



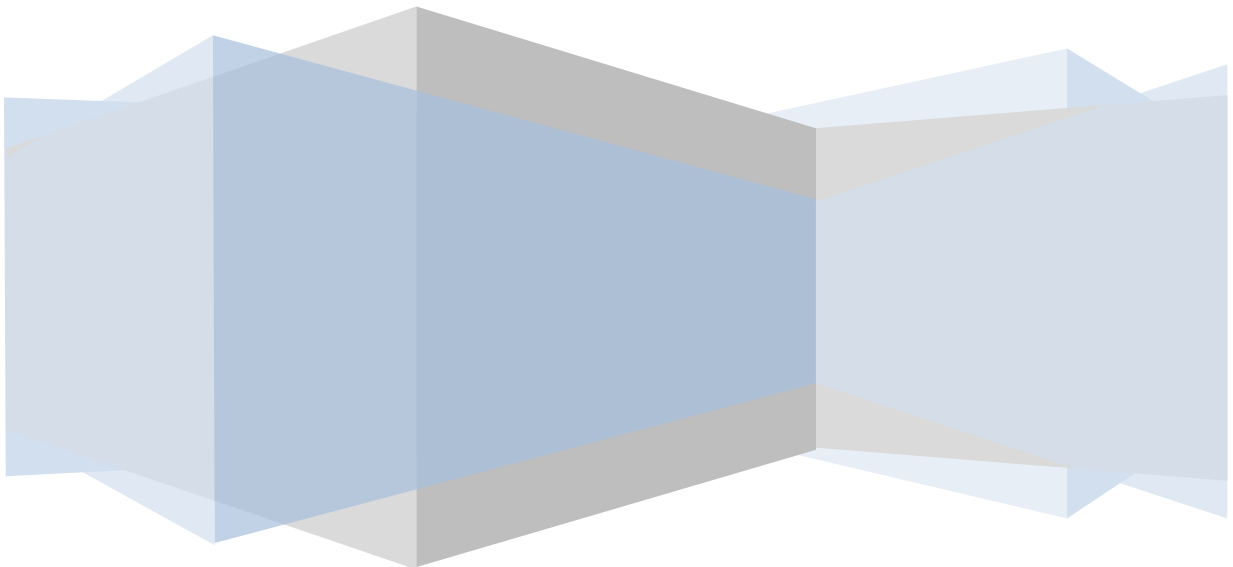
DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

**EDUCATION**

**2018-19 Staffing Data Collaborative  
Faculty and Staff Data Collection:  
Technical Guide**

September 2018





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## Overview

This document serves as the technical guide for 2018-19 Faculty and Staff Data Collection for participants of the Staffing Data Collaborative. On Oct. 2, 2015, the U.S. Department of Education approved the Office of the State Superintendent of Education's (OSSE) plan for ensuring equitable access to excellent educators to comply with Title I Part A of the Elementary and Secondary Education Act, as amended. After receiving approval, OSSE began leading an effort to improve the access of students in high-poverty and low-performing schools to highly effective teachers.

In order to attract and retain excellent teachers, schools must have the ability to utilize staffing data correctly in order to understand how to best attract excellent teachers. As a key strategy of the plan, OSSE created the District of Columbia Staffing Data Collaborative ("Staffing Data Collaborative") in 2016 – a partnership among local education agencies (LEA), OSSE, education preparation programs, and TNTP, a partner research organization.

Starting in the 2015-16 school year, the research partner has collected staffing data from LEAs and conducted a rigorous analysis. This has enabled LEAs and OSSE to obtain the necessary insights on how teachers choose, remain in, or leave high-need schools and develop appropriate strategies.

This school year's data collection consolidates several faculty and staff data collections into a single collection for the 2018-19 school year in order to streamline OSSE's requests to LEAs. This single collection will satisfy a number of federal, District of Columbia, and Staffing Data Collaborative reporting requirements regarding:

- TNTP Insight Survey Roster
- Teacher Shortage Areas Report
- Full-time equivalent (FTE) faculty and staff
- Certification and licensing information for:
  - Teachers, including
    - Teachers of English learners;
    - Teachers of students with disabilities;
  - Paraprofessionals working with students with disabilities; and
  - Support staff working with students with disabilities.
- Teacher Equity Calculations
- ESSA School Report Cards (coming in December 2018)  
Report Cards will publicly report school, LEA, and state-level data for:
  - Teacher Experience (DCPS and DC Charter Schools)
  - Teacher Qualifications (DCPS only)

**LEAs will receive a spreadsheet with their prior year's data in the new template via email by Sept. 24, 2018 that they must complete and upload to the TNTP FTP Secure Site by Oct. 31, 2018.**

## Top Highlights in 2018-19 School Year Collection

1. OSSE is prepopulating staff roster templates for the 2018-19 school year using data from the 2017-18 school year. Staff identified as “Leavers” last year have been removed and years of teaching experience have been updated from last year by adding one year of experience to all values previously submitted.
2. Please do **not** delete non-returning staff members, as TNTP uses the information to create your retention report.
3. We are once again asking for the grade range of students taught for all teachers. Additionally, every LEA must provide data for teachers that work with every grade level served. For example, if an LEA serves pre-K students, the LEA must report having pre-K teachers. Similarly, “Teacher, Ungraded” is not an allowable value this year. Teachers who teach across various grade spans should be reported with the appropriate proportion of full time employment (FTE) FTE based on grade span taught. For example, a teacher who works with Kindergarten and 3rd grade students equally would report being a “Teacher, Kindergarten” for 0.5 FTEs and a “Teacher, Elementary” for 0.5 FTEs.
4. Staff names, dates of birth, and last four digits of Social Security Numbers must be reported so that we can match staff with licensing and certification databases.
5. Please include staff with multiple roles and/or multiple schools in different rows.
6. For fields with drop-down menus, only use the values provided. If you have a question about which federal role is most appropriate, the appendix of this document has definitions to assist you.
7. LEA are once again required to report the proportion of FTE for teachers work with English learners and students with disabilities.
8. The following sections on the template have updated information:
  - Vacant positions and reason for vacancy;
  - In-field; and
  - Retention of Employees.

## Which Faculty and Staff Do LEAs Report?

LEAs must report faculty and staff roster information, including the role and FTE percentage, for all instructional, administrative, and support staff in LEAs and schools filled by direct hire or by contracting. The data reported in this collection should represent an LEA’s faculty and staff roster as of the 2018-19 school year enrollment audit (Oct. 5, 2018). Vacant teaching positions must be reported to fulfill the Shortage Report collection. The LEA must report certain substitutes and contractors; the Faculty and Staff Inclusion section of this guide outlines those circumstances.

## How is this Technical Guide Organized?

This guide mirrors the corresponding sections in the data collection template. Each section of this document corresponds to a section of the data collection template and includes three subsections: Faculty and Staff Inclusion, Data Elements, and Frequently Asked Questions. When possible, descriptions and explanations in this document incorporate language from appropriate guiding documents from the U.S. Department of Education.

- The *Faculty and Staff Inclusion* section describes which faculty and staff members must be reported on in the section.
- The *Data Elements* section serves as a data dictionary for all data elements in that section of the

data collection template. The data dictionary is formatted into a table that describes the data fields, definition, permitted values, and how these data elements will be used. All value inputs in the data collection template must align with the permitted values in the data dictionary tables.

- The *Frequently Asked Questions* section answers common questions that may arise.

### How Is the Data Collection Template Organized?

The 2018-19 Faculty and Staff Data Collection template is organized into the following sections:

1. Vacancy Information
2. Staff Member Identifiers and Demographic Information
3. LEA and School Information
4. Returning Status
5. Role and FTE Percentage
6. Special Education: Percentage of Time and Ages
7. Limited English Proficiency (LEP) FTE
8. Certifications
9. Teaching Curriculum and Years of Teaching Experience
10. Education and Preparation
11. Performance Ratings
12. Compensation

### Faculty and Staff Inclusion

For the Staff Member Identifiers and Demographic Information section of the collection, LEAs are required to report on the following faculty and staff:

- All instructional, administrative, and support staff in LEAs and schools filled by direct hire or by contracting
- Long-term substitute teachers employed for four weeks or longer
- Contract staff who contract directly with the LEA or school and are considered part of regular operations. Examples include:
  - Bus drivers
  - School nurses
  - Psychologists
  - Physical therapists
- Staff employed by another entity that is contracted to provide work that can be considered part of the district's regular operations. These staff work within the district but are employees of the entity with which the district contracts. Examples include:
  - School security personnel provided by a private firm
  - Charter school teachers who are employees of a charter school operator

Short-term substitutes employed fewer than four weeks in the same position should be excluded from this data collection. Contract employees who provide a non-regular service should also be excluded. These are defined as staff furnished by the contractor, on- or off-site, to provide the service. Examples may include carpenters, electricians, etc working for a firm hired to refurbish a school building, or cooks and truck drivers who prepare and deliver meals once a week to schools under a contract with a food-service firm.

The distinction between staff reported and not reported is whether the service is part of the LEA’s regular operation or if it is a non-regular service. For example, if an LEA contracts with a company for a school bus driving service (where the buses are used regularly), the drivers should be reported. If an LEA contracts with a company for lunchroom services onsite, the food servers who serve the students on a daily basis should be reported. Employees of a construction company hired to build an addition to the school should not be reported.

## Completing the Template

### Vacancy Information

The “Vacancy Information” section allows for LEAs to report all vacant positions as of Oct. 5 and eliminates the previous staff shortage report. For each vacant position, include a row labeled "Vacant" and fill in all information relevant to the position (School, Title, Federal Role, FTE, SpED/LEP FTE).

**Figure A. Vacancy Information**

	Vacancy Information		
	Filled or Vacant	If Vacant: Vacany Reason	If Vacant: Length of Time
<b>Faculty &amp; Staff Roster: Include faculty and staff information as of October 5, 2018.</b>	<i>NEW: For each vacant position at your LEA as of October 5, include a row labeled "Vacant" and fill in all information relevant to the position (School, Title, Subject, Federal Role, FTE)</i>	<i>NEW: Select the reason for this vacancy from the drop down.</i>	<i>Indicate the number of years the position has been vacant.</i>
	<b>Filled/Vacant</b>	<b>Drop-Down Menu</b>	<b>Numeric</b>
<i>Example</i>	<i>Filled</i>		
<i>Example</i>	<i>Vacant</i>	<i>No candidates were a good fit</i>	<i>1</i>
<i>Example</i>	<i>Filled</i>		

The following table describes the data elements that are shown in the “Vacancy Information” section of the data collection template.

Data Field	Definition	Permitted Values	Use
<b>Filled or Vacant</b>	Identify whether a position is filled or vacant	<ul style="list-style-type: none"> <li>• Filled</li> <li>• Vacant</li> </ul>	Federal/ Local Requirement
<b>If Vacant, Reason</b>	Identify the reason why the position is vacant	<ul style="list-style-type: none"> <li>• New hire did not show up</li> <li>• Unexpected leave of absence</li> <li>• Late summer retirement/resignation</li> <li>• Late promotion of teacher</li> <li>• Candidate failed background/license check</li> <li>• No qualified candidates</li> <li>• No candidates were a good fit</li> <li>• Waiting for final enrollment numbers</li> <li>• Late addition of new position</li> <li>• Late opening of a new campus</li> <li>• Other</li> </ul>	Federal/ Local Requirement
<b>If Vacant: Length of Time</b>	Indicate the number of years the position have been vacant. <b>All vacant positions must have a length of time. For positions vacant for less than one full school year, indicate 0.</b>	<Numeric>	Federal/ Local Requirement

## Frequently Asked Questions

- **What other information about the vacancy should be included?** The following columns should be completed for all positions:
  - Filled or Vacant
  - If Vacant: Vacancy Reason
  - If Vacant: Length of Time
  - LEA Name/LEA Code
  - School Name/School Code
  - Staff Member's Title
  - Federal Role
  - FTE Percentage
  - Subject

## Staff Member Identifiers and Demographic Information

The “Staff Member Identifiers and Demographic Information” section includes identifying and demographic information for each faculty or staff member.

**Figure B. Staff Member Identifiers and Demographic Information**

Staff Member Identifiers and Demographic Information									
If Filled: Last Name	First Name	Middle Name	Alias or Maiden Name	SSN	Email Address	Local Staff ID	Date of Birth	Gender	Race / Ethnicity
<i>The legal last name of the faculty or staff member.</i>	<i>The legal first name of the faculty or staff member.</i>	<i>The legal middle name of the faculty or staff member.</i>	<i>An alternate or maiden name of the faculty or staff member. Any additional names or previous names that the faculty or staff member may have had.</i>	<i>The last four digits of the staff member's social security number.</i>	<i>The staff member's school email address. TNTP will use the email address to send out the TNTP Insight survey.</i>	<i>Please include any local ID that your LEA uses</i>	<i>The day, month, and year on which the faculty or staff member was born.</i>	<i>Please select from drop-down menu</i>	<i>Please select from drop-down menu</i>
Open Text	Open Text	Open Text	Open Text	Numeric	Open Text	Open Text	MM/DD/YYYY	Drop-Down Menu	Drop-Down Menu
<i>Smith</i>	<i>John</i>	<i>Michael</i>		<i>000-00-9999</i>			<i>1/1/1983</i>	<i>Male</i>	<i>Hispanic/Latino</i>
<i>Doe</i>	<i>Jane</i>	<i>Marie</i>		<i>000-00-9999</i>			<i>1/1/1970</i>	<i>Female</i>	<i>White/Caucasian</i>

## Data Elements

The following table describes the data elements that are shown in the “Staff Member Identifiers and Demographic Information” section of the data collection template.



Data Field	Definition	Permitted Values	Use
<b>Last Name</b>	The legal last name of the faculty or staff member.	<Open text>	Federal/ Local Requirement
<b>First Name</b>	The legal first name of the faculty or staff member.	<Open text>	Federal/ Local Requirement
<b>Middle Name</b>	The legal middle name of the faculty or staff member.	<Open text>	Federal/ Local Requirement
<b>Alias or Maiden Name</b>	An alternate or maiden name of the faculty or staff member. Any additional names or previous names that the faculty or staff member may have had.	<Open text>	Federal/ Local Requirement
<b>SSN</b>	The last four digits of the staff member's Social Security Number.	<Numeric>	Matching with certification and credentials system
<b>Email Address</b>	The staff member's school email address. TNTP will use the email address to send out the TNTP Insight survey.	<Open text>	TNTP Insight Survey
<b>Local Staff ID</b>	The ID assigned to your staff member by your internal system.	<Open text>	Optional
<b>Date of Birth</b>	The day, month, and year on which the faculty or staff member was born.	MM/DD/YYYY	Federal/Local Requirement
<b>Gender</b>	A coded value representing the staff member's gender; gender is a person's actual sex or perceived sex.	<ul style="list-style-type: none"> <li>• Male</li> <li>• Female</li> <li>• Other</li> <li>• Unknown</li> </ul>	Federal/Local Requirement

Data Field	Definition	Permitted Values	Use
<b>Race/Ethnicity</b>	The reported race/ethnicity of the faculty or staff member. If the staff member did not report a race/ethnicity, please select "unknown." Only one race/ethnicity option may be selected per staff member.	<ul style="list-style-type: none"> <li>• American Indian/Alaskan Native</li> <li>• Asian</li> <li>• Black/African American</li> <li>• Hispanic/Latino</li> <li>• Two or More Races</li> <li>• Pacific Islander/Native Hawaiian</li> <li>• White/Caucasian</li> <li>• Other</li> <li>• Unknown</li> </ul>	Federal/Local Requirement

### Frequently Asked Questions

- ***Should student teachers be included in this data collection?*** Student teachers should be excluded from this data collection unless they have been hired by the LEA or are contracted to fill a position that is part of the LEA's regular operation.
- ***Should substitute teachers be included in this data collection?*** Long-term substitute teachers serving four weeks or longer in the same position as of Oct. 5, 2018 should be included in this data collection with the federal role of Student Support Staff. Short-term substitutes should be excluded from this data collection.
- ***Why does OSSE ask for a Local Staff ID?*** The Local Staff ID data element is optional; however, providing the Local Staff ID will help OSSE uniquely identify staff members and may make it easier for your LEA to match employee data in future data collection templates.
- ***Why is date of birth a required data element?*** The date of birth data element helps OSSE verify faculty and staff license and certification information.
- ***What if a staff member's gender or race/ethnicity is unknown?*** Gender and race/ethnicity are required data elements. If a staff member's gender or race/ethnicity is unknown, please select unknown.
- ***Is the Social Security Number a required data element?*** Yes, the last four digits of the staff members' Social Security number are required as it helps OSSE verify faculty and staff license and certification information.

## LEA and School Information

The “LEA and School Information” section includes basic identifying information about the LEA and school in which the faculty or staff member serves. If a faculty or staff member serves multiple schools, list each school on a separate row.

**Figure C. LEA and School Information**

LEA and School Information			
LEA Name	LEA Code	School Name	School Code
<i>Please select from drop-down menu</i>	<i>Please select from drop-down menu</i>	<i>Please select from drop-down menu. Use N/A for admin staff not based at a school. All teachers must be assigned to a specific school.</i>	<i>Please select from drop-down menu. Use N/A for admin staff not based at a school.</i>
Drop-Down Menu	Drop-Down Menu	Drop-Down Menu	Drop-Down Menu
<i>Sample LEA</i>		<i>Sample School</i>	
<i>Sample LEA</i>		<i>Sample School</i>	
<i>Sample LEA</i>		<i>Sample School</i>	

## Data Elements

The following table describes the data elements that are shown in the “LEA and School Information” section of the data collection template.

Data Field	Definition	Permitted Values	Use
<b>LEA Name</b>	This field should have the name of the LEA the staff member serves.	<Character> Select LEA Name from the drop-	Federal/Local Requirement
<b>LEA Code</b>	Unique OSSE-assigned identifier for local education agencies (LEAs), three to four digits.	<Numeric>	Federal/Local Requirement
<b>School Name</b>	This field should have the name of the school that the staff member serves. If the staff member works in multiple schools, use a different row for each school. <b>All teachers must be assigned to a specific school.</b>	<Character> Select School Name from the drop-down menu. Choose “N/A” for non-school based staff.	Federal/Local Requirement

Data Field	Definition	Permitted Values	Use
<b>School Code</b>	Unique OSSE-assigned identifier for schools, three to four digits. This field should have the school code that the staff member serves.	<Numeric>	Federal/Local Requirement

### Frequently Asked Questions

- ***What if a staff member works at the LEA level in the main office?*** If a staff member works at the main office, report “N/A” for the School Code and School Name. If a staff member teaches an online class, report the school code associated with that online class. All teachers must be assigned to a specific school.
- ***What if a staff member works at more than one LEA?*** If a staff member works at more than one LEA, each LEA will report the staff member along with the portion of time the staff member serves that LEA in the FTE percentage tab.
- ***What if a staff member serves multiple schools?*** If a staff member serves multiple schools, report each school the staff member serves along with the portion of time the staff member serves each respective school. This should be denoted using separate rows for each school served.

## Returning Status 2018-19 School Year

The “Returning Status” section includes information on the retention or transfer of employees.

**Figure D. Returning Status 2018-19 School Year**

Returning Status 2018-19 School Year		
Returning Employee?	Leave/Transfer Date	Leave Reason
<p><i>If an employee returned at the same school in any role for the current (2018-19) school year, select "Returner." For employees who transferred to a new school within the LEA, select "Transfer - New School." For employees that left the LEA, select "Leaver - LEA." For new employees, select "New Employee."</i></p>	<p><i>If "Leaver - LEA," what was the employee's last month of employment at your LEA? If "Transfer - New School," what was the employee's last month of work at their previous school?</i></p>	<p><i>If "Leaver - LEA," please select a reason why the employee left from the drop-down menu.</i></p>
Drop-Down Menu	Month	Drop-Down Menu
<i>Returner</i>		
<i>Leaver - LEA</i>	<i>May-18</i>	<i>Left to teach NOT in DC area</i>

## Data Elements

The following table describes the data elements that are shown in the “Returning Status SY17-18” section of the data collection template.

Data Field	Definition	Permitted Values	Use
<b>Returning Employee?</b>	If an employee returned at the same school in any role for the current (18-19) school year, select "Returner." For employees who	<ul style="list-style-type: none"> <li>Returner</li> <li>Transfer- New School</li> <li>Leaver- LEA</li> <li>New Employee</li> </ul>	Staffing Data Collaborative retention analysis

Data Field	Definition	Permitted Values	Use
	transferred to a new school within the LEA, select "Transfer - New School." For employees that left the LEA, select "Leaver – LEA." For new employees, select "New Employee."		
<b>Leave/Transfer Date</b>	If "Leaver – LEA," what was the employee's last month of employment at your LEA? If "Transfer - New School," what was the employee's last month of work at their previous school?	<Date>	Staffing Data Collaborative retention analysis
<b>Leave Reason</b>	If "Leaver – LEA," please select a reason why the employee left from the drop-down menu.	<ul style="list-style-type: none"> <li>• Terminated for poor performance</li> <li>• Terminated (other reason)</li> <li>• Left to teach elsewhere in DC area</li> <li>• Left to teach NOT in DC area</li> <li>• Left to take leadership role in another LEA</li> <li>• Left to take a non-education job</li> <li>• Left to go back to school</li> <li>• Retired</li> </ul>	Staffing Data Collaborative retention analysis

### Frequently Asked Questions

- **What if my LEA's first operating year is the 2018-19 school year?** If your LEA just opened, report every employee as a "New Employee."
- **What if an employee transferred to another school in the same LEA?** If an employee transferred to a school inside the same LEA, report the employee as "Transferred."
- **What if an employee works part-time at two different schools inside the LEA?** If a staff member serves multiple schools, report each school the staff member serves along with the portion of time the staff member serves each respective school. This should be denoted using separate rows for each school served. If an employee transferred to work part-time at a school inside the same LEA,

report the employee as “Transferred.” If the employee reduced their hours at one school, report the employee as “Returned.”

### Role and FTE Percentage

The “Role and FTE Percentage” section includes information on the staff member’s title, federal role, and FTE percentage. LEAs should use the employee’s title to determine which federal role is appropriate. Each staff member’s title should fall within a federal role category. See the Appendix for Common Core of Data definitions for staff categories.

**Figure C. Role and FTE Percentage**

Role and FTE Percentage		
Staff Member's Title	Federal Role	FTE Percentage
<i>If employee has multiple positions or works in multiple schools, use one row for each position and/or school</i>	<i>If employee has multiple positions or works in multiple schools, use one row for each position and/or school. For School Administrators, please designate ONE Principal/School Leader per school.</i>	<i>If employee has multiple positions or works in multiple schools, use one row for each position and/or school. The FTE percentage should only be the applicable FTE for that specific role (each person's FTEs will likely sum to 1.0).</i>
Open Text	Drop-Down Menu	Numeric 0-1.0
<i>Special Education Teacher</i>	<i>Teacher, Ungraded</i>	<i>0.5</i>
<i>Reading Teacher</i>	<i>Teacher, Elementary</i>	<i>0.5</i>
<i>Principal</i>	<i>School Administrator - Princ</i>	<i>1</i>

### Data Elements

The following table describes the data elements that are shown in the “Role and FTE Percentage” section of the data collection template.

Data Field	Definition	Permitted Values	Use
<b>Staff Member's Title</b>	The staff member's title as used by the LEA.	<Open text> Examples: Principal, English Teacher, Bus Driver, Data Manager, Administrative Assistant, Counselor	Federal/Local Requirement
<b>Federal Role</b>	<p>Determine the staff member's federal role based on their status as instructional, administrative, or support staff. If a staff member serves in multiple roles or multiple grade spans, use a separate row to for each unique role or grade span.</p> <p>For school leaders, designate one "Principal/School Leader" for each school. Other school leaders (Vice Principals, Deans) should be designated as "School Administrator – Other."</p>	<ul style="list-style-type: none"> <li>• Teacher, Adult</li> <li>• Teacher, Elementary (grades 1-6)</li> <li>• Teacher, Kindergarten</li> <li>• Teacher, Pre-School and Pre-Kindergarten (grades PS and PK)</li> <li>• Teacher, Secondary (grades 7-12)</li> <li>• Paraprofessional – Special Education</li> <li>• Paraprofessional – General Education</li> <li>• Librarian/Media Specialist</li> <li>• Library/Media Support Staff</li> <li>• LEA Administrator</li> <li>• Instructional Coordinator and Supervisor</li> <li>• LEA Administrative Support Staff</li> <li>• School Administrator</li> <li>• School Administrative</li> <li>• Support Staff</li> <li>• Guidance Counselor, Elementary (grades PS-6)</li> <li>• Guidance Counselor, Secondary (grades 7-12)</li> <li>• Guidance Supervisor/Director</li> <li>• School Administrator - Principal/School Leader (designate ONE per school)</li> <li>• School Administrator - Other</li> </ul>	Federal/Local Requirement



Data Field	Definition	Permitted Values	Use
		<ul style="list-style-type: none"> <li>• Special Education Support Staff, Audiologist</li> <li>• Special Education Support Staff, Counselor/Rehabilitation Counselor</li> <li>• Special Education Support Staff, Interpreter</li> <li>• Special Education Support Staff, Medical/Nursing</li> <li>• Special Education Support Staff, Occupational Therapist</li> <li>• Special Education Support Staff, Orientation and Mobility Specialist</li> <li>• Special Education Support Staff, Physical Therapist</li> <li>• Special Education Support Staff, Psychologist</li> <li>• Special Education Support Staff, Recreation and Therapeutic</li> <li>• Recreation Specialist</li> <li>• Special Education Support Staff, Social Worker</li> <li>• Special Education Support Staff, Speech Language Pathologist</li> <li>• Student Support Staff</li> <li>• Other Support Staff</li> </ul>	
<b>FTE Percentage</b>	The amount of time the staff member spends in performance of a role.	<Numeric value> An FTE Percentage of 1.0 represents a full-time employee.	Federal/Local Requirement

**Frequently Asked Questions**

- **Who should be classified as a teacher?** A teacher is defined as a school-based employee who instructs any core or non-core academic subject. Examples include general or special education teachers instructing students in the “core” subject areas of English language arts, math, science, and social studies, as well as noncore subjects such as arts, foreign language, and physical education. LEAs should not include in their reporting student support professionals (e.g. speech therapists or social workers), counselors, librarians, coaches, principals, special education coordinators, program coordinators, deans, office staff, custodians or any other non-instructional personnel.

- ***What if a staff member serves multiple roles?*** Report each role the staff member serves using a separate row. The FTE percentage in each row should represent the percentage of time the staff member spends in performance of that unique role.
- ***How should the LEA determine the elementary versus secondary teacher classification?*** Classify a teacher who teaches grades 1 through 6 as an elementary teacher. Classify a teacher who teaches grades 7 through 12 as a secondary teacher. If a middle school teacher has a secondary teacher role, such as teaching science in grades 6-8, you can include that teacher as a secondary teacher. However, if the teacher also works with fifth graders, you should divide that teacher's time across the two grade spans. For example, if a teacher equally spends time with fifth, sixth, seventh, and eighth graders, include the teacher on two lines, with 0.5 FTEs for "Teacher, Elementary" based on the time spent with fifth and sixth graders and 0.5 FTEs for "Teacher, Secondary" based on the time spent with seventh and eighth graders. If a school serves students in a particular grade band, you must report having teachers for that particular grade band in that school. For example, if you are a Pre-K – grades 5 school, you must report having staff with the federal roles of "Teacher, Pre-Kindergarten," "Teacher, Kindergarten," and "Teacher, Elementary."
- ***How should the LEA report a special education teacher?*** Report a special education teacher based on the grade level served (e.g., elementary teacher, secondary teacher). Designate "Special Education" as the curriculum in the *Teaching Curriculum and Years of Teaching Experience* section of the data collection template and complete the "Special Education: Percentage of Time and Ages Served" section.
- ***How should the LEA report guidance counselors?*** Classify a guidance counselor who serves students grades 1 through 6 as an elementary guidance counselor. Classify a guidance counselor who serves students grades 7 through 12 as a secondary guidance counselor. Report guidance supervisors or directors using the "Guidance Supervisor/Director" role.
- ***How should administrators and administrative support staff be reported in an LEA that consists of a single school?*** If your LEA consists of a single school and the LEA administrator is also the school administrator, report that staff member's FTE at the school-level. In this case, select the "School Administrator" role. The same is true for an LEA administrative support staff member who is also a school administrative support staff member. Report that staff member's FTE at the school-level.
- ***How is the FTE percentage reported?*** The FTE percentage is reported as a number. Report a staff member who works full-time as 1.0. Report a staff member who works half-time as 0.5. The majority of staff will be reported between 0 and 1.0. If a staff member regularly works overtime, that staff member's FTE percentage will exceed 1.0.
- ***How should the LEA divide an employee's time between two different roles?*** Divide an employee's time based on the contact time spent in each role. For example, suppose a teacher works 3 hours out of a 6-hour work day as a Pre-Kindergarten teacher and 3 hours out of a 6-hour work day as a grade 1 teacher. Report the teacher's role as (a) "Teacher, Pre-Kindergarten" with an FTE percentage of 0.5; and (b) "Teacher, Elementary" with an FTE percentage of 0.5.
- ***How should I report Physical Education (PE) Teachers?*** PE Teachers should be reported as Teachers in their corresponding grade spans and "Health and Physical Education" should be

selected in the curriculum column.

**Special Education: Percentage of Time and Ages Served**

The “Special Education: Percentage of Time and Ages Served” section includes information about the portion of time a staff member serves students with disabilities and the ages of those students served.

**Faculty and Staff Inclusion**

The “Special Education: Percentage of Time and Ages Served” section should be completed for teachers, paraprofessionals, and support staff who work with students ages 3 to 21 with disabilities on a full-time or part-time basis.

**Figure D. Special Education: Percentage of Time and Ages Served section**

Special Education: Percentage of Time and Ages Served		
Special Education FTE	Special Education Ages 3 to 5 FTE	Special Education Ages 6 to 21 FTE
<p><i>Indicate the amount of time (FTE) the teacher, paraprofessional, or special education support staff (e.g., audiologist, psychologist) serves students with disabilities. (Should equal sum of next two columns). <b>If a teacher has students with disabilities in their general education classroom, please report their special education percentage of time as 0, as they are not exclusively serving students with disabilities</b></i></p>	<p><i>Indicate the amount of time (FTE) the teacher, paraprofessional, or special education support staff (e.g., audiologist, psychologist) serves students with disabilities between the ages 3 to 5 years old</i></p>	<p><i>Indicate the amount of time (FTE) the teacher, paraprofessional, or special education support staff (e.g., audiologist, psychologist) serves students with disabilities between the ages 6 to 21 years old.</i></p>
Numeric 0-1.0	Numeric 0-1.0	Numeric 0-1.0
0.5	0	0.5
0	0	0
0	0	0

## Data Elements

The following table describes the data elements that are shown in the “Special Education: Percentage of Time and Ages Served” section of the data collection template.

Data Field	Definition	Permitted Values	Use
<b>Special Education Percentage of Time</b>	Indicate the amount of time the teacher, paraprofessional, or special education support staff (e.g., audiologist, psychologist) serves students with disabilities. (Should equal sum of next two columns.)	<Numeric value> Between 0 and 1.0 (Should equal 1.0 for full-time employees and 0.5 for part-time employees)	Federal/Local Requirement
<b>Special Education Ages 3 to 5 Percentage</b>	Indicate the amount of time the teacher, paraprofessional, or special education support staff (e.g., audiologist, psychologist) serves students with disabilities between the ages 3 and 5.	<Numeric value> Between 0 and 1.0	Federal/Local Requirement
<b>Special Education Ages 6 to 21 Percentage</b>	Indicate the amount of time the teacher, paraprofessional, or special education support staff (e.g., audiologist, psychologist) serves students with disabilities between the ages 6 to 21.	<Numeric value> Between 0 and 1.0	Federal/Local Requirement

## Frequently Asked Questions

- ***What if a staff member serves students with disabilities exclusively?*** If a staff member serves students with disabilities exclusively, report the special education percentage of time as 1.0.
- ***What if a teacher has students with disabilities in their general education classroom?*** You would report their special education percentage of time as 0, as they are not exclusively serving students with disabilities.
- ***How should the LEA report a staff member who serves both special education and general education students?*** If a staff member serves both special education and general education students, report the percentage of time the staff member serves students with disabilities under “Special Education Percentage of Time.” For example, if a staff member works 4 hours out of a 6-hour work day with students with disabilities and 2 hours out of a 6-hour work day with general education students, report the “Special Education Percentage of Time” as 0.66 (4 hours/6 hours).
- ***Why does the LEA need to report the ages of students with disabilities served?*** Federal reporting requires that OSSE reports the portion of time an educator serves each of these age groups.
- ***Will the sum of percentage of time serving ages 3 to 5 and ages 6 to 21 equal 1.0?*** If a staff

member serves students with disabilities exclusively and is a full-time staff member, the percentage of time serving students with disabilities ages 3 to 5 and ages 6 to 21 will likely sum to 1.0. However, if a staff member serves students younger than age 3 old or students older than age 21, the sum of the percentage of time serving students with disabilities ages 3 to 5 and ages 6 to 21 will not sum to 1.0.

- ***How do I calculate a staff member's total time spent serving students with disabilities between age groups 3 to 5 and 6 to 21?*** Consider the example above with the staff member who serves students with disabilities 4 hours out of a 6-hour work day. Suppose that out of those 4 hours the staff member spends 1 hour with students' ages 3 to 5 and 3 hours with students ages 6 to 21. This means that the percentage reported in the "Special Education Age 3 to 5 Percentage" would be 0.17 (1 hour/6 hours), and the percentage reported in the "Special Education Age 6 to 21 Percentage" would be 0.50 (3 hours/6 hours).

### Limited English Proficiency: Percentage of Time and Ages Served:

The “Limited English Proficiency: Percentage of Time and Ages Served” section includes information about the portion of time a teacher teaches in language instruction educational programs designed for limited English proficient (LEP) students.

### Faculty and Staff Inclusion

The “Limited English Proficiency: Percentage of Time and Ages Served” section should be completed for teachers who work with students who are English learners, ages 3 to 21 and who teach in language instruction educational programs designed for LEP students.

**Figure E. LEP FTE**

Limited English Proficiency: Percentage of Time and Ages Served
LEP FTE
<i>Indicate the amount of time (FTE) the teacher teaches in language instruction education programs designed for limited English proficient (LEP) students</i>
Numeric 0–1.0
○
○
○

### Data Elements

The following table describes the data elements that are shown in the “LEP FTE” section of the data collection template.

Data Field	Definition	Permitted Values	U
<b>LEP FTE</b>	Indicate the amount of time the teacher serves in a language instruction education program designed for English learners.	<Numeric value> Between 0 and 1.0	Federal /Local Requirement

### Frequently Asked Questions

- **How should the LEA report a staff member who serves both English learners and non-English learners?** If a teacher serves both EL and non-EL students, report the percentage of

time the staff member serves ELs in a specific language instruction program under “LEP FTE.” For example, if a staff member works 4 hours out of a 6-hour work day teaching ESL to English learners, and 2 hours out of a 6 hour work day teaching math to all students in a program not designed for English learners, report the “LEP FTE” as 0.66 ( 4 hours/6 hours).

- ***How do I report teachers in bilingual programs?*** If the teacher works in a bilingual program with English learners and is specifically teaching language, their time should be included. For example, if a teacher is teaching English through a Math class (content-based instruction or bilingual instruction), they should still be included with a 1.0 LEP FTE.

## Certification Information

The “Certification Information” section includes information about a staff member’s qualification status and certifications.

## Faculty and Staff Inclusion

The “Certification Information” section should be completed for:

- Teachers regardless of the ages of students served and the curriculum taught
- Teachers, paraprofessionals, and support staff who work with students with disabilities on a full-time or part-time basis
- Teachers, paraprofessionals, and support staff who work with students with limited English proficiency on a full-time or part-time basis

**Figure F. Staff Member Education and Certification Information**

Certification Information					
License or Certification Status	Special Education Certification (Teachers only)	ESL Certification (Teachers only)	License or Certification Field or Subject	License or Certification Provider	License Expiration Date
<i>Is the staff person certified or licensed in DC for their current role (include support staff, paraprofessionals, teachers, and admin)?</i>	<i>Does the teacher hold a Special Education teaching certificate from OSSE?</i>	<i>Does the teacher hold an ESL/Teaching English to speakers of other languages certification?</i>	<i>What is the primary license or certification field? May include more than one on the same line (i.e. English/Special Education)</i>	<i>OSSE, Department of Health, etc.</i>	
<b>Y/N</b>	<b>Y/N</b>	<b>Y/N</b>	<b>Open Text</b>	<b>Drop-Down Menu</b>	<b>MM/DD/YYYY</b>
YES	YES	NO	Special Education	OSSE	1/1/2019
YES	NO	NO	School Admin	OSSE	1/1/2025

## Data Elements

The following table describes the data elements that are shown in the “Certifications” section of the data collection template.



Data Field	Definition	Permitted Values	Use
<b>License or Certification Status</b>	Is the staff person certified or licensed in DC for their current role (include support staff, paraprofessionals, teachers, and admin)?	Yes No	Federal/Local Requirement
<b>Special Education Certification (Teachers only)</b>	Does the teacher hold a Special Education teaching certificate from OSSE?	Yes No	Federal/Local Requirement
<b>ESL Certification (Teachers only)</b>	Does the teacher hold an ESL/Teaching English to speakers of other languages certification?	Yes No	Federal/Local Requirement
<b>License or Certification Status</b>	An indication that the staff member holds at least one current license or certification.	Yes No	Federal/Local Requirement
<b>License or Certification Field or Subject</b>	What is the primary license or certification field? May include more than one on the same line (i.e., English/Special Education)	<Open Text>	Federal/Local Requirement
<b>License or Certification Provider</b>	Name of the provider that issued the certification or license. (OSSE, Department of Health (DOH), etc.)	<ul style="list-style-type: none"> <li>• OSSE</li> <li>• DOH</li> <li>• OSSE and DOH</li> <li>• Other</li> <li>• Unknown</li> </ul>	Federal/Local Requirement
<b>License Expiration Date</b>	Date the license or certification expires.	MM/DD/YYYY	Federal/ Local Requirement

Please review the table below when determining if a staff member holds the appropriate license in DC.

The Department of Health (DOH) provides an online professional license search. Please visit <https://app.hpla.doh.dc.gov/Weblookup/> when determining if a staff member currently holds a license issued by DOH.

For more information on OSSE licenses, please visit <https://osse.dc.gov/ed-credentials>.

Service Provider Area(s)	License Required in DC	Requirements to obtain OSSE license regardless of the LEA
<b>School Audiologist</b>	<b>DOH</b>	<p>1. Holds a completed master’s degree or higher in audiology; and</p> <hr/> <p>2. Has completed a minimum of 75 semester hours in audiology and allied fields. At least 36 of the semester hours must be at the graduate level. A letter grade of “C” or higher shall be required to accept coursework; and</p> <hr/> <p>3. Has successfully completed at least 350 hours of supervised field, practicum or internship experience as part of the degree program.</p> <hr/> <p>4. Holds a valid license to practice speech pathology in the District of Columbia issued by the DC DOH, Board of Audiology and Speech Pathology.</p>
<b>Reading Specialist</b>	<b>OSSE</b>	<p>1. Holds a completed master’s degree in teaching or education; and</p> <hr/> <p>2. Has completed an advanced certificate or graduate level program in reading or literacy education; and</p> <hr/> <p>3. Has completed clinical or laboratory practicum experience in the diagnosis and remediation of reading problems and difficulties; and</p> <hr/> <p>4. Has successfully completed all practicum experience requirements as part of an approved reading specialist licensure program or has completed at least two years of classroom teaching experience; and</p> <hr/> <p>5. Has achieved a passing score for the DC-required reading specialist content exam or has passed a comparable exam in another state where a reading license is held.</p>
<b>School Counselor</b>	<b>DOH and OSSE</b>	<p>1. Holds a completed master’s degree in school counseling education from an approved licensure program or holds a completed master’s degree in counseling and have completed graduate level coursework in each area of the following areas Counseling children and adolescents; Multicultural counseling; Counseling students with exceptionalities; Crisis and trauma counseling and interventions; Career development and vocational education counseling; Testing assessments and measurements; Legal and ethical issues for school counselors.</p> <hr/> <p>2. Has successfully completed at least 300 hours of supervised school-based field, practicum or internship experience as part of the degree program. The field experience may also be met by one of the following: Completion of a degree in school counseling from a program approved by the Council for Accreditation of Counseling and Related Educational Program (CACREP) or holds a valid National Certified Counselors (NCC) credential issued by the National Board for Certified Counselors (NBCC); or Presents</p>

Service Provider Area(s)	License Required in DC	Requirements to obtain OSSE license regardless of the LEA
		<p>appropriate documentation verifying at least two years of full-time teaching experience or one year of full-time experience as a school counselor; and</p> <p>3. Has achieved a passing score for the DC-required school counselor content exam or has passed a comparable exam in another state where a school counselor license is held.</p>
<b>School Librarian</b>	<b>OSSE</b>	<p>1. Holds a completed master’s degree in school library media from an approved licensure program or holds a completed master’s degree in library science and have completed graduate level coursework in the following areas: Cataloging and classification; Selection and use of media for children; Instructional media design and development/production; Information sources, services and instruction; School library organization; Integration of technology into the curriculum. A letter grade of “C” or higher is required.</p> <p>2. Has completed directed field in a school library with an experience library media specialist or has completed two years of school– based teaching experience or has completed one year of experience as a school librarian; and</p> <p>3. Has achieved a passing score for the DC-required library media specialist content exam or has passed a comparable exam in another state where a school library media specialist license is held.</p>
<b>School Psychologist</b>	<b>OSSE</b>	<p>1. Holds a completed master’s degree in school or educational psychology from an approved licensure program or holds a completed master’s degree in clinical psychology and have completed graduate level coursework in the following areas: Introduction or seminar in school psychology; Brain behavior or neurology; Psychopathology of childhood; Educational tests and measurements; Theories of learning; Psychology of exceptional children; Assessment of cognitive abilities; Behavioral assessment (classroom observation techniques); Evaluation and diagnosis of exceptional children; Learning disabilities; Ethics and legal issues in school psychology/Public school law. A letter grade of “C” or higher is required.</p> <p>2. Has completed at least 42 graduate level semester hours in psychology; and</p> <p>3. Has successfully completed at least 500 hours of supervised field, practicum or internship experience in a school setting under the supervision of a certified school psychologist; and</p> <p>4. Has achieved a passing score for the DC-required school psychologist content exam or has passed a comparable exam in another state where a school psychologist license is held.</p>
<b>School Social Worker</b>	<b>DOH and OSSE</b>	<p>1. Holds a completed master’s degree in school social work from an approved licensure program or holds a completed master’s degree in social work and have completed graduate level</p>

Service Provider Area(s)	License Required in DC	Requirements to obtain OSSE license regardless of the LEA
		<p>coursework in the following areas: Role of the School Social Worker; Social work policy in schools; Social work and special education needs and issues (to include law and legislation impacting school programs); and</p> <p>2. Have completed at least 300 hours of supervised field experience as part of the approved program; or has completed one year of full-time experience in a P-12 grade school under the supervision of a credentialed school social worker; and</p> <p>3. Holds a valid license to practice social work in the District of Columbia issued by the DC DOH, Board of Social Work.</p>
<b>School Speech Pathologist</b>	<b>DOH and OSSE</b>	<p>1. Holds a completed master’s degree or higher in speech and language pathology; and</p> <p>2. Has completed a minimum of 75 semester hours in speech pathology, audiology and allied fields. At least 36 of the semester hours must be at the graduate level. A letter grade of “C” or higher shall be required to accept coursework; and</p> <p>3. Has successfully completed at least 350 hours of supervised field, practicum or internship experience as part of the degree program.</p> <p>4. Holds a valid license to practice speech pathology in the District of Columbia issued by the DC DOH, Board of Audiology and Speech Pathology.</p>
<b>General Educational Aide, Dedicated Aide, Special Education Aide</b>	<b>N/A</b>	<p>1. Associate’s degree or 48 college credit hours or have successfully passed the ParaPro Assessment administered by ETS (with a high school diploma or equivalent).</p>
<b>English Language Learners (ELL) Aide</b>	<b>N/A</b>	<p>1. Associate’s degree or 48 college credit hours or have successfully passed the ParaPro Assessment administered by ETS (with a high school diploma or equivalent).</p> <p>2. Proficiency in English and a second language.</p>
<b>Early Childhood Educational Aide</b>	<b>N/A</b>	<p>1. Associate’s Degree or 48 college credit hours or have successfully passed the ParaPro Assessment administered by ETS (with a high school diploma or equivalent).</p>
<b>Interpreter</b>	<b>DOH</b>	OSSE does not have an OSSE license for this area.
<b>Medical/Nursing</b>	<b>DOH</b>	OSSE does not have an OSSE license for this area.
<b>Occupational Therapist</b>	<b>DOH</b>	OSSE does not have an OSSE license for this area.
<b>Orientation/Mobility Specialist</b>	<b>DOH</b>	OSSE does not have an OSSE license for this area.

Service Provider Area(s)	License Required in DC	Requirements to obtain OSSE license regardless of the LEA
Physical Therapist	DOH	OSSE does not have an OSSE license for this area.

### Frequently Asked Questions

- ***Why does OSSE request education and credential information for all teachers?*** Under the Every Student Succeeds Act (ESSA) and the District of Columbia’s state plan, OSSE must calculate the percentage of out-of-field teachers—those who teach in an area outside of their educational background or certification. OSSE uses a combination of education and certification/license information to determine this out-of-field designation. We must also report on special education teachers and teachers of LEP students based on certification status to the federal government.
- ***Should a charter LEA report certification or license information?*** Charter LEAs should report certification/license information for all teachers; paraprofessionals who work with students with disabilities; and support staff who work with students with disabilities.
- ***How should the LEA report that a paraprofessional passed the Praxis exam?*** If a paraprofessional passed the Praxis exam, record the staff member’s status as follows:
  - Report the License or Certification Status as “YES”
  - Enter the Praxis subject area
  - List the License or Certification Provider as “Praxis”
- ***How should the LEA report information for a staff member who has multiple current licenses or certifications?*** If a staff member has multiple current licenses or certifications, report information for each license or certification, separated by a forward slash. For example, suppose a staff member has passed the Praxis and holds a certification from OSSE. Report information for the staff member as follows:
  - Report the License or Certification Status as “YES”
  - Report the License or Certification Field or Subject data field as “Praxis subject area/OSSE Certification Field or Subject”
  - List the License or Certification Provider as “OSSE”
  - Report the License Expiration Date as “Expiration Date 1 / Expiration Date 2”

## Teaching Curriculum and Years of Teaching or Leadership Experience

The “Teaching Curriculum and Years of Teaching Experience” includes information about the teachers or leaders’ experience, student’s grade span, and the curriculum taught.

## Faculty and Staff Inclusion

The “Teaching Curriculum and Years of Teaching Experience” section should be completed for all teachers and leaders regardless of the ages of students served and the curriculum taught. For example, this would include kindergarten teachers and special education teachers.

**Figure G. Teaching Curriculum and Years of Teaching or Leadership Experience**

Teaching Curriculum and Years of Teaching or Leadership Experience										
Subject	Grade Span	In-Field	In-Field, other subject area	Emergency or Provisional Credential (Initial) Status	Novice Teacher	Principal Experience	Years of Teaching Experience	Years of School Leader Experience	LEA Start Date	Position Offer Date
<i>Please select from the drop-down menu.</i>	<i>Please select from the drop-down menu.</i>	<i>Indicate if the teacher is qualified in the subject area they currently teach, based on OSSE's definition: 1. Has a university degree in their field of teaching; 2. Has a certification in their field of teaching; and/or 3. Has demonstrated effective teaching in their field as measured by the LEA's teacher evaluation system.</i>	<i>NEW: Teachers only: Indicate if the teacher is qualified in a subject area other than the one they are currently teaching.</i>	<i>NEW: Teachers only: Indicate whether the teacher has been identified as having emergency or provisional (initial) credentials.</i>	<i>New Teachers only: Indicate whether the teacher is currently a first year teacher or is a second year teacher and was found below effective in their first year of teaching.</i>	<i>Principal Only: Indicate the principal's level of experience.</i>	<i>Include years as a full-time teacher of record, not including this year. If this person is not a teacher, please select 'N/A'. Note: for pre-populated data we have already adjusted the values. LEAs should review any pre-populated data and update it so that it reflects the 2018-2019 school year as of October 5th, 2018.</i>	<i>Include years as a full-time school leader, not including this year. If this person is not a school leader, please select 'N/A'. Note: for pre-populated data we have already adjusted the values. LEAs should review any pre-populated data and update it so that it reflects the 2018-2019 school year as of October 5, 2018.</i>	<i>What date did the employee start at the LEA? Enter September 1st of the correct year if you only have the year.</i>	<i>What date did the employee accept their offer of employment for their current position at their school? Be as precise as your records allow.</i>
<b>Drop-Down Menu</b>	<b>Drop-Down Menu</b>	<b>Y/N</b>	<b>Y/N</b>	<b>Drop-Down Menu</b>	<b>Y/N</b>	<b>Drop-Down Menu</b>	<b>Numeric</b>	<b>Numeric</b>	<b>MM/DD/YYYY</b>	<b>MM/DD/YYYY</b>
<i>Special Education</i>	<i>Secondary (2nd - 12th grade)</i>	<i>YES</i>		<i>new-emergency or provisional</i>			<i>0</i>		<i>9/12/2018</i>	<i>7/12/2018</i>
<i>Elementary</i>	<i>Elementary (1st - 5th grade)</i>	<i>YES</i>		<i>new-emergency or provisional</i>			<i>5</i>	<i>5</i>	<i>9/12/2018</i>	<i>4/12/2018</i>

## Data Elements

The following table describes the data elements that are shown in the “Teaching Curriculum and Years of Teaching Experience” section of the data collection template.

Data Field	Definition	Permitted Values	Use
<b>Subject</b>	Indicate the teacher's subject area.	<ul style="list-style-type: none"> <li>• Art: General Art</li> <li>• Art: Dance</li> <li>• Art: Music: Instrumental/Vocal</li> <li>• Art: Performing Arts</li> <li>• Art: Visual Arts</li> <li>• Bilingual Education</li> <li>• Business Education</li> <li>• Career and Technical Education (CTE) - General</li> <li>• CTE: Culinary Arts</li> <li>• CTE: Computer Science</li> <li>• CTE: Digital Media</li> <li>• CTE: Engineering</li> <li>• CTE: Entrepreneurship</li> <li>• CTE: Hospitality Management</li> <li>• CTE: Mass Media</li> <li>• CTE: Automotive Technology</li> <li>• Early Childhood</li> <li>• Elementary</li> <li>• English Language Arts</li> <li>• Literature</li> <li>• Speech</li> <li>• English as a Second Language</li> <li>• Foreign Languages: Spanish</li> <li>• Foreign Languages: French</li> </ul>	Federal/Local Requirement

Data Field	Definition	Permitted Values	Use
		<ul style="list-style-type: none"> <li>• Foreign Languages: Latin</li> <li>• Foreign Languages: American Sign Language</li> <li>• Foreign Languages: Mandarin Chinese</li> <li>• Foreign Languages: Japanese</li> <li>• Foreign Languages: Other (not noted above)</li> <li>• Health and Physical Education</li> <li>• Home Economics</li> <li>• Humanities</li> <li>• Librarian</li> <li>• General Mathematics</li> <li>• Mathematics: Algebra 2/Trigonometry</li> <li>• Mathematics: Calculus/Pre-Calculus</li> <li>• Mathematics: Geometry</li> <li>• Mathematics: Algebra 1 and 2</li> <li>• Mathematics: Statistics</li> <li>• Psychologist</li> <li>• Reading</li> <li>• ROTC</li> <li>• Science: General Science</li> <li>• Science: Biology</li> <li>• Science: Chemistry</li> <li>• Science: Environmental Science</li> <li>• Science: Earth and Space</li> <li>• Science: Life Science</li> <li>• Science: Physics</li> <li>• Social Studies</li> <li>• Geography</li> <li>• Government</li> <li>• Economics</li> <li>• History (U.S. or World)</li> <li>• Political Science</li> <li>• Special Education</li> <li>• Technology Education</li> </ul>	



Data Field	Definition	Permitted Values	Use
<b>Grade Span</b>	Indicate the grade span the teacher teaches. <b>If the teacher teaches multiple grade spans, add a separate row for each.</b>	<ul style="list-style-type: none"> <li>• Pre-School and Pre-Kindergarten (PS-PK)</li> <li>• Kindergarten (K)</li> <li>• Elementary (grades 1- 5)</li> <li>• Middle School (grades 6-8)</li> <li>• High School (grades 9-12)</li> </ul>	Federal/Local Requirement
<b>In-Field</b>	Indicate if the teacher is in-field in the subject area they currently teach, based on OSSE’s definition: 1.Has a university degree in their field of teaching; 2. Has a certification in their field of teaching; and/or 3. Has demonstrated effective teaching in their field as measured by the LEA’s teacher evaluation system?	Yes No	Federal/Local Requirement including Teacher Equity Calculations
<b>In-Field, other subject area</b>	NEW Teachers only: Indicate if the teacher is qualified in a subject area other than the one they are currently teaching.	Yes No	Federal/Local Requirement including Teacher Equity Calculations

Data Field	Definition	Permitted Values	Use
<b>Emergency or Provisional Credential Status</b>	New teachers only: Indicate whether the teacher has been identified as having emergency or provisional credentials.	<ul style="list-style-type: none"> <li>• Emergency or (Initial) Provisional</li> <li>• No Emergency or (Initial) Provisional</li> </ul>	Federal/Local Requirement including ESSA Report Card for DCPS only
<b>Novice Teacher</b>	New Teachers only: Indicate whether the teacher is currently a first year teacher or is a second year teacher and was found below effective in their first year of teaching.	Yes No	Federal/Local Requirement including Teacher Equity Calculations
<b>Principal Experience</b>	Principal only: Indicate the principal's level of experience	<ul style="list-style-type: none"> <li>• The current principal was in the same role last year</li> <li>• The current principal is new to the role this year, new to the school, and new to the LEA</li> <li>• The current principal is new to the principal role, but not new to the school (e.g. was vice principal or a coach last year)</li> <li>• The current principal is new to the role, and worked in a different school in the LEA last year</li> </ul>	Local Requirement

Data Field	Definition	Permitted Values	Use
<b>Years of Teaching Experience</b>	Include years as a full-time teacher of record, not including this year. If this person is not a teacher, please select 'N/A.' Note: for pre-populated data we have already adjusted the values.	<Numeric value>	Federal/Local Requirement including ESSA Report Card
<b>Years of School Leader Experience</b>	Include years as a full-time school leader, not including this year. If this person is not a school leader, please select 'N/A.' Note: for pre-populated data we have already adjusted the values. <b>LEAs should review any pre-populated data and update it so that it reflects the 2018-2019 school year as of October 5, 2018.</b>	<Numeric value>	Local Requirement
<b>LEA Start Date</b>	What date did the employee start at the LEA? Enter 9/1/ 2018 if you only have the year.	MM/DD/YYYY	Federal/Local Requirement

Data Field	Definition	Permitted Values	Use
<b>Position Offer Date</b>	What date did the employee accept his/her offer of employment for his/her current position at the school? Be as precise as your records allow.	MM/DD/YYYY	Federal/Local Requirement

### Frequently Asked Questions

- ***What if a teacher teaches in more than one subject area?*** If a teacher serves in more than one curricular area, report each curricular area along with the corresponding FTE percentage on a separate row.
- ***Which subject should the LEA select for a special education inclusion teacher?*** Select the “Special Education” curriculum for all special education teachers—both inclusion and self-contained.
- ***How should the LEA record the years of teaching experience?*** Record the years of teaching experience as a whole number, excluding the current year. If a teacher taught four and a half years prior to the start of the 2018-19 school year, report four years of teaching experience. Please note, for pre-populated data we have already adjusted the values.
- ***How should the LEA record less than one full year of teaching experience?*** Report 0 years of teaching experience for a teacher who has taught less than one full year. For example, if a teacher started teaching in Dec. 2017, report 0 years of teaching experience for that teacher because they have not yet taught a full year as of Oct. 5, 2018.
- ***How do I determine if a teacher is “In-Field”?*** To determine if a teacher is “In-field,” check if they meet ANY ONE of these three criteria:
  - They were rated as “Effective” or “Highly Effective” in the same subject they are currently teaching in any previous school year (you can check their rating from last year in the data pre-populated in your template).
  - They have a degree in a field related to the subject they are teaching. For example, if a high school social studies teacher has a B.A. in History, they would be considered “In-Field.”
  - They have a license or certification in the subject that they are teaching.

## Education and Preparation

The “Education and Preparation” section includes information about a staff member’s educational history.

## Faculty and Staff Inclusion

The “Education and Preparation” section should be completed for:

- All teachers, regardless of the ages of students served and the curriculum taught
- Paraprofessionals who work with students with disabilities
- Support staff who work with students with disabilities

**Figure H. Staff Member Education and Preparation**

Education and Preparation				
Teacher Preparation Program Provider	Highest Education Attained	Highest Degree - Awarding Institution	Highest Degree Field/Major	Year Conferred
<i>Please select from the drop-down menu. If a teacher attended multiple prep programs, select the one where the teacher received the majority of their training</i>			<i>If staff has multiple fields, include both on same line (i.e. Math/Science)</i>	<i>Year of degree completion</i>
Drop-Down Menu	Drop-Down Menu	Open Text	Open Text	YYYY
<i>American University</i>	<i>Bachelors</i>	<i>Sample University</i>	<i>Elementary Education</i>	<i>2009</i>
<i>Catholic University Of America</i>	<i>Masters</i>	<i>Sample University</i>	<i>Education Policy</i>	<i>2009</i>

## Data Elements

The following table describes the data elements that are shown in the “Education and Preparation” section of the data collection template.

Data Field	Definition	Permitted Values	Use
<b>Teacher Preparation Program Provider</b>	Please select from the drop-down menu. If a teacher attended multiple prep programs, select the one where the teacher received the majority of their training.	<List of College, University, and Preparation programs> Other N/A - I did not attend a teacher prep program	Federal/Local Requirement
<b>Highest Education Attained</b>	The type of degree the staff member received.	48 Hours of College Credit Associate's Bachelor's Master's Doctorate Other	Federal/Local Requirement
<b>Highest Degree - Awarding Institution</b>	The name of the degree granting institution.	<Open Text>	Federal/Local Requirement
<b>Highest Degree Field/Major</b>	The field/major in which the staff member received this degree. If staff has multiple fields, include both on same line (i.e., Math/Science).	<Open Text>	Federal/Local Requirement
<b>Year Conferred</b>	Year of degree completion.	YYYY or YYYY/YYYY	Federal/Local Requirement

### Frequently Asked Questions

- ***Should the LEA include information for each degree earned or just the highest degree earned?*** The LEA should report education information on the highest level of education attained.
- ***How should the LEA report education information for a staff member who has multiple degrees at the same level?*** If a staff member has multiple degrees at the same level, report information for each degree, separated by a forward slash. For example, suppose a staff member has earned two bachelor’s degrees from different institutions. Report information for the staff member as follows (see “Sample” for an example):
  - Report the Bachelor’s Degree Year Conferred data field as “Degree 1 Year/Degree 2 Year.”
  - Report the Bachelor’s Degree Field/Major data field as “Major 1/Major 2.”

## Performance Ratings

The “Performance Ratings” section includes information about the teachers or school leader’s performance rating from the previous school year.

## Faculty and Staff Inclusion

The “Performance Ratings” section should be completed for:

- Teachers regardless of the ages of students served and the curriculum taught;
- School Administrators/Principals

**Figure I. Performance Ratings**

Performance Ratings	
2017-18 Below Effective Evaluation Rating	2017-18 school year Evaluation Overall Rating
Indicate whether the teacher or school leader was rated on any evaluation tier lower than “effective” on the LEA’s evaluation system for the 2017-18 school year. For example, mark Yes if the person was rated partially effective, minimally effective, not effective, or any other rating below effective.	<i>Include the overall rating for the 2017-18 school year. For data consistency, convert ratings to the 4 point scale indicated in the drop down menu. Include ratings for school leaders. (For TNTP only)</i>
<b>Drop-Down</b>	<b>Drop-Down Menu</b>
	<i>Effective</i>
<i>YES</i>	<i>Minimally Effective</i>

## Data Elements

The following table describes the data elements that are shown in the “Performance Ratings” section of the data collection template.

Data Field	Definition	Permitted Values	Use
<b>2017-18 Below Effective Evaluation Rating</b>	Indicate whether the teacher or school leader was rated on any evaluation tier lower than “effective” on the LEA's evaluation system for the 2017-18 school year. For example, mark Yes if the person was rated partially effective, minimally effective, not effective, or any other rating below effective.	Yes No	Federal/Local Requirement including Teacher Equity Calculations
<b>SY17-18 Evaluation Overall Rating</b>	Include the overall rating for the 2017-18 school year. For data consistency, convert ratings to the 4 point scale indicated in the drop down menu. Include ratings for school leaders.	Highly Effective Effective Minimally Effective Ineffective No Rating	In aggregate by school Federal/Local Requirement

### Frequently Asked Questions

- **What if my LEA uses a rating scale that does not match the drop down options?** Translate the values in your LEAs scale to the drop-down options.
  - Ineffective: Teachers who do not show effectiveness in any areas. This is the lowest rating for teachers. Other common terms are “Unsatisfactory” or “Not Proficient.”
  - Minimally Effective: Teachers who are not quite effective, but demonstrate some effective traits, or could be developed to be effective. Other common terms are “Developing,” “Not Quite Effective,” or “Somewhat Effective.”
  - Effective: Teachers who meet the bar for effective teaching at your LEA. Other common terms are “Satisfactory” or “Proficient.”
  - Highly Effective: The strongest teachers at your LEA.
- **What if my LEA has questions about teacher equity gap calculations?** Please refer to the guidance materials on OSSE’s Equitable Access to Excellent Educators website: <https://osse.dc.gov/page/equitable-access-excellent-educators>.
- **Does OSSE view my individual teacher and school leader evaluation scores?** OSSE receives ratings for staff members who are rated “below effective” to comply with the Teacher Equity Calculations.



## Compensation

The “Compensation” section includes information about teachers’ compensation, benefits, and bonuses.

### Faculty and Staff Inclusion

The “Compensation” section should be completed for:

- Teachers regardless of the ages of students served and the curriculum taught;
- School Administrators/Principals

**Figure J. Compensation**

Compensation	
Current Year Base Compensation	Previous Year Bonus/ Performance Compensation
<i>Include the teacher's 2018-19 (current school year) base salary, not including benefits or bonuses.</i>	<i>Include the total bonus or performance compensation above the base salary for 2017-18 (previous school year). Enter "new teacher" for new teachers.</i>
Dollar Amount	Dollar Amount
55,000	0
71,000	0

### Data Elements

The following table describes the data elements that are shown in the “Compensation” section of the data collection template.

Data Field	Definition	Permitted	Use
<b>Current Year Base Compensation</b>	Include the teacher's 2018-19 (current school year) base salary, not including benefits or bonuses.	<Dollar Amount>	Staffing Data Collaborative Compensation Analysis

Data Field	Definition	Permitted	Use
<b>Previous Year Bonus/ Performance Compensation</b>	Include the total bonus or performance compensation above the base salary for 2017-18 (previous school year). Enter "new teacher" for new teachers.	<Dollar Amount>	Staffing Data Collaborative Compensation Analysis

### Frequently Asked Questions

- ***Does OSSE view my individual teacher salary?*** No, OSSE does not receive any LEA or school compensation information from TNTP.

## Appendix

### Common Core of Data's (CCD) Definitions of Staff Categories:

The definitions below align with the Common Core of Data's (CCD) definitions of staff categories.

#### Instructional Staff

**Teacher, Adult:** Teachers of an OSSE-approved adult education program, regardless of the age of the students.

**Teacher, Elementary:** Classify a teacher who teaches grades 1 through 6 as an elementary teacher. If a grade 6 teacher is in a middle school, they may be listed as a secondary teacher. However, a middle school that includes grades 4 or 5 must add additional rows to classify teachers of students in those grades as elementary teachers. Teachers who teach multiple grades in an elementary school that includes Kindergarten and Pre-K must also be separated out based upon the time spent teaching specific grade spans. All schools that serve students in grades 1-5 are required to report having elementary teachers.

**EXCLUDE** pre-kindergarten and kindergarten teachers from this count.

**Teacher, Kindergarten:** Teachers of a group or class that is part of a public school program and is taught during the year preceding first grade. All schools that serve kindergarten students are required to report having kindergarten teachers.

**Teacher, Pre-kindergarten:** Teachers of a group or class that is part of a public school program that is taught during the year or years preceding kindergarten. All schools that serve Pre-kindergarten students are required to report having Pre-kindergarten teachers.

**INCLUDE** teachers of Head Start students if Head Start is part of an authorized public education program of an LEA.

**Teacher, Secondary:** Classify a teacher who teaches grades 7 through 12 as a secondary teacher. If a sixth grade teacher is in a middle school, they may be listed as a secondary teacher. However, a middle school that includes grades 4 or 5 must add additional rows to classify teachers of students in those grades as elementary teachers.

**Paraprofessionals - (General Education or Special Education):** Staff members assigned to assist a teacher with routine activities associated with teaching i.e., activities requiring minor decisions regarding students, such as monitoring, conducting rote exercises, operating equipment and clerking.

**INCLUDE** tutors if the position does not require teaching credentials; only paid staff, whether direct hire or contracted staff.

**EXCLUDE** volunteer aides and vacant positions.

**Librarians/Media Specialists:** Professional staff member or supervisors assigned specific duties and school time for professional library services activities. Professional library service activities include selecting, acquiring, preparing, cataloging, and circulating books and other printed materials; planning the use of the library by students, teachers, and instructional staff; and guiding individuals in the use of

library books and material maintained separately or as a part of an instructional materials center.

**Library/Media Support Staff:** Staff member who renders other professional library and media services. Duties of these staff members include selecting, preparing, caring for, and making available to instructional staff, equipment, films, filmstrips, transparencies, tapes, TV programs, and similar materials maintained separately or as part of an instructional materials center. Include activities in the audiovisual center, TV studio, related work-study areas, and services provided by audiovisual personnel.

**INCLUDE** library aides and those involved in library/media support.

## Administrative Staff

**LEA Administrators:** Chief executive officers of education agencies.

**INCLUDE** superintendents, deputies, and assistant superintendents; other persons with district-wide responsibilities; e.g., accountants, auditors, business managers, facilities managers, technology or information system administrators, or supervisors of transportation, food services, or security.

**EXCLUDE** supervisors of instructional coordinators, supervisors of guidance counselors, and supervisors of student support staff. Staff are reported under “student support services staff.”

**Instructional Coordinators and Supervisors:** This includes curriculum specialists and master teachers. Staff supervising instructional programs at the school district or sub-district level.

**INCLUDE** supervisors of educational television staff; coordinators and supervisors of audiovisual services; curriculum coordinators or supervisors and in-service training staff, including teacher mentors; Title I coordinators and home economics supervisors; and supervisory staff engaged in development of computer-assisted instruction

**EXCLUDE** school-based department chairpersons (these individuals are reported under “school administrator.”)

**LEA Administrative Support Staff:** Staff member who provides direct support to LEA administrators, business office support, data processing, secretarial, and other clerical staff, staff implementing software solutions and staff who provide hardware and software maintenance and data user support.

**School Administrators:** Staff members whose activities are concerned with directing and managing the operation of a particular school.

**INCLUDE** Principals, assistant principals, and persons who supervise school operations, assign duties to staff members, supervise and maintain the records of the school, and coordinate school instructional activities with those of the education agency, including department chairpersons.

**School Administrative Support Staff:** Staff whose activities are concerned with support of the teaching and administrative duties of the office of the principal or department chairpersons.

**INCLUDE** clerical staff and secretaries.

## Support Staff

**Guidance Counselor, Elementary:** Professional staff assigned specific duties and school time for: counseling students and parents, addressing learning problems, evaluating students' abilities and assisting students in career and personal development. Classify a counselor who works with students in grades pre-K through sixth as an elementary guidance counselor. If a counselor works in a middle school that includes grade 6, that person may be included as a secondary counselor.

**Guidance Counselor, Secondary:** Professional staff assigned specific duties and school time for: counseling students and parents, addressing learning problems, evaluating students' abilities and assisting students in career and personal development. Classify a counselor who works with students in grades 7<sup>th</sup>-12<sup>th</sup> grades as a secondary guidance counselor. If a counselor works in a middle school that includes 6<sup>th</sup> grade, that person may be included as a secondary counselor.

**Guidance Supervisor/Director:** Supervisors and directors of professional staff assigned specific duties and school time for: counseling students and parents, addressing learning problems, evaluating students' abilities and assisting students in career and personal development.

**The following support staff may work specifically, or exclusively with students with disabilities.**

**Special Education Support Staff, Audiologists** provide the following services to students with disabilities:

- Identification of students with hearing loss;
- Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing;
- Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation;
- Creation and administration of programs for prevention of hearing loss;
- Counseling and guidance of students, parents, and teachers regarding hearing loss; and
- Determination of the students' needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.

**Special Education Support Staff, Counselors/Rehabilitation Counselors** provide the following services to students with disabilities:

- Guide individuals, families, groups, and communities by assisting them in problem solving, decision-making, discovering meaning, and articulating goals related to personal, educational and career development.
- Provide services in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability.
- Provides vocational rehabilitation services to a student with disabilities by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended.

**Special Education Support Staff, Interpreters** provide services to students, who are deaf or hard of hearing, including:

- Oral transliteration services

- Cued language transliteration services
- Sign language interpreting services

**Special Education Support Staff, Medical/Nursing** personnel provide services including:

- Medical services for diagnostic and evaluation purposes provided to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs.
- Nursing services designed to enable a child with a disability to receive FAPE as described in the child's IEP, with the exception of services related to medical devices that are surgically implanted (e.g., cochlear implants).

**Special Education Support Staff, Occupational Therapists** provide the following services to students with disabilities:

- Improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation;
- Improving ability to perform tasks for independent functioning if functions are impaired or lost; and/ or
- Preventing, through early intervention, initial or further impairment or loss of function.

**Special Education Support Staff, Orientation and Mobility Specialists** personnel provide orientation and mobility services including:

- Providing services to blind or visually impaired students by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community; and/ or
- Teaching students the following, as appropriate:
  - (a) Spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel (e.g., using sound at a traffic light to cross the street);
  - (b) To use the long cane or a service animal to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision;
  - (c) To understand and use remaining vision and distance low vision aids; and
  - (d) Other concepts, techniques, and tools.

**Special Education Support Staff, Physical Therapists** provide the following services to students with disabilities:

- Screening, evaluation, and assessment of students to identify movement dysfunction;
- Obtaining, interpreting, and integrating information appropriate to program planning to prevent, alleviate, or compensate for movement dysfunction and related functional problems; and/ or
- Providing individual and group services or treatment to prevent, alleviate, or compensate for movement dysfunction and related functional problems.

**Special Education Support Staff, Psychologists** provide the following services to students with disabilities or in evaluations for special education eligibility:

- Administering psychological and educational tests, and other assessment procedures
- Interpreting assessment results;
- Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning;

- Consulting with other staff members in planning school programs to meet the special needs of students as indicated by psychological tests, interviews, direct observations, and behavioral evaluations;
- Planning and managing a program of psychological services, including psychological counseling for students and parents; and/ or
- Assisting in developing positive behavioral intervention strategies.

**Special Education Support Staff, Physical Education Teachers and Recreation, and Therapeutic Recreation Specialists** provide the following services to students with disabilities as a related service (this category is not for general physical education teachers, which should be categorized as teachers based on the grade span served):

- Special physical education, adaptive physical education, movement education, or motor development to students with disabilities; and/or
- Assessment of leisure function;
- Therapeutic recreation services, including art therapy;
- Recreation programs in schools and community agencies; and
- Leisure education.

**Special Education Support Staff, Social Workers** provide the following services to students with disabilities (general social workers should be classified as student support staff):

- Preparing a social or developmental history on a child with a disability
- Group and individual counseling with the child and family
- Working in partnership with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school
- Mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program
- Assisting in developing positive behavioral intervention strategies

**Special Education Support Staff, Speech-language Pathologists** provide the following services to students:

- Identification of students with speech or language impairments;
- Diagnosis and appraisal of specific speech or language impairments;
- Referral for medical or other professional attention necessary for the habilitation of speech or language impairments;
- Provision of speech and language services for the habilitation or prevention of communicative impairments; and/ or
- Counseling and guidance of parents, students, and teachers regarding speech and language impairments.

**Student Support Staff:** Professional staff members whose activities are concerned with the direct support of students and who nurture, but do not instruct students.

**INCLUDE** attendance officers; coaches, athletic advisors, and athletic trainers if position does not require teaching credentials.

**Support Staff, Other:** Any other support staff not defined above support staff not reported in instructional or student support.

**INCLUDE** equipment maintenance, bus drivers, security, and food service workers.