

**2009-10 School Year**

# **Highly Qualified Teacher Data Collection and Reporting Manual**

**Meeting the Highly Qualified  
Teacher Requirements of the  
Elementary and Secondary  
Education Act of 2001**



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State Superintendent of  
Public Instruction

**March 2010**

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# Highly Qualified Teacher Data Collection and Reporting Manual 2009–10 School Year

**Meeting the Highly Qualified Teacher (HQT) Requirements of the  
Elementary and Secondary Education Act (ESEA) Act of 2001**

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**March 2010**



**Elementary and Secondary Education  
Act**

**Highly Qualified Teacher**

**Data Collection**



## Highly Qualified Teacher Data Collection and Reporting Procedures for the 2009–10 School Year

Highly qualified teacher (HQT) data will be collected through the Educational Data System (EDS) for the 2009–10 school year. The due date for data submission to the Office of Superintendent of Public Instruction (OSPI) is April 15, 2010.

### HQT Procedural Changes

Data reporting procedures have been modified to meet new expectations outlined by the U.S. Department of Education. To meet these expectations, the EDS data report is in two parts.

- **Part 1** is the same format as the 2008-09 school year. This section includes teacher, class and paraeducator data as of October 1, 2009.
- **Part 2** is a new section. School districts are asked to report additional data in the following areas:
  - Class and teacher counts for Summer 2009.
  - Class counts for middle and high school classes offered after October 1, 2009.

A recorded HQT Data Collection Webinar outlining the data collection and reporting changes is accessible at <https://www1.gotomeeting.com/register/337352952>. Screen shots of the EDS reporting tool with directions are outlined on pages 2-3 of this publication.

### Web-based Data Collection Tool

The online data collection tool allows districts to submit the necessary HQT data elements electronically. The report is accessed through the EDS portal at <https://eds.ospi.k12.wa.us/>. Access is granted through the District Data Security Manager.

If you already have an account in the EDS system, you will need your District Data Security Manager to assign you the “Teacher Quality Data Collection User” role. If you do not have an account in the EDS system, contact your District Data Security Manager to establish a username, password, and the “Teacher Quality Data Collection User” role. If you do not know who your District Data Security Manager is, you may obtain that information from the following link: <https://eds.ospi.k12.wa.us/securitymanagerlist.aspx>.

Once you have been assigned as a Teacher Quality Data Collection user, log on to the following Web site: <https://eds.ospi.k12.wa.us/>. The first time you log on, you will be asked to choose a new password and enter a question and answer pair as your password hint. Follow system instructions regarding password specifications.

### Assistance from OSPI

Additional HQT publications are available online at <http://www.k12.wa.us/TitleIIA/HighlyQualifiedTeachers.aspx>.

Inquiries may also be directed to the OSPI Title II A staff listed on the inside front cover of this publication.

# EDS Teacher Quality Data Collection Tool

## Part 1, Section I - Teacher Data (2009-2010)

**Use October 1, 2009 as a snapshot date to report data for the three (3) sections of Part 1.**

<b>A</b>	<b>Total number of teachers</b> that teach core academic classes
<b>B</b>	<b>Total number of core academic classes</b> taught by teachers
<b>C</b>	Number of <b>teachers who DO NOT MEET</b> the highly qualified requirements
<b>D</b>	Number of <b>core academic classes taught by teachers who DO NOT MEET</b> the highly qualified requirements
<b>E</b>	Number of <b>Emergency Certificates</b>
<b>F</b>	Number of <b>Conditional Certificates</b>

School	A	B	C	D	E	F
Outstanding High School	26	104	0	0	0	0
Happy Valley Middle School	12	62	2	4	0	0
Grass Valley Elementary	6	6	0	0	0	0

## Part 1, Section II: Teachers not Meeting HQT Requirements

The information for this section is directly related to data reported in Part 1, Section 1, Columns C and D. If at least one class is taught by a teacher not meeting HQT requirements, the following information is requested:

Teacher Name	Cert #	School	Teaching Assignment	Program	Meets IDEA Requirements (If Special Ed)	Subject	Number of Classes Taught	Action(s) for teacher to become HQ
Joe Teacher	01234	Happy Middle School	Middle/High School	Special Ed		Reading	1	Take WEST-E in June 2010
Joe Teacher	01234	Happy Middle School	Middle/High School	General Ed		History	2	Complete endorsement Spring 2010
Jane Teacher	98765	Happy Middle School	Middle/High School	General Ed	Yes	Math	1	Teacher will be reassigned in the 2010-11 school year.

## Part 1, Section III: Title I Paraeducator Data

Title I paraeducator data is reported by school district level.

<p>Total number of paraeducators in the district <b>required</b> to meet the Title I requirements:</p> <p>Of the number of paraeducators required to meet the Title I requirements, <b>how many do?</b></p>
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## Part 2, Section I: Summer School Class Count

This section is for reporting **Summer 2009** classes for students who received additional instructional support in core academic subject areas.

If summer school classes were provided at a school, check the box in the column titled "Offered Summer School in 2009"; enter the number of teachers that taught core academic classes in "Summer A" and the number of classes in "Summer B". See example below.

**A Total number of teachers** that teach core academic classes

**B Total number of core academic classes** taught by teachers

School Name	Offered Summer School in 2009	Summer A	Summer B
Outstanding High School	<input type="checkbox"/>		
Happy Valley Middle School	<input type="checkbox"/>		
Grass Valley Elementary	<input type="checkbox"/>	12	12

## Part 2, Section II: School Class Count

Data reported in this section includes:

- Number of core academic classes taught in the school.
- Number of classes taught by teachers who do not meet highly qualified requirements.

The first session populates with October 1, 2009 data from Part 1, Section I of the Teacher Quality Data Collection tool **after** the "Instructional Schedule" column is completed for the school.

- For each school, select an option in the pull down menu under "Instructional Schedule".
  - **Elementary schools:** select "Elementary". Additional action is not required. Elementary classes are counted only once during the regularly scheduled school year.
  - **Middle and high school** "Instructional Schedule" selections include semester, trimester and quarter. Select the option that best represents the class schedule in the school. After this selection, first session columns B and D populate from Part 1, Section 1.
  - Blank boxes will appear in the session columns for the number of remaining sessions aligned with the instructional schedule selection. See examples below.

**B** - Total number of core academic classes taught by teachers

**D** - Number of core academic **classes taught by teachers who DO NOT MEET** the highly qualified requirements

**Elementary** - One session

**Semester** - Two sessions

**Trimester** - Three sessions

**Quarter** - Four sessions

School Name	Instructional Schedule	1st Session B	1st Session D	2nd Session B	2nd Session D	3rd Session B	3rd Session D	4th Session B	4th Session D
Outstanding High School	Secondary - Semester	104	0						
Happy Valley Middle School	Secondary - Quarter	62	4						
Grass Valley Elementary	Elementary	6	0						



## FAQs for HQT Identification and Data Reporting

### Summer School Classes

- 1. What summer school session should be reported?**  
Summer school for 2009.
- 2. Do summer school teachers need to be HQ?**  
Yes. However, HQT data for Summer 2009 is not reported for the 2009–10 school year.
- 3. Is credit retrieval considered the same as summer school?**  
Yes, it would be considered a summer school session.
- 4. Summer school is held at one site but serves more than one school the district. Which building to do count?**  
Report the host school in which summer school is physically located.
- 5. For summer school classes funded with Title I funds, must the teachers meet HQT requirements?**  
Teachers in summer school or other extended time learning programs, including Title I, that provide core academic subject area instruction must meet HQ requirements.
- 6. Does the Title I parent notification requirements apply to summer school?**  
Yes.

### Elementary Teachers

- 7. How are teachers and classes counted at the elementary grades?**  
Elementary teachers teach the elementary curriculum which counts as one class; therefore the count is one teacher, one class.
- 8. How are specialists counted at the elementary grades?**  
Specialists—such as music, reading, and other single subject areas—are counted as one teacher and one class at the elementary level.
- 9. How are resource teachers and classes counted at the elementary grades?**  
A resource teacher at the elementary level is counted and reported as one teacher and one class.

**10. What if an elementary teacher teaches a class in the morning and provides instruction in music to elementary students in the afternoon? How is the teacher counted, and how are classes counted?**

The teacher is counted as one and the class count is also one. The elementary curriculum includes music as part of the curriculum and is counted as such.

**11. How are special education teachers and classes counted at the elementary grades?**

Special education teachers who provide direct instruction to students at the elementary level are counted as one teacher and one class.

Note: If the **elementary special education teacher** is providing **consultative services**, including supporting or supplementing instruction for all the students in the teacher's teaching assignment, the teacher does not have to meet HQT requirements and the class is not counted.

**12. If a special education teacher at the elementary grades does not meet the general HQT requirements of IDEA, but does meet the ESEA highly qualified teacher subject area requirements, how is the teacher counted and reported?**

The special education teacher is counted as teaching one class and must be reported as **NOT** meeting ESEA HQT requirements.

**13. How are elementary teachers and classes counted when two teachers teach one class of students?**

Each teacher is counted as one and the class count is one per teacher, making the count two teachers, two classes.

**14. How are teachers and classes counted at the elementary grades when two teachers teach two different classes of students at the same grade level?**

The teachers are counted and reported as two and the classes are counted and reported as two.

**15. How are teachers and classes counted and reported at a K–8 elementary school?**

The teacher or teachers at the elementary level, Grades K–5 or K–6, are counted as one and the class count is one.

Teacher or teachers teaching the **middle level grades of the K–8 elementary school** are counted as one teacher, and the classes are counted and reported to reflect the number of subjects being taught.

Example: K–8 school with two teachers and ten students including two students in Grades 6–8. One teacher teaches all the K–5 students and is counted as one teacher, one class. The second teacher teaches mathematics, science, history, language arts, reading and visual arts. The class count for the second teacher is six classes. The total count for the building is two teachers, seven classes.

**16. How are classes counted for a general education, elementary grades resource teacher who provides instruction?**

A **general education resource teacher**, in most cases, provides additional instruction to students in core academic subject areas. All elementary level resource teachers in general education must meet highly qualified requirements. Classes taught by resource teachers at the elementary level are counted as one class taught by one teacher.

**17. How are classes counted for an elementary grades special education resource teacher?**

Special education resource teachers are not required to meet highly qualified teacher requirements if they only provide additional instruction to students or assist the general education teacher with the special education student's instruction.

However, if the special education resource teacher provides the **only** instruction for the student, the teacher must meet HQT requirements for the elementary grades, and the class count is reported as one.

**18. How are classes counted at the sixth grade when the classes are provided in a departmentalized structure?**

Departmentalized core academic classes at the sixth grade level count as one class for each period of the day—the same as counting classes at the middle school/junior high and high school level.

**19. How are classes counted at the sixth grade when the classes are provided in a self-contained structure?**

Self-contained sixth-grade classrooms count as one class—the same as counting classes at the elementary level.

**20. How are classes, that are provided by subject-area specialists at the elementary level (K-5), counted?**

Classes taught by subject-area specialists (e.g., mathematics, reading, music) at the elementary (K-5) grades are counted as one class.

### **Middle and High School Teachers**

**21. How are teachers and classes counted at middle and high school?**

Middle and high school teachers are counted as one teacher teaching multiple classes during the day. Single subject area classes are counted to reflect the number of periods per day the teacher teaches.

Example: A high school teacher teaches three periods of biology and two periods of physical science. The classes are counted and reported as five.

**22. How are middle school/junior high and high school classes counted and reported when taught in one subject area?**

Core academic subject classes are counted as one for each period the class is taught at the middle school/junior high and high school level.

Example: If a teacher teaches six periods per day in the core academic areas, five of which are in the same subject, the number of classes reported is six.

**23. How are middle and high school teachers counted when teaching multiple subjects during one class period?**

The teacher is counted as one. When the teacher is teaching interdisciplinary subject areas in one class period, the classes are counted to reflect the subject areas taught.

Example: A middle school block teacher teaches mathematics and science as interdisciplinary subject areas for two periods of the day and teaches two additional periods of mathematics. The teacher is counted as one, the block classes are counted as two subject areas per each period (total of four), and the mathematics classes for two periods are counted as one each period (total of two). The overall total of classes taught by the one teacher is reported as six.

**24. How are middle and high school teachers counted when teaching multiple subjects in alternative education programs.**

The teacher is counted as one. Classes are counted to reflect the number of subject areas the teacher is teaching.

Example: An alternative education teacher teaches middle and high school students in the subject areas of mathematics, science, language arts, history and visual arts. Classes are provided all day with no designated class periods. The teacher is reported as one, teaching five classes.

**25. How are middle and high school special education teachers and classes counted?**

**Supplemental Instruction:** If a special education teacher is providing consultative services, including supplemental instruction for the student, the teacher does not have to meet HQT requirements.

**Direct instruction:** When the middle or high school special education teacher is the primary teacher providing instruction for the student, the teacher must meet HQT requirements in the subjects taught.

Classes are counted to reflect the number of subjects taught if the teacher provides instruction in **multiple subject areas** during a class period or class periods during the day.

Classes are counted to reflect the number of periods taught if the teacher provides instruction in a **single subject area**.

**26. How are classes counted for special education resource teachers at the middle/junior and high school grades?**

Special education resource teachers are not required to meet highly qualified teacher requirements when they only provide additional instruction to students or assist the general education teacher with the special education student's instruction.

However, if the special education resource teacher provides the **only** instruction for the student, the teacher must meet HQT requirements for the elementary grades, and the class count is reported as one.

**27. If a special education teacher at the middle and high school grades does not meet the general HQT requirements of IDEA, but does meet the ESEA highly qualified teacher subject area requirements, how is the teacher reported?**

A special education teacher must meet IDEA for teachers and the ESEA HQT requirements in order to be reported as meeting HQT requirements.

If the special education teacher does not meet both criteria, the teacher must be counted as not meeting ESEA HQT requirements.

**28. How are teachers of study skills classes counted at the middle and high school level?**

Study skills classes are not counted as core academic classes.

However, if a teacher is providing instruction in core academic subject areas during the study skills class, the teacher must meet HQT requirements in all subject areas taught. The class count would reflect the number of subject areas the teacher is teaching during the study skills class.

**29. How are social studies teachers and classes counted and reported at the middle school level?**

Social studies classes at the middle school level are traditionally taught as integrated subject areas reflecting a combination of the four areas within social studies. However, it is also traditional that one grade is issued per social studies class. In this case, the teacher would be counted and reported as one.

The predominant area within social studies (history, civics/government, geography, or economics) that is taught during the class is used for HQT identification and reporting purposes.

Example: A middle school teacher teaches three periods of social studies and two periods of language arts. The content of the social studies class is primarily history. The teacher is counted as one, and the classes are reported as three (history) and two (language arts) for a total of five classes.

**30. How are classes counted by general education resource teachers at the middle/junior and high school grades?**

A general education resource teacher, in most cases, provides additional instruction to students in core academic subject areas. All middle/junior high and high school level resource teachers in general education must meet highly qualified requirements.

Classes taught by general education resource teachers at the middle/junior high and high school level are counted to reflect the subjects being taught when multiple subjects are taught during one period of class.

Example: A middle school general education resource teacher provides instruction in reading, writing and mathematics four periods during the day – thus counting the total number of classes as three.

**31. How are self-contained multiple subjects counted at the middle/junior and high school levels?**

Each core academic subject taught, for which students receive a grade, counts as one class.

Example: If English, calculus, history, and science are taught in a self-contained classroom by the same teacher, count these as four classes. If the teacher is highly qualified in English and history, the teacher would be counted as highly qualified in two of the four classes.

**Specialists and/or Itinerant Teachers**

**32. How are itinerant teachers and classes counted when the teacher is teaching at the elementary, middle and high school levels?**

The teacher is counted as one, and classes are counted to reflect one for elementary and the number of periods per day the teacher teaches at the middle and high school.

If the teacher teaches one elementary class plus two periods at the middle school and one period at the high school, the total class count for the day is one elementary plus three periods, for a total of four classes. The teacher should be reported as one teacher, four classes *at the highest level teaching assignment* which, for this case, is high school.

If the teacher teaches one elementary class in two buildings, the class count is one.

**Substitute Teachers**

**33. Do substitutes have to meet HQT requirements?**

Yes, if in a teaching assignment for four weeks or more, the substitute must meet HQT requirements for that teaching assignment.

**34. If the substitute starts off the term, then the substitute is counted in count?**

If the substitute is placed as a long-term replacement in the classroom, the substitute should be counted in the data collection.

**Paraeducator Data Collection**

**35. Are we counting all paraeducators in a building for this report?**

No, we are only counting Title I paraeducators who assist with instruction in each building.

**36. Are paras who are partially funded with Title I included in the para count?**

Yes, they should be included in the count.

**37. In a Title I schoolwide building, are all paraeducators who assist with instruction counted?**

Yes. All paras who provide instruction should be counted in the report.

**38. How are paraeducators who work in Title I targeted assistance buildings counted?**

Count only the paraeducators who assist with instruction who are funded with in whole or in part with Title I funds.

## Definitions and Terms

**Certified Before 1987**—Certificate holder holds a valid lifetime Washington certificate identified as a standard or continuing certificate. This certificate enables a teacher to teach any subject, Grades K–12 and does not carry a specific subject or grade level endorsement.

**Class**—A class is a setting in which organized instruction of core academic course content is provided to one or more students (including cross-age groupings) for a given period of time. (A course may be offered to more than one class.) Instruction, provided by one or more teachers or other staff members, may be delivered in person or via a different medium.

Classes that share space should be considered as separate classes if they function as separate units for more than 50 percent of the time (taken from NCES Non-fiscal Data Handbook for Early Childhood, Elementary, and Secondary Education, 2003).

**Continuing Certificate**—Washington certificate issued pre-1987 (see “Certified before 1987”).

**Core Academic Subjects**—At the middle and high school level, includes English/language arts, reading, mathematics, science, foreign language (designated world languages), civics and government, economics, geography, history, and the arts (music, dance, theatre and visual arts).

Core academic subjects for Grades K–5/6 are designated as the elementary curriculum.

**Elementary Curriculum**—Self-contained elementary classes are counted as one class for purposes of data collection. The elementary curriculum includes all core academic subject areas.

**Endorsed Certificate Holder**—Washington certificate holder issued a certificate after 1987 that carries specific subject or grade level endorsements.

**Equivalent to a Major**—45 quarter credits or 30 semester credits in the core academic subject area.

**ESEA**—Federal act that provides funding to states to supplement the educational needs of the state’s students and teachers. Elementary and Secondary Education Act of 2001 is the reauthorized federal program of the Elementary Secondary Education Act of 1965.

**ESEA Highly Qualified Teacher**—Federal definition that applies to teachers of core academic subjects who meet *all three* criteria:

- Holds at least a bachelor’s degree
- Holds full state teacher certification
- Demonstrates knowledge of subject matter and skill in the core academic subject area assigned to teach

**Full State Certification**—*No conditions are waived* for teacher certification.

**HOUSSE**—(High Objective Uniform State Standard of Evaluation) is a federal definition associated with the highly qualified teacher (HQT) requirement of ESEA. HOUSSE is a method in which states establish a process or processes of evaluating teacher subject knowledge and ability in the core academic subjects they are assigned to teach.

Elementary, middle and high school teachers who have taught at least 180 school days are eligible to meet the HQT requirements through the Points-Based HOUSSE.

The **Points-Based HOUSSE** is a 100-point system with six categories representing coursework for certification, years teaching experience, professional development, internships/work experiences outside the K–12 setting, professional leadership and publications/awards. The Points-Based HOUSSE may be used to meet the HQT requirements in single subject areas or the elementary curriculum. It may also be used to meet HQT in multiple subjects.

**Note:** A Points-Based HOUSSE *multiple-subjects* procedure is available for teachers who teach two or more core subjects in teaching assignments such as:

- Special Education/ESL/Bilingual
- Alternative Education
- Middle School Block
- Rural Schools
- Juvenile or Correctional Institutions

**IDEA Highly Qualified Teacher**—Federal definition that applies to special education teachers who meet the following criteria:

- Hold at least a bachelor’s degree, and
- Obtain full state special education certification/licensure. In Washington this translates to a Pre-’87 Standard (unendorsed) teaching certificate or a Special Education endorsement.

**NOTE:** Special education teachers, who directly teach core academic subjects, must also meet ESEA highly qualified teacher requirements **based on the special education teacher’s teaching assignment**.

**Itinerant Teachers**—Specialists, such as music teachers, may teach in more than one building and at more than one grade level grouping such as elementary, middle and high school.

**ESEA**—Elementary and Secondary Education Act of 2001 is the reauthorized federal program of the Elementary Secondary Education Act of 1965.

**ESEA Highly Qualified Teacher**—Federal definition that applies to teachers of core academic subjects who meet *all three* criteria:

- Holds at least a bachelor’s degree
- Holds full state teacher certification
- Demonstrates knowledge of subject matter and skill in the core academic subject area assigned to teach

**New Teacher to the Teaching Profession**—A teacher who has less than one year (180 school days) of teaching experience.

**Not New Teacher (same as a Veteran Teacher)**—A teacher who has at least one year (180 school days) of teaching experience.

**Praxis II**—The Praxis II series tests were required for all teacher candidates receiving an endorsement from September 2005 through the 2008 – 09 school year. Teacher candidates are now required to take the new WEST-E assessments to demonstrate subject matter content knowledge.

**Resource Teacher—Elementary General Education**—A general education teacher who, in most cases, provides additional instruction to students in core academic subject areas may be called a resource teacher. All elementary level resource teachers in general education must meet highly qualified requirements.

**Resource Teacher—Elementary Special Education**—A special education teacher who, in most cases, provides additional instruction to students in core academic subject areas may be called a resource teacher, or a consulting teacher, or a consultative teacher. Special education resource teachers, who provide additional instruction to students or assist the general education teacher with the special education student’s instruction are not required to meet highly qualified teacher requirements.

**Resource Teacher—Middle/Junior and High School Level General Education**—A general education teacher who, in most cases, provides additional instruction to students in core academic subject areas may be called a resource teacher. All middle/junior high and high school level resource teachers in general education must meet highly qualified requirements.

**Resource Teacher—Middle/Junior and High School Level Special Education**—A special education teacher who, in most cases, provides additional instruction to students in core academic subject areas may be called a resource teacher, or a consulting teacher, or a consultative teacher. Special education resource teachers, who provide additional instruction to students or assist the general education teacher with the special education student’s instruction, are not required to meet highly qualified teacher requirements.

**Standard Certificate**—Certificate issued pre-1987 (see “Certified before 1987”) and does not include an endorsement.

**Summer School Classes**—Summer school classes are included in the data collection reporting process beginning with Summer 2009. School districts must ensure the classes are taught by teachers who meet the HQT requirements when the classes are specifically designed for students who need additional time to learn to state standards and/or Title I funds are involved.

**Title I Schoolwide School**—High-poverty schools, with 40% or more students from low-income families, are eligible to adopt schoolwide programs to raise the achievement of struggling students by improving instruction throughout the entire school, thus using Title I funds to serve all children.

**Title I Targeted Assistance Program**—Schools that are not eligible for or do not choose to operate schoolwide programs must use Title I funds to provide targeted services to specifically identified low-achieving students.

**Veteran Teacher**—A teacher who has at least one-year (180 school days) of teaching experience.

**WEST-E (Washington Educator Skills Tests - Endorsements)**—Subject area teacher assessments adopted by the Professional Educator Standards Board to replace the Praxis II series tests.

