Faculty and Staff Data Collection: Webinar

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Purpose

During this webinar we will be reviewing the following:

- Faculty and Staff Technical Guide
- Faculty and Staff Data Collection Template

Goal: to ensure you have the resources and tools you need to complete the Faculty & Staff collection template in a timely manner.
General Overview: Two types of LEAs

Non-Staffing Data Collaborative
19 LEAS

Staffing Data Collaborative - 50 LEAS
In July 2014, the U.S. Department of Education (ED) launched the Excellent Educators for All Initiative as part of its efforts to ensure that all students have equitable access to a quality education.

As part of the Excellent Educators for All Initiative, ED required each state educational agency (SEA) to submit a plan describing the steps they will take to ensure that low income and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers.

As a key strategy of the Equitable Access Plan, OSSE created the District of Columbia Staffing Data Collaborative in 2016 – a partnership among local education agencies (LEAs), OSSE, and a research organization.
• This strategy has enabled LEAs and OSSE to obtain necessary insights on how teachers choose to remain in, or leave schools and develop appropriate strategies.

For more information visit: https://osse.dc.gov/publication/dc-staffing-data-collaborative
Faculty/Staff Collection for 2018-19

This single collection will satisfy the following requirements:

• TNTP Insight Survey Roster (Staffing Data Collaborative only)
• Teacher Shortage Areas Report
• EDFacts Reporting
  – Full-time equivalent (FTE) faculty and staff
  – Teacher Qualifications (based on new ESSA requirements)
  – Certification and licensing information for:
    • 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 – Title I, Part A of ESSA
• ESSA School Report Cards - ESSA
  • Teacher Experience (DCPS and DC Charter Schools)
  • Teacher Qualifications (DCPS only)
## Deadlines

<table>
<thead>
<tr>
<th>Type of LEA</th>
<th>Receive 2017-18 Data</th>
<th>Due Date</th>
<th>Submission site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staffing Data Collaborative</td>
<td>Sept. 24, 2018</td>
<td>Oct. 31, 2018</td>
<td>TNTP FTP Site</td>
</tr>
<tr>
<td>Non-Staffing Data Collaborative</td>
<td>Oct. 8, 2018</td>
<td>Nov. 16, 2018</td>
<td>Quick base</td>
</tr>
</tbody>
</table>
How Is the Data Collection Template Organized?

• The 2018-19 Faculty and Staff Data Collection template is organized into the following sections:
  • Vacancy Information
  • Staff Member Identifiers and Demographic Information
  • LEA and School Information
  • Returning Status
  • Role and FTE Percentage
  • Special Education: Percentage of Time and Ages Served
  • Limited English Proficiency (LEP): Percentage of Time and Ages Served
  • Certification Information
  • Teaching Curriculum and Years of Teaching Experience
  • Education and Preparation
  • Performance Ratings
  • Compensation- *Staffing Data Collaborative only*
How is the Technical Guide Organized?

<table>
<thead>
<tr>
<th>Subsections</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty and Staff Inclusion</td>
<td>The subsection describes which faculty and staff members must be reported on in the section.</td>
</tr>
</tbody>
</table>
| Data Elements                            | The subsection serves as a data dictionary for all data elements in that section of the data collection template. The table describes the data fields:
|                                          | - Definition
|                                          | - Permitted values
|                                          | - How these data elements will be used                                                                                                    |
| Frequently Asked Questions               | The subsection answers common questions that may arise.                                                                                   |
Who should be included in this collection?

- 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 in the same position as of Oct. 5, 2018.
- 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
Who to exclude from the template?

• Short-term substitutes employed fewer than four weeks in the same position

• Contract employees who provide a non-regular 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.
Tips & Reminders

Below are some tips and reminders when completing the template:

• If a staff member serves in multiple schools, in multiple roles, multiple grade spans → represent each role, school, or grade span role on a separate row.

• You must include the staff members’ first name, last name.

• For fields with drop-down menus, only use the values provided.
Basics: Who is a teacher?

A teacher is defined as a school-based employee who instructs any core or non-core academic subject.

**Includes:** 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.

**Does not include:** student teachers, teachers aides, paraprofessionals, 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.
Vacancy Information

This section needs to be completed for all teaching positions.

<table>
<thead>
<tr>
<th>Filled or Vacant</th>
<th>If Vacant: Vacancy Reason</th>
<th>If Vacant: Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NEW: Select the reason for this vacancy from the drop down.</td>
<td>Indicate the number of years the position has been vacant.</td>
</tr>
</tbody>
</table>

**NEW for all LEAs**

The section allows for LEAs to report all vacant teaching positions as of Oct. 5 and eliminates the previous staff shortage report.
What other information about the vacancy should be included? The following columns should be completed for all vacant teaching 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
- Grade Span
### Staff Member Identifiers and Demographic Information

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
<th>Column 4</th>
<th>Column 5</th>
<th>Column 6</th>
<th>Column 7</th>
<th>Column 8</th>
<th>Column 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>If Filled: Last Name</td>
<td>First Name</td>
<td>Middle Name</td>
<td>Alias or Maiden Name</td>
<td>SSN</td>
<td>Email Address</td>
<td>Local Staff ID</td>
<td>Date of Birth</td>
<td>Gender</td>
</tr>
</tbody>
</table>

- The legal last name of the faculty or staff member.
- The legal first name of the faculty or staff member.
- The legal middle name of the faculty or staff member.
- 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.
- The last four digits of the staff member's social security number.
- The staff member's school email address. TNTP will use the email address to send out the TNTP Insight survey.
- Please include any local ID that your LEA uses.
- The day, month, and year on which the faculty or staff member was born.
- Please select from drop-down menu.
- Please select from drop-down menu.

The section includes identifying and demographic information for each faculty or staff member.

This section needs to be completed for all staff members.
- **Who should be included in the Staff Member Identifiers and Demographic Information?** All instructional, administrative, and support staff in LEAs and schools filled by direct hire or by contracting.

- **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.
LEA and School Information

The section includes basic identifying information about the LEA and school in which the faculty or staff member serves.

This section needs to be completed for **all** staff members.

<table>
<thead>
<tr>
<th>LEA Name</th>
<th>LEA Code</th>
<th>School Name</th>
<th>School Code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please select from drop-down menu

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.

Please select from drop-down menu. Use N/A for admin staff not based at a school.

---

*Sample LEA* | *Sample School*  
*Sample LEA* | *Sample School*  
*Sample LEA* | *Sample School*
• **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

## Returning Status Section

The section includes information on the retention or transfer of employees.

<table>
<thead>
<tr>
<th>Returning Employee?</th>
<th>Leave/Transfer Date</th>
<th>Leave Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>If an employee returned to the same school in any role for the current (2018-19) school year, select &quot;Returner.&quot; For employees who transferred to a new school within the LEA, select &quot;Transfer - New School.&quot; For employees that left the LEA, select &quot;Leaver - LEA.&quot; For new employees, select &quot;New Employee.&quot;</td>
<td>Drop-Down Menu</td>
<td>If &quot;Leaver - LEA,&quot; please select a reason why the employee left from the drop-down menu.</td>
</tr>
<tr>
<td>Returner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leaver - LEA</td>
<td>May-18</td>
<td>Left to teach NOT in DC area</td>
</tr>
</tbody>
</table>

This section needs to be completed for all staff members.
• **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 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.

<table>
<thead>
<tr>
<th>Role and FTE Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Member’s Title</td>
</tr>
<tr>
<td>-------------------------</td>
</tr>
<tr>
<td>If employee has multiple positions or works in multiple schools, use one row for each position and/or school</td>
</tr>
</tbody>
</table>

### Role and FTE Percentage

<table>
<thead>
<tr>
<th>Open Text</th>
<th>Drop-Down Menu</th>
<th>Numeric 0-1.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Teacher</td>
<td>Teacher, Ungraded</td>
<td>0.5</td>
</tr>
<tr>
<td>Reading Teacher</td>
<td>Teacher, Elementary</td>
<td>0.5</td>
</tr>
<tr>
<td>Principal</td>
<td>School Administrator - Principal/School Leader (designate ONE per school)</td>
<td>1</td>
</tr>
</tbody>
</table>

This section needs to be completed for **all** staff members.
• **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 school counselors?** Classify a counselor who serves students grades 1 through 6 as an elementary school counselor. Classify a guidance counselor who serves students grades 7 through 12 as a secondary school 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.
The section includes information about the portion of time a staff member serves students with disabilities and the ages of those students served.

This section needs to 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.

<table>
<thead>
<tr>
<th>Special Education FTE</th>
<th>Special Education Ages 3 to 5 FTE</th>
<th>Special Education Ages 6 to 21 FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>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). 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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Numeric 0–1.0</th>
<th>Numeric 0–1.0</th>
<th>Numeric 0–1.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
• **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 to 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 to 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? Suppose that out of 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).
The section includes information about the portion of time a teacher teaches in language instruction educational programs designed for limited English proficient (LEP) students.

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

This section needs to be completed for teachers who work with students ages 3 to 21 with Limited English Proficiency on a full-time or part-time basis.
• **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.
The section includes information about a staff member’s qualification status and certifications.

The section needs to be completed for:
- Teachers regardless of the ages of students served and the curriculum taught
- Paraprofessionals, and support staff who work with students with disabilities and limited English learners on a full-time or part-time basis
• **Why does OSSE request 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.

• **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 “Praxis/OSSE”
  – Report the License Expiration Date as “Expiration Date 1 / Expiration Date 2”
The section includes information about the teachers or leaders’ experience, student’s grade span, and the curriculum taught.

This section needs to be completed for all teachers and leaders regardless of the ages of students served and the curriculum taught.
• **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.
The section includes information about a staff member’s educational history.

This section needs to 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

**Education and Preparation**

<table>
<thead>
<tr>
<th>Teacher Preparation Program Provider</th>
<th>Highest Education Attained</th>
<th>Highest Degree - Awarding Institution</th>
<th>Highest Degree Field/Major</th>
<th>Year Conferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>American University</td>
<td>Bachelor's</td>
<td>Sample University</td>
<td>Elementary Education</td>
<td>2000</td>
</tr>
<tr>
<td>Catholic University Of America</td>
<td>Master's</td>
<td>Sample University</td>
<td>Education Policy</td>
<td>2000</td>
</tr>
</tbody>
</table>

Please select from the drop-down menu. If a teacher attended multiple programs, select the one where the teacher received the majority of their training. If staff has multiple fields, include both on same line (i.e. Math/Science). Year of degree completion.
• **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 section includes information about the teachers or school leader’ performance rating from the previous school year.

<table>
<thead>
<tr>
<th>Performance Ratings</th>
<th>2017-18 School Year Evaluation Overall Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2017-18 Below Effective Evaluation Rating</strong></td>
<td><strong>2017-18 School Year Evaluation Overall Rating</strong></td>
</tr>
<tr>
<td>Indicate whether the teacher or school leader was rated on any evaluation below “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.</td>
<td>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)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Drop-Downs</th>
<th>Drop-Downs Menu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Effective</td>
</tr>
</tbody>
</table>

The section needs to be completed for All Teacher and School Administrators/Principals who were employed during the 2017-18 SY.
Does OSSE view my individual teacher and school leader evaluation scores?

For Staffing Data Collaborative- OSSE will receive aggregate ratings noting the percentage of staff members who are rated “below effective”

For Non-Staffing Data Collaborative- OSSE receives ratings for staff members who are rated “below effective” to comply with the Teacher Equity Calculations.
The section includes information about teachers’ compensation, benefits, and bonuses.

The section needs to be completed for Teachers and School Administrators/Principals.

<table>
<thead>
<tr>
<th>Current Year Base Compensation</th>
<th>Previous Year Bonus Performance Compensation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dollar Amount</strong></td>
<td><strong>Dollar Amount</strong></td>
</tr>
<tr>
<td>$5,000</td>
<td>0</td>
</tr>
<tr>
<td>$10,000</td>
<td>0</td>
</tr>
</tbody>
</table>

*Note: Include the teacher's 2018-19 current school year base salary including benefits or bonuses (For INTP only).*

*Note: Include the total bonus or performance compensation above the base salary for 2018-19 (previous school year). Enter "new teacher" for new teachers (For INTP only).*
Does OSSE view my individual teacher salary? No, OSSE does not receive any LEA or school compensation information from TNTP.
Other Tools & Contact Information

• In person office hours

Oct. 11, 2018 9:00am to 3:00pm
OSSE room 523

• Phone/email

Staffing Data Collaborative
Laura Montas
(202) 442-9892
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Non-Staffing Data Collaborative
Chandi Wagner
(202) 727-7545
Chandi.Wagner@dc.gov
Thank you!