to be considered HQ in that subject. No individual in a teaching position who is working pursuant to a "waiver" is considered to be HQ, regardless of job assignment

Special education teachers who are working exclusively as "**consultative teachers**" meet HQ standards as long as they are licensed as a special education teacher in Massachusetts. Consultative teachers are not required to demonstrate subject matter competency because they are not the primary teachers of core academic subjects.

For additional information regarding special education staff please see the Administrative advisory posted in March 2005. http://www.doe.mass.edu/sped/advisories/05_1.html.

IF YOU HAVE QUESTIONS REGARDING THIS REPORT PLEASE CALL (781) 338-3282 OR EMAIL data@doe.mass.edu.

***Massachusetts High Objective Uniform State Standard of Evaluation (MA HOUSSE)**

NCLB allows states to define a high objective uniform state standard of evaluation to provide educators with an additional option to demonstrate subject matter competency. Veteran educators, who have not demonstrated subject matter competency through the Massachusetts Test for Educator Licensure (MTEL) or other options defined in NCLB, may demonstrate subject matter competency through an approved Individual Professional Development Plan (IPDP). Educators must align their IPDP with school and district improvement goals, complete eligible professional development programs and activities designed to support and increase student learning, and demonstrate proficiency through an end-of-course assessment or product.

Teachers who want to use the HOUSSE option need to have an approved individual professional development plan that has a total of 120 PDPs in it; 80% of those PDPs (96 PDPs) need to be focused on the content or pedagogy related to the content of the core academic subject or subjects that the teacher is teaching.

NEW: In previous years, the Department has allowed districts to count teachers as HQT once they have completed at least 50% of their content PDPs in their HOUSSE plans or logs. However, the Department has also stated that the remaining 50% of the PDPs must be completed by June 30, 2006. Since June 30, 2006 has passed, the Department is asking all districts to count only those teachers who have completed all of their HOUSSE requirements by October 2, 2006 as HQT. Any teacher that was previously counted as HQT, but who has not yet completed their HOUSSE requirements should have their HQT designation changed to non-HQT until the HOUSSE requirements are fully met.

Please refer to the "Implementation of NCLB's Highly Qualified Teacher Requirements in Massachusetts: Frequently Asked Questions (FAQs)" document (http://www.doe.mass.edu/nclb/hq/hq_faq.html) for additional information about how the requirements are applied to different groups of teachers including elementary, middle school generalists, special education, and ELL/ESL/ELD teachers.

Massachusetts charter school teachers who teach core academic subjects do not need a Massachusetts license, but they must hold a Bachelor's degree and demonstrate competence in the subject area in which they teach. Charter school teachers may demonstrate subject matter competence through any one of the options available to elementary and middle/secondary teachers. A charter school teacher needs only to have demonstrated subject matter competency in order to be reported as highly qualified.

Teachers who teach core academic courses in vocational technical schools are required to meet the definition of a highly qualified teacher. A teacher who teaches an academic course in a vocational technical school must hold a Bachelor's degree, be licensed or certified by the State, and demonstrate subject matter competence in order to be considered highly qualified.

Please refer to the Department's website for additional information about the highly qualified teacher requirements: <http://www.doe.mass.edu/nclb/hq/>

Qualified Instructional Paraprofessional (Section F)

The USED requires instructional paraprofessionals (IPP's) in Title I targeted assistance and schoolwide programs to have:

- earned a high school diploma or its equivalent (e.g., a GED) and
- earned either an associate's (or higher) degree; completed at least two years or 48 credit hours of study at an institution of higher education; taken and passed either the ParaPro test or WorkKeys assessment; OR have obtained 360 Paraprofessional Training Points (PTPs) as part of a district local assessment program.

For Title I school-wide programs, the requirements apply to all paraprofessionals carrying out instructional duties without regard to how their position is funded. For Title I targeted assistance programs, the requirements apply to any instructional paraprofessional who is paid with Title I funds.

IPP's in Title I programs hired after January 8, 2002 must meet these requirements as a condition of employment.

- **Existing IPP's in Title I programs** must meet the requirements as quickly as possible. Only those instructional paraprofessionals who have met the HQT requirements by October 2, 2006 should be included in this report.

An IPP must provide direct instructional support under the supervision of a teacher. IPP's providing translation or parent involvement support are not to be included in the count.

For additional information regarding the qualification requirements and the formal state or local assessment, please refer to the Department's policy document http://www.doe.mass.edu/nclb/hq/paraprof_policy.pdf.

Massachusetts Criteria for High Quality Professional Development Activities (DRAFT)

High quality professional development activities:

- Are intense and sustained activities that include at least 10 hours on a topic (ex. Graduate courses, DOE sponsored Content Institutes, district pd offerings) and result in a product or assessment.
- Focus on increasing teachers' content knowledge in the subjects which they teach and that address state academic standards.
- Increase the repertoire of effective pedagogical strategies that enable teachers to address the full range of student abilities (e.g., English language learners, students with learning disabilities, academically advanced students, etc.) in the classroom.
- Are part of a deliberate plan to evaluate the impact of the professional development activities on student learning (e.g., through pre- and post- testing of students, examination of student work, classroom assessment data, etc.).
- Are designed with the extensive participation by teachers and administrators to address the needs identified by a variety of student performance data.
- Are guided by scientifically-based research.
- Provide training on the appropriate use of technology and applications for use in the classroom.

I – DISTRICT STAFFING

District/Code: _____

SECTION A: DISTRICT ADMINISTRATION

SECTION A-1: ADMINISTRATORS

Line	Assignment	Census		Licensure	
		Headcount	FTEs	Headcount Licensed	FTEs Licensed
01	Superintendent of Schools				
02	Assistant/Associate/Vice Superintendents				
03	School Business Official				
04	Supervisor/Director of Guidance				
05	Supervisor/Director of Pupil Personnel				
06	Special Education Administrator				
07	Supervisor/Director: Arts				
08	Supervisor/Director: English Language Learner				
09	Supervisor/Director: English				
10	Supervisor/Director: Foreign Language				
11	Supervisor/Director: History/Social Studies				
12	Supervisor/Director: Library/Media				
13	Supervisor/Director: Mathematics				
14	Supervisor/Director: Reading				
15	Supervisor/Director: Science				
16	Other District Administrators				
99	TOTAL SECTION A-1: District Administrators				

District/Code: _____

SECTION A-2: ADMINISTRATIVE SUPPORT

Line	Assignment	Census	
		Headcount	FTEs
01	Administrative Aides		
02	Administrative Clerks and Secretaries		
03	Special Education Administrative Aides		
04	Special Education Administrative Clerks and Secretaries		
05	Information Services & Technical Support		
06	Other Administrative Support Personnel		
99	TOTAL SECTION A-2: District Administrative Support		

SECTION B: SERVICE, OPERATIONS, AND MAINTENANCE

Line	Assignment	Census	
		Headcount	FTEs
01	Food Service Staff		
02	Health Staff		
03	Transportation Staff		
04	Operations and Maintenance		
05	Aides (Service, Operations, and Maintenance)		
06	Clerks and Secretaries (Service, Operations, and Maintenance)		
07	All Other Service, Operations, and Maintenance Staff		
99	TOTAL SECTION B: Service, Operations, and Maintenance Staff		

District/Code: _____

SECTION C: SPECIAL EDUCATION RELATED STAFF (not necessarily licensed or approved by the Department)

Line	Assignment	Census	
		Headcount	FTEs
01	Occupational Therapist		
02	Physical Therapist		
03	Rehabilitation Counselor		
04	Peripatologist		
05	Physician		
07	Psychiatrist		
08	Educational Interpreters		
09	Speech Pathologist		
10	Work Study Coordinator		
11	Audiologist		
12	Recreation and Therapeutic Recreation Specialists		
13	Diagnostic and Evaluation Staff		
14	Other Contracted		
15	Other Related Special Education Staff		
99	TOTAL SECTION C: Special Education Related Staff		

II - SCHOOL STAFFING

District/Code: _____ *School/Code:* _____

SECTION D: SCHOOL ADMINISTRATION

SECTION D-1: SCHOOL ADMINISTRATORS

Line	Assignment	Census		Licensure	
		Headcount	FTEs	Headcount Licensed	FTEs Licensed
01	Principal				
02	Assistant / Vice Principal(s)				
03	Other School Administrators				
99	TOTAL SECTION D-1: School Administrators				

SECTION D-2: SCHOOL ADMINISTRATIVE SUPPORT

Line	Assignment	Census	
		Headcount	FTEs
01	Administrative Aides		
02	Administrative Clerks and Secretaries		
03	All Other Administrative Support Staff		
99	TOTAL SECTION D-2: School Administrative Support		

District/Code: _____

School/Code: _____

SECTION E: INSTRUCTIONAL STAFF

SECTION E-1: CORE ACADEMIC INSTRUCTIONAL STAFF

Line	Assignment	Census		Licensure		Highly Qualified
		Headcount	FTEs	Headcount Licensed	FTEs Licensed	FTEs Highly Qualified
	<u>Generalists</u>					
01	Early Childhood (PK - 2)					
02	Elementary Self-Contained (1-6)					
03	Middle School Self-Contained (5-9)					
	<u>Foreign Languages</u>					
04	French					
05	German					
06	Italian					
07	Portuguese					
08	Russian					
09	Spanish					
10	Other Modern Language					
11	Latin and/or Classical Humanities					
	<u>English Language Learner</u>					
12	ESL/ELL/ELD					
13	ESL/ELL/ELD Support Content Instructors					
	<u>Transitional Bilingual Education (TBE)</u>					
14	Transitional Bilingual Education (TBE)					
	<u>Arts</u>					
15	Art/Visual Art					
16	Dance					
17	Theater					
18	Music					
	<u>Reading</u>					
19	Reading					
	<u>English/Language Arts</u>					
20	English/Language Arts					

Line	Assignment	Census		Licensure		Highly Qualified
		Headcount	FTEs	Headcount Licensed	FTEs Licensed	FTEs Highly Qualified
	<u>History/Social Studies</u>					
21	History					
22	Social Studies					
23	Civics/Government/Political Science					
24	Economics					
	<u>Sciences</u>					
25	Biology					
26	Chemistry					
27	Earth Science					
28	Physics					
29	General Science					
	<u>Mathematics</u>					
30	Mathematics					
	<u>Special Education</u>					
31	Early Childhood (PreK – 2)					
32	Moderate Disabilities Sole Content Instructor in Core Academic Areas					
33	Severe Disabilities Sole Content Instructor in Core Academic Areas					
34	Moderate Disabilities Consultative Content Instructors					
35	Severe Disabilities Consultative Content Instructors					
36	Vision Impairments					
37	Deaf/Hard of Hearing					
	<u>Academically Advanced</u>					
38	Academically Advanced					
99	TOTAL SECTION E-1: Core Academic Instructional Staff					

999	Total Headcount reported in Section E-1 who participated in High Quality Professional Development between September 30, 2005 and October 2, 2006.	
------------	--	--

* See instructions on page 8 for the definition.

IF YOU HAVE QUESTIONS REGARDING THIS REPORT PLEASE CALL (781) 338-3282 OR EMAIL data@doe.mass.edu.

District/Code: _____ School/Code: _____

SECTION E-2: SPECIAL EDUCATION INSTRUCTIONAL STAFF (Non-Core Academic)

Line	Assignment	Census		Licensure	
		Headcount	FTEs	Headcount Licensed	FTEs Licensed
01	Vision Impairments				
02	Speech/Language/Hearing Disorders				
03	Deaf/Hard of Hearing				
04	Other Special Education Instructional Staff				
99	TOTAL SECTION E-2: Special Education Instructional Staff (Non-Core Academic)				

SECTION E-3: SPECIAL EDUCATION SHARED STAFF

Line	Assignment	Census		Licensure	
		Headcount	FTEs	Headcount Licensed	FTEs Licensed
01	Physical Education				
02	Vocational Education				
03	Special Education School Psychologist				
04	Special Education Social Worker				
05	School Adjustment Counselor				
06	Special Education School Nurse				
07	Other Special Education Shared Staff				
99	TOTAL SECTION E-3: Special Education Shared Staff				

District/Code: _____

School/Code: _____

SECTION E-4: OTHER ACADEMIC INSTRUCTIONAL STAFF

Line	Assignment	Census		Licensure	
		Headcount	FTEs	Headcount Licensed	FTEs Licensed
01	Speech: Rhetoric, Debate, Public Speaking				
02	Health/Family Services				
03	Physical Education				
04	Business				
05	Technology/Engineering				
06	Long Term Substitutes				
07	Instructional Technology				
08	Other Academic Instructional Staff				
09	Teacher – Does not provide direct instruction to students				
99	TOTAL SECTION E-4: Other Academic Instructional Staff				

SECTION E-5: PROFESSIONAL SUPPORT PERSONNEL

Line	Assignment	Census		Licensure	
		Headcount	FTEs	Headcount Licensed	FTEs Licensed
01	Guidance Counselor				
02	Librarian				
03	Nurse				
04	School Psychologist				
05	School Social Worker/School Adjustment Counselor				
06	Other Professional Support Personnel				
99	TOTAL SECTION E-5: School Level Professional Support Personnel				

District/Code: _____

School/Code: _____

SECTION E-6: CAREER AND TECHNICAL EDUCATION

Line	Assignment	Census		Licensure	
		Headcount	FTEs	Headcount Licensed	FTEs Licensed
01	Agriculture and Natural Resource				
02	Arts and Communication Services				
03	Business and Administrative Services				
04	Construction				
05	Health Services				
06	Hospitality and Tourism				
07	Human Services				
08	Information Technology Services				
09	Manufacturing				
10	Science, Engineering, and Technical Services				
11	Transportation				
12	Wholesale/Retail Sales and Services				
99	TOTAL SECTION E-6: Career and Technical Education				

SECTION F: INSTRUCTIONAL PARAPROFESSIONALS

Line	Assignment	Census		Qualified*
		Headcount	FTEs	FTEs Qualified
01	Title I Instructional Paraprofessionals			
02	English Language Learner/TBE/ESL Paraprofessionals			
03	Career and Technical Education Paraprofessionals			
04	Special Education Paraprofessionals			
05	All Other Instructional Paraprofessionals			
99	TOTAL SECTION F: Instructional Paraprofessionals			

The Qualified column is only required for Title I schools. Instructional paraprofessionals in Title I targeted assistance programs that are being paid with Title I funds need to be Qualified as defined by NCLB. Please report them under line 01 and complete the Qualified column for those that meet the requirements All instructional paraprofessionals within a school that has a Title I school-wide program (regardless of how their position is funded) need to be Qualified according to NCLB guidelines. Please report them under lines 01-05 (Depending on their role) and complete the Qualified column for those that meet the requirements. See instructions on page 7 for the definition.