



DISTRICT OF COLUMBIA

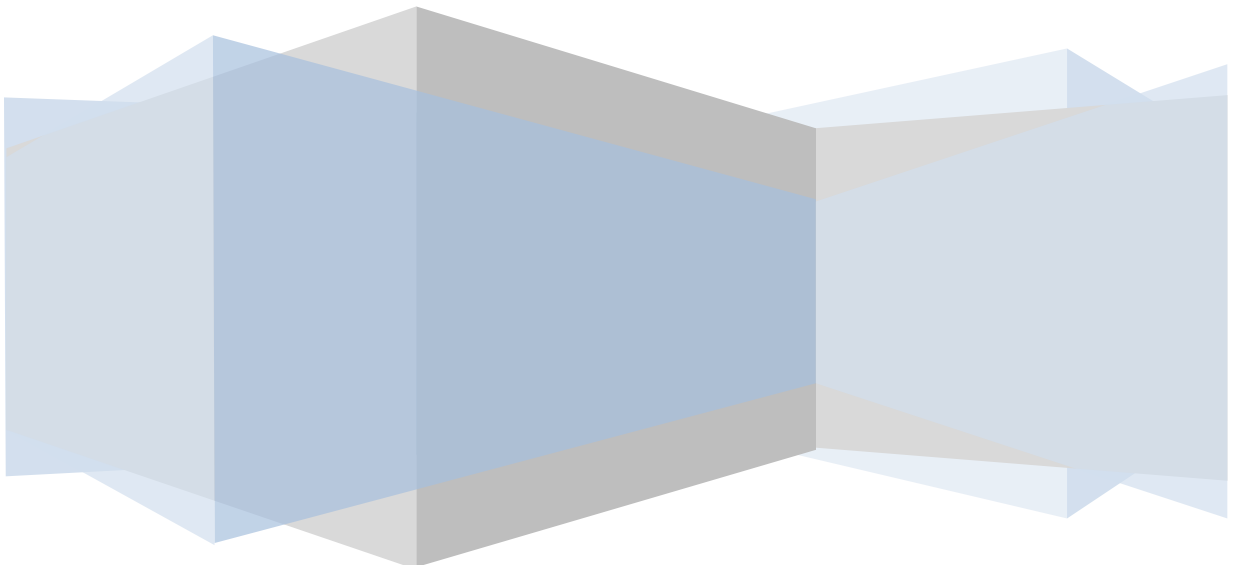
OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

2019-20

**Faculty and Staff Data Collection:
Technical Guide**

September 2019





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Overview

This document serves as the technical guide for the 2019-20 Faculty and Staff Data Collection. In order to streamline OSSE's data requests to LEAs, OSSE has consolidated faculty and staff data collections into a single collection for the 2019-20 school year. This single collection will satisfy a number of federal, local, and Staffing Data Collaborative reporting requirements which include but are not limited to:

- A. **EdFacts Reports:** OSSE is required to submit ED*Facts* reports to the U.S. Department of Education (ED). ED*Facts* is the ED "initiative to collect, analyze, report on and promote the use of high-quality data".
- B. **Federal Teacher Shortage Areas Report:** OSSE is required to submit to the U.S. Department of Education to comply with the requirements of the following federal programs:
 - Targeted teacher deferment for borrowers under the Family Federal Education Loan (FFEL) and Federal Supplemental Loans for Students (SLS) programs (34 CFR 682.210(q));
 - Full-time teaching in fields of expertise, cancellation of up to 100 percent of their debt under the Federal Perkins Loan Program (34 CFR 674.53(c)); and
 - Teaching obligation fulfillment for recipients under the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program (34 CFR 686).
- C. **Equitable Access to Excellent Educators Calculations under ESSA (Teacher Equity Calculations)**
- D. **DC School Report Card:** The DC School Report Card, which launched for the first time in December 2018, gives families access to information on all public schools in the District of Columbia.
- E. **Staffing Data Collaborative:** A partnership between a network of LEAs, EPPs, a research organization, and OSSE that is designed to help LEAs, develop a strategic staffing policy to attract and retain the teachers they need. LEAs participating in the Staffing Data Collaborative receive their individual LEA reports while OSSE receives citywide aggregate reports.
 - TNTP Insight Survey Roster (Only for Staffing Data Collaborative LEAs)
 - Statewide vacancy report
 - Statewide retention analysis report
 - Educator Preparation report

LEAs will receive their prior year's data in the updated template. LEAs that are not part of the Staffing Data Collaborative will receive their template via the Faculty and Staff Application and LEAs participating in the Staffing Data Collaborative will receive their template via the secured TNTP FTP site on Sept. 24, 2019. LEAs then must complete and upload to the respective secure site by **Oct. 25, 2019**.

Data Collection Timeline for the 2019-20 School Year

Type of LEA	Receive SY18-19 Data	Due Date	Submission Site
Staffing Data Collaborative	Sept. 24, 2019	Oct. 25, 2019	TNTP FTP Site
Non-Staffing Data Collaborative	Sept. 24, 2019	Oct. 25, 2019	Faculty and Staff Application

Faculty and Staff Data Validation Timeline

Task	Timeline	Site
LEAs review data	Nov. 18, 2019—Dec. 12, 2019	Data Validation Qlik Application

Task	Timeline	Site
Last day to submit tickets	Friday, Dec. 6, 2019	OSSE Support Tool
Certification Deadline	Friday, Dec. 13, 2019	Data Validation Qlik Application

Training and Support

OSSE will provide training on how to populate the [Faculty and Staff Data Collection Template](#) to submit complete and accurate faculty and staff data. Trainings will be held during the following dates

- **Data Collection In-person Training:** [Sept. 23, 2019 OSSE Bill Nye Training Room \(422\) 12:30-1:30pm](#)
- **Data Collection Webinar:** [Oct. 8, 2019 9-10:30am](#) and [Oct. 17, 2019 1-2:30pm](#)
- **In-Person and Virtual Office Hours:** [Oct. 24, 2019 OSSE Room 523, 1-4pm](#)

The trainings will be advertised in the Data POC meeting and OSSE’s weekly LEA Look Forward newsletter where you will have the link to sign up.

During the collection window you will also have an opportunity to ask questions through the OSSE Support Tool (OST).

Highlights in 2019-20 School Year Collection

1. OSSE is prepopulating staff roster templates for the 2019-20 school year using data from the 2018-19 school year. We removed staff who were identified as “Leavers” last year. Additionally, we updated last year’s “Years of Teaching Experience” by adding one year of experience to all previously-submitted values. Please do not delete non-returning staff members; please mark them as “Leaver” instead. We will use this information on the statewide retention analysis report.
 - Please do not modify your LEA’s spreadsheet by adding or deleting rows or columns. OSSE collects spreadsheets from more than 60 LEAs, so it is imperative to maintain a standard format to ensure efficiency and accuracy of data. If you have a question or concern about the data represented in your LEA’s spreadsheet, please submit an OST ticket instead of deleting it.
2. OSSE is adding a Unique Faculty and Staff Identifier (UFSI) to every staff member on your roster. The UFSI will help us track statewide retention and movement. We will also use it to reference staff members during Data Validation. Please do not add a number to your new staff members, **OSSE will create the USFI and add it after you submit the data. Please do not delete or modify the column.**
3. OSSE needs staff full names, dates of birth, and last four digits of Social Security Numbers in order to create the USFI and match staff with OSSE’s licensing and certification databases.
4. 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) 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.
5. Please include staff with multiple roles, subjects, grade span 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 [Common Core of Data’s \(CCD\) Definitions of Staff Categories document](#) and/ or the [Federal Role cross walk document](#) as a reference.
 7. LEAs are once again required to report the proportion of FTE for teachers who work with English learners and students with disabilities.
 8. In an effort to streamline the faculty and staff collections for Staffing Data Collaborative and Non-Staffing Data Collaborative LEAs,
 - TNTP has eliminated the following columns:
 - If vacant, length of time
 - Position offer date
 - In-Field, other subject area
 - Compensation
 - OSSE has eliminated the following columns:
 - License Expiration date
 - Emergency or Provisional Credential (Initial) Status
 - Year Conferred

Which Faculty and Staff Do LEAs Report?

LEAs must report vacant teaching positions to fulfill the Federal Teacher Shortage Areas 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 2019-20 school year enrollment audit (Oct. 7, 2019).

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.

How is this Technical Guide Organized?

This guide mirrors the corresponding sections in 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 use. Please note, all value inputs in the data collection template must align with the permitted values in the data dictionary tables. This year's use describes how OSSE plans to use data reported in the specific column. In this year's template, you will also learn how the data will be reported.
 - SEA: This means the data will be reported in aggregate for DC.
 - LEA: This means the data will be reported in aggregate by LEA.
 - School: This means the data will be reported in aggregate by school.
 - N/A: This means the data will not be reported externally.
 - Please note, the data will never be reported by staff member.
- The *Frequently Asked Questions* section answers common questions that may arise.

How Is the Data Collection Template Organized?

The 2019-20 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. Insight Survey Information
5. Returning Status
6. Role and FTE Percentage
7. Special Education: Percentage of Time and Ages
8. Limited English Proficiency (LEP) FTE
9. Certifications
10. Years of Teaching Experience
11. Education and Preparation
12. Performance Ratings

Completing the Template

Vacancy Information

The “Vacancy Information” section allows LEAs to report all vacant positions as of Oct. 7. For each vacant position, include a row labeled "Vacant" and fill in all information relevant to the position (i.e., LEA Name, school name, staff member title, federal role, FTE Percentage, SPED FTE, LEP FTE, subject).

Figure A. Vacancy Information

Faculty & Staff as of October 7, 2019.	Vacancy Information	
Metric	Filled or Vacant	If Vacant: Vacancy Reason
Description/Special Considerations	Indicate whether a position is filled or vacant (For each vacant position, fill in all information relevant to the position [School, Title, Subject, Federal Role, FTE])	If the position is vacant, indicate the reason the position is vacant.
Required for 2019-20 School Year	Year	Year
Data Use	Federal Teacher Shortage Areas Report; Educator Preparation report; Statewide vacancy report	Federal Teacher Shortage Areas Report; Educator Preparation report; Statewide vacancy report
How is this metric reported?	SEA	SEA
Type	Option Set	Option Set

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
Filled or Vacant	Indicate whether a position is filled or vacant (For each vacant position, fill in all information relevant to the position [School, Title, Subject, Federal Role, FTE])	<ul style="list-style-type: none"> Filled Vacant 	Federal Teacher Shortage Areas Report; Educator Preparation report; Statewide vacancy report

Data Field	Definition	Permitted Values	Use
If Vacant, Reason	If the position is vacant, indicate the reason the position is vacant.	<ul style="list-style-type: none"> • New hire did not show up • Unexpected leave of absence • Late summer retirement/resignation • Late promotion of teacher • Candidate failed background/license check • No qualified candidates • No candidates were a good fit • Waiting for final enrollment numbers • Late addition of new position • Late opening of a new campus • Other 	Federal Teacher Shortage Areas Report; Educator Preparation report; Statewide vacancy report

Frequently Asked Questions

- ***What other information about the vacancy should be included?*** The following columns shall be completed for all vacant positions:
 - Filled or Vacant
 - If Vacant: Vacancy Reason
 - LEA Name/LEA Code
 - School Name/School Code
 - Staff Member's Title
 - Federal Role
 - FTE Percentage
 - Special Education FTE
 - LEP FTE
 - Subject
 - Grade Span
- ***How should I indicate that the position is vacant as a result of a 2018-19 staff member leaving?*** Vacant positions should only include filled or vacant, vacancy reason, LEA Name, school name, staff member title, federal role, FTE Percentage, special education FTE, LEP FTE, and subject. If the position is vacant due to a 2018-19 staff member leaving, that staff member should be listed on a separate row and the Returning Status 2019-20 School Year columns: (a) Returning Employee, (b) Leave/Transfer Date, and (c) Leave Reason should be completed.

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									
Unique Faculty and Staff Identifier (UFSI)	Last Name	First Name	Middle Name	Alias or Maiden Name	SSN	Local Staff ID	Date of Birth	Gender	Race / Ethnicity
The staff member's unique identifier provided by OSSE. Staff employed during the 18-19SY will have a number. Please do not edit or modify this column. OSSE will create a number for your new staff members before data validation.	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.	Please include any local ID that your LEA uses	The day, month, and year on which the faculty or staff member was born.	A coded value representing the staff member's reported gender.	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.
<i>OSSE Provided Number</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>
<i>Data Quality check and generation of UFSI</i>	<i>Data Quality check and generation of UFSI</i>	<i>Data Quality check and generation of UFSI</i>	<i>Data Quality check and generation of UFSI</i>	<i>Data Quality check and generation of UFSI</i>	<i>Data Quality check and generation of UFSI</i>	<i>Data Quality check and generation of UFSI</i>	<i>Data Quality check and generation of UFSI</i>	<i>Data Quality check and generation of UFSI</i>	<i>Data Quality check and generation of UFSI</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
Unique Faculty and Staff Identifier (UFSI)	The staff member's unique identifier provided by OSSE. Staff employed during the 18-19 SY will have a number. Please do not edit or modify this column. OSSE will create a number for your new staff members before data validation.	<OSSE Provided Number>	Data Quality check

Data Field	Definition	Permitted Values	Use
Last Name	The legal last name of the faculty or staff member.	<Open text>	Data Quality check and generation of UFSI
First Name	The legal first name of the faculty or staff member.	<Open text>	Data Quality check and generation of UFSI.
Middle Name	The legal middle name of the faculty or staff member.	<Open text>	Data Quality check and generation of UFSI
Alias or Maiden Name	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>	Data Quality check
SSN	The last four digits of the staff member's Social Security Number.	<Numeric>	Data quality check and generation of UFSI
Local Staff ID	The ID assigned to your staff member by your internal system.	<Open text>	Optional
Date of Birth	The day, month, and year on which the faculty or staff member was born.	MM/DD/YYYY	Data quality check and generation of UFSI
Gender	A coded value representing the staff member's reported gender. If the staff member did not report a gender, please select "unknown."	<ul style="list-style-type: none"> • Male • Female • Transgender • Other • Unknown 	Data Quality and generation of UFSI

Data Field	Definition	Permitted Values	Use
Race/Ethnicity	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"> • American Indian/Alaskan Native • Asian • Black/African American • Hispanic/Latino • Two or More Races • Pacific Islander/Native Hawaiian • White/Caucasian • Other • Unknown 	Data Quality and generation of UFSI

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. 7, 2019 should be included in this data collection with the federal role of Student Support Staff. Short-term substitutes (serving less than four weeks) 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 generate the Unique Faculty and Staff Identifier (UFSI).
- ***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 generate the Unique Faculty and Staff Identifier (UFSI).

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
This field should have the name of the LEA the staff member serves.	Unique OSSE-assigned identifier for local education agencies (LEAs), three to four digits.	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. All teachers must be assigned to a specific school.	Unique OSSE-assigned identifier for schools, three to four digits. This field should have the school code that the staff member serves.
<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>
<i>All federal and local reports</i>	<i>All federal and local reports</i>	<i>All federal and local reports</i>	<i>All federal and local reports</i>
<i>SEA, LEA, School</i>	<i>SEA, LEA, School</i>	<i>SEA, LEA, School</i>	<i>SEA, LEA, School</i>
Option Set	Option Set	Option Set	Option Set

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
LEA Name	This field should have the name of the LEA the staff member serves.	<Character> Select LEA Name from the drop-down menu.	All federal and local reports

Data Field	Definition	Permitted Values	Use
LEA Code	Unique OSSE-assigned identifier for local education agencies (LEAs), three to four digits.	<Numeric> Select LEA Code from the drop-down menu.	All federal and local reports
School Name	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. All teachers must be assigned to a specific school.	<Character> Select School Name from the drop-down menu. Choose "N/A" for non-school based staff.	All federal and local reports
School Code	Unique OSSE-assigned identifier for schools, three to four digits. This field should have the school code that the staff member serves.	<Numeric> Select School Code from the drop-down menu. Choose "N/A" for non-school based staff.	All federal and local reports

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.

Insight Survey Information

The “Insight Survey Information” section is only for members of the Staffing Data Collaborative. This section allows LEAs to state which staff members should take the TNTP Insight Survey.

Figure D. Insight Survey Information

Insight Survey Information		
Email Address	Insight Survey Participant?	Insight School Campus
The staff member's school email address. Staffing data collaborative members only --TNTP will use the email address to send out the TNTP Insight survey.	Should this staff member participate in the Insight Survey? Insight is intended for employees who spend 50% or more of their time delivering direct instruction to students in the classroom. For staff that are listed multiple times based on roles or campuses, please indicate "Y" in only one row.	For staff participating in Insight, please select the Insight school or campus where this staff members survey responses should be directed for reporting. If the campus is not listed in the options, select other and your Insight contact will follow-up.
<i>Yes (SDC only)</i>	<i>Yes (SDC only)</i>	<i>Yes (SDC only)</i>
<i>Used for TNTP survey</i>	<i>Used for TNTP survey</i>	<i>Used for TNTP survey</i>
<i>MM</i>	<i>MM</i>	<i>MM</i>
Open Text	Y/N	Options Set

Data Elements

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

Data Field	Definition	Permitted Values	Use
Email Address	The staff member's school email address. Staffing data collaborative members only--TNTP will use the email address to send out the TNTP Insight survey.	<Character>	TNTP Insight Survey

Data Field	Definition	Permitted Values	Use
Insight Survey Participant?	Should this staff member participate in the Insight Survey? Insight is intended for employees who spend 50% or more of their time delivering direct instruction to students in the classroom. For staff that are listed multiple times based on roles or campuses, please indicate “Yes” in only one row.	Yes No	TNTP Insight Survey
Insight School Campus	For staff participating in Insight, please select the Insight school or campus where this staff members survey responses should be directed for reporting. If the campus is not listed in the options, select other and your Insight contact will follow-up.	<Drop Down> Select the name of the Insight School from the drop-down menu. Choose “N/A” for non-school based staff.	TNTP Insight Survey

Frequently Asked Questions

- ***What if my LEA does not participate in the staffing data collaborative?*** If your LEA does not participate in the Staffing Data Collaborative, you should not complete this section.
- ***Why does OSSE ask for staff email addresses?*** LEAs that are not part of the staffing data collaborative do not need to provide their staff emails. For LEAs that are part of the staffing data collaborative, emails will be used by TNTP to send out the TNTP Insight survey.
- ***What if a staff member does not participate in the Insight Survey?*** If the staff member does not participate in the Insight survey, the Insight Participant column should say “No”.

Returning Status 2019-20 School Year

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

Figure E. Returning Status 2019-20 School Year

Returning Status 2019-20 School Year		
Returning Employee?	Leave/Transfer Date	Leave Reason
<p>If an employee returned at the same school in any role for the current (2019-20) 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."</p>	<p>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?</p>	<p>If "Leaver - LEA," please select a reason why the employee left from the drop-down menu.</p>
<i>Yes</i>	<i>Yes</i>	<i>Yes</i>
<i>Statewide retention analysis report</i>	<i>Statewide retention analysis report</i>	<i>Statewide retention analysis report</i>
<i>SEA</i>	<i>SEA</i>	<i>SEA</i>
Option Set	Month	Option Set

Data Elements

The following table describes the data elements that are shown in the "Returning Status SY19-20" section of the data collection template.

Data Field	Definition	Permitted Values	Use
Returning Employee?	If an employee returned at the same school in any role for the current (19-20) school year, select "Returner." For employees who transferred to a new school within the LEA,	<ul style="list-style-type: none"> • Returner • Transfer- New School • Leaver- LEA • New Employee 	Statewide retention analysis report

Data Field	Definition	Permitted Values	Use
	select "Transfer - New School." For employees that left the LEA, select "Leaver – LEA." For new employees, select "New Employee."		
Leave/Transfer Date	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>	Statewide retention analysis report
Leave Reason	Staffing data collaborative members only --If "Leaver – LEA," please select a reason why the employee left from the drop-down menu.	<ul style="list-style-type: none"> • Terminated for poor performance • Terminated (other reason) • Left to teach elsewhere in DC area • Left to teach NOT in DC area • Left to take leadership role in another LEA • Left to take a non-education job • Left to go back to school • Retired 	Statewide retention analysis report

Frequently Asked Questions

- **What if my LEA's first operating year is the 2019-20 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 supplemental documents [Common Core of Data’s \(CCD\) Definitions of Staff Categories](#) document and/ or the [Federal Role cross walk document](#) as a reference.

Figure F. Role and FTE Percentage

Role and FTE Percentage		
Staff Member's Title	Federal Role	FTE Percentage
If employee has multiple positions or works in multiple schools, use one row for each position and/or school	If employee has multiple positions, works in multiple schools, or teaches in multiple grade spans, use one row for each position and/or school. For any school with multiple principals, LEAs should designate one principal/school leader, and all other principals “Administrator – other.”	If employee has multiple positions, works in multiple schools, or teaches multiple grade spans 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>Yes</i>	<i>Yes</i>	<i>Yes</i>
<i>Data quality</i>	<i>Federal Teacher Shortage Areas Report; EdFacts; Statewide retention analysis report; LIC School Report Card; Teacher Equity Calculations</i>	<i>Federal Teacher Shortage Areas Report; EdFacts; Statewide retention analysis report; LIC School Report Card; Teacher Equity Calculations</i>
<i>N/A</i>	<i>SEA, LEA, School</i>	<i>SEA, LEA, School</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
Staff Member's Title	The staff member's title as used by the LEA.	<Open text> Examples: Principal, English Teacher, Bus Driver, Data Manager, Administrative Assistant, Counselor	Data quality
Federal Role	<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 for each unique role or grade span.</p> <p>For school leaders, designate one "Principal/School Leader" for each school. Other school leaders (Assistant Principals, Deans) should be designated as "School Administrator – Other."</p>	<ul style="list-style-type: none"> • Teacher, Adult • Teacher, Elementary (grades 1-6) • Teacher, Kindergarten • Teacher, Pre-School and Pre-Kindergarten (grades PS and PK) • Teacher, Secondary (grades 7-12) • Paraprofessional – Special Education • Paraprofessional – General Education • Librarian/Media Specialist • Library/Media Support Staff • LEA Administrator • Instructional Coordinator and Supervisor • LEA Administrative Support Staff • School Administrator • School Administrative • Support Staff • School Counselors/Directors • School Counselors/Directors, Secondary (Grades 7-12) • School Counselors/Directors, Elementary (Grades PS-6) • School Administrator - Principal/School Leader (designate ONE per school) • School Administrator - Other • Special Education Support Staff, Audiologist 	Federal Teacher Shortage Areas Report; EdFacts; Statewide retention analysis report; DC School Report Card; Teacher Equity Calculations

Data Field	Definition	Permitted Values	Use
		<ul style="list-style-type: none"> • Special Education Support Staff, Counselor/Rehabilitation Counselor • Special Education Support Staff, Interpreter • Special Education Support Staff, Medical/Nursing • Special Education Support Staff, Occupational Therapist • Special Education Support Staff, Orientation and Mobility Specialist • Special Education Support Staff, Physical Therapist • Special Education Support Staff, Psychologist • Special Education Support Staff, Recreation and Therapeutic • Recreation Specialist • Special Education Support Staff, Social Worker • Special Education Support Staff, Speech Language Pathologist • Student Support Staff • Other Support Staff 	
FTE Percentage	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 Teacher Shortage Areas Report; EdFacts; Statewide retention analysis report; DC School Report Card; Teacher Equity Calculations

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) as a teacher.
- **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). Indicate that the staff member is a special education teacher on the "Special education teacher column". Also, 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 school counselor who serves students grades 1 through 6 as an elementary school counselor. Classify a school counselor who serves students grades 7 through 12 as a secondary school counselor. Report school counseling supervisors or directors using the "School Counselors/Directors" role.
- **How should the LEA report administrators and administrative support staff 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 the LEA 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 G. Special Education: Percentage of Time and Ages Served section

Special Education: Percentage of Time and Ages Served			
Special Education Teacher	Special Education FTE	Special Education Ages 3 to 5 FTE	Special Education Ages 6 to 21 FTE
Indicate if the staff member is a Special Education Teacher.	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	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	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.
Yes	Yes	Yes	Yes
EdFacts	EdFacts	EdFacts	EdFacts
SEA, LEA	SEA, LEA	SEA, LEA	SEA, LEA

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
Special Education Teacher	Indicate if the staff member is a special education teacher	<ul style="list-style-type: none"> • Yes • No 	EdFacts
Special Education Percentage of Time	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)	EdFacts
Special Education Ages 3 to 5 Percentage	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	EdFacts
Special Education Ages 6 to 21 Percentage	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	EdFacts

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.
- ***What if a teacher has students with disabilities in the general education classroom?*** You would report the general education teacher’s special education percentage of time as 0, as

they are not exclusively serving students with disabilities. Please keep in mind the FTE should be based on the purpose of the position. If the teacher is hired to be the special education inclusion teacher, and focus on students with disabilities, then their Sped FTE would be 1. If they're hired to be a general education teacher, and focus on all students, their Sped FTE would be 0.

- ***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). Please keep in mind this does not mean students with disabilities are the only ones in the room, or even the only students being served, but if they're teaching four courses of resource (separate class) special education and two courses of general education, then .66 would be Sped FTE out of their total FTE of 1.
- ***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 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. For example, if the teacher works full time in a kindergarten classroom, and half of the class is age 5 and half of the class is age 6 – FTE: 1.0; Sped FTE: 1.0; 3-5 Sped FTE: 0.5; 6-21 Sped FTE: 0.5.
- ***How should the LEA calculate a staff member's total time spent serving students with disabilities between age groups 3 to 5 and 6 to 21?*** Consider 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. 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 H. LEP FTE

Limited English Proficiency: Percentage of Time and Ages Served Report the percentage of total time	
LEP FTE	
Indicate the amount of time (FTE) the teacher teaches in language instruction education programs designed for limited English proficient (LEP) students	
Yes	
<i>Federal Teacher Shortage Areas Report; Full-time equivalent (FTE) faculty and staff federal report; Federal certification and licensing report; Title III Teachers federal report; Statewide retention analysis report</i>	
SEA, LEA	

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	Use
LEP FTE	Indicate the amount of time (FTE) the teacher serves in a language instruction education program designed for English learners.	<Numeric value> Between 0 and 1.0	EdFacts

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 the LEA 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 I. 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
Does the staff member hold an active license in DC for his/her current role (include support staff, paraprofessionals, teachers, and admin)?	Does the teacher hold a Special Education teaching certificate from OSSE?	Does the teacher hold an ESL/Teaching English to speakers of other languages certification?	What is the primary license or certification field? May include more than one on the same line (i.e. English/Special Education)	Name of the provider that issued the certification or license.
Yes	Yes	Yes	Yes	Yes
Federal certification and licensing report; ESSA Report Card (DCPS only)	Federal certification and licensing report	Federal certification and licensing report; Title III Teachers federal report	Federal certification and licensing report	Data Quality; Federal certification and licensing report
SEA, LEA	SEA, LEA	SEA, LEA	SEA	NA

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
License or Certification Status	Does the staff member hold an active licensed in DC for his/ her current role (include support staff, paraprofessionals, teachers, and admin)?	Yes No	EdFacts
Special Education Certification (Teachers only)	Does the teacher hold a Special Education teaching certificate from OSSE?	Yes No	EdFacts
ESL Certification (Teachers only)	Does the teacher hold an ESL/Teaching English to speakers of other languages certification?	Yes No	EdFacts
License or Certification Field or Subject	What is the primary license or certification field? May include more than one on the same line (i.e., English/Special Education)	<Open Text>	EdFacts
License or Certification Provider	Name of the provider that issued the certification or license. (e.g., OSSE, DOH)	<ul style="list-style-type: none"> • OSSE • DOH • OSSE and DOH • Other • Unknown 	EdFacts

Please review the table below when determining if a staff member holds the appropriate license in DC. If you would like to know who in your staff is certified through OSSE, please contact Laura Montas-Brown (Laura.Montas@dc.gov) and she will schedule an in-person appointment between you and an OSSE licensure specialist who can run the report for your LEA. Please note during this in-person meeting, you will need to provide the full social security numbers to the licensure specialist.

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. The appendix includes the requirements for the service provider licenses (Appendix A).

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

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 License or Certification Field as Paraprofessional/ PRAXIS
 - 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 three different licenses include the multiple licenses as Special Education/Administrative/Biology.

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. This would include kindergarten teachers and special education teachers.

Figure J. Years of Teaching and/ or Leadership Experience

Years of Teaching and or Leadership Experience							
Subject	Grade Span	In-Field	Novice Teacher	Principal Experience	Years of Teaching Experience	Years of School Administrator Experience	LEA Start Date
Indicate the teacher's subject area.	Indicate the grade span the teacher teaches. If the teacher teaches multiple grade spans, add a separate row for each.	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.	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.	Principal Only: Indicate the principal's level of experience	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 2019-2020 school year as of October 5th 2019.	Include years as a full-time school administrator for anyone listed with a federal role of "School Administrator". Do not include this year. If this person is not a school administrator, 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 2019-2020 school year as of October 5, 2019.	What date did the employee start at the LEA? Enter September 1st of the correct year if you only have the year.
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Federal Teacher Shortage Areas Report, Full-time equivalent (FTE) faculty and staff federal report.	Federal Teacher Shortage Areas Report, Full-time equivalent (FTE) faculty and staff federal report.	Federal teacher equity calculations; Federal states' school report card; ESSA school report card	Federal states' school report card; federal teacher equity calculations	Statewide school leadership analysis	Federal states' school report card	Federal states' school report card	Data Quality
SEA	SEA	SEA, LEA, School	SEA, LEA, School	SEA	SEA, LEA, School	SEA, LEA, School	N/A
Option Set	Option Set	Option Set	Y/N	Option Set	Numeric	Numeric	MM/DD/YYYY

Data Elements

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

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

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

Data Field	Definition	Permitted Values	Use
Grade Span	Indicate the grade span the teacher teaches. If the teacher teaches multiple grade spans, add a separate row for each.	<ul style="list-style-type: none"> • Pre-School and Pre-Kindergarten (PS-PK) • Kindergarten (K) • Elementary (grades 1- 5) • Middle School (grades 6-8) • High School (grades 9-12) 	Federal Teacher Shortage Areas Report; EdFacts
In-Field	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?	<ul style="list-style-type: none"> • Yes • No 	Teacher Equity calculations; DC School Report Card
Novice Teacher	Indicate whether the teacher is currently a first year teacher of record or is a second year teacher of record and was found below effective in their first year of teaching.	<ul style="list-style-type: none"> • Yes • No 	Teacher Equity Calculations

Data Field	Definition	Permitted Values	Use
Principal Experience	Principal only: Indicate the principal's level of experience as a principal	<ul style="list-style-type: none"> • The current principal was in the same role last year • The current principal is new to the role this year, new to the school, and new to the LEA • 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) • The current principal is new to the role, and worked in a different school in the LEA last year 	DC School Report Card
Years of Teaching Experience	Teachers only: Include years as a full-time teacher of record, not just at your LEA. If this person is not a teacher, please select 'N/A.' Note: for pre-populated data we have already adjusted the values.	<Numeric value>	DC School Report Card

Data Field	Definition	Permitted Values	Use
Years of School Administrator Experience	Include years as a full-time school administrator for anyone listed with a federal role of "School Administrator." Do not include this year. If this person is not a school administrator, 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 2019-2020 school year as of October 7, 2019.	<Numeric value>	DC School Report Card
LEA Start Date	What date did the employee start at the LEA? Enter 9/1/2019 if you only have the year.	MM/DD/YYYY	Data Quality

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 2019-20 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. 2018, report 0 years of teaching experience for that

teacher because they have not yet taught a full year as of Oct. 7, 2019.

- *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.
 - 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 K. 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
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			If staff has multiple fields, include both on same line (i.e., Year of degree completion Math/Science)	
Yes	Yes	Yes	Yes	Yes
Educator Preparation report	Educator Preparation report; Federal certification and licensing report; Federal Special education teachers report; Special education paraprofessionals report	Educator Preparation report; Federal certification and licensing report; Federal Special education teachers report; Special education paraprofessionals report	Educator Preparation report; Federal certification and licensing report; Federal Special education teachers report; Special education paraprofessionals report	Quality check
SEA, LEA	SEA, LEA	SEA, LEA	SEA, LEA	NA
Option Set	Option Set	Open Text	Open Text	YYYY

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
Teacher Preparation Program Provider	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.	<ul style="list-style-type: none"> • <List of College, University, and Preparation programs> • Other • N/A - I did not attend a teacher prep program 	Educator Preparation report
Highest Education Attained	Indicate the type of degree the staff member received.	<ul style="list-style-type: none"> • 48 Hours of College Credit • Associate's • Bachelor's • Master's • Doctorate • Other 	Educator Preparation report; EdFacts
Highest Degree - Awarding Institution	Indicate the name of the degree granting institution.	<Open Text>	Educator Preparation report
Highest Degree Field/Major	Indicate 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>	Educator Preparation report

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 leaders' 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 L. Performance Ratings

Performance Ratings	
2018-19 Below Effective Evaluation Rating	2018-19 school year Evaluation Overall Rating (For TNTP Only)
<p>Indicate whether the teacher or school leader was rated on any evaluation tier lower than "effective" on the LEA's evaluation system for the 2018-19 school year. For example, mark Yes if the person was rated partially effective, minimally effective, not effective, or any other rating below effective.</p>	<p>Staffing data collaborative members only-- Include the overall rating for the 2018-19 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)</p>
Yes	No (SDC Only)
<p>DC School Report Card; Teacher Equity Calculations</p>	<p>Used for LEA reports produced by TNTP</p>
SEA, LEA, School	N/A

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
2018-19 Below Effective Evaluation 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 2018-19 school year. For example, mark Yes if the person was rated partially effective, minimally effective, not effective, or any other rating below effective.	<ul style="list-style-type: none">• Yes• No	DC School Report Card; Teacher Equity Calculations
2018-19 Evaluation Overall Rating	Staffing data collaborative members only --Include the overall rating for the 2018-19 school year. For data consistency, convert ratings to the 4 point scale indicated in the drop down menu. Include ratings for school leaders.	<ul style="list-style-type: none">• Highly Effective• Effective• Minimally Effective• Ineffective• No Rating	Used for LEA reports produced by TNTF

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 aggregated ratings by staff members indicating if the staff member receives a rating lower than effective (yes/no) to comply with the Teacher Equity Calculations.

Appendix A: Service Provider Licenses

Service Provider Area(s)	License Required in DC	Requirements to obtain OSSE license regardless of the LEA
School Audiologist	DOH	<ol style="list-style-type: none"> 1. Holds a completed master's degree or higher in audiology; and 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 3. Has successfully completed at least 350 hours of supervised field, practicum or internship experience as part of the degree program. 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.
Reading Specialist	OSSE	<ol style="list-style-type: none"> 1. Holds a completed master's degree in teaching or education; and 2. Has completed an advanced certificate or graduate level program in reading or literacy education; and 3. Has completed clinical or laboratory practicum experience in the diagnosis and remediation of reading problems and difficulties; and 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 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.
School Counselor	DOH and OSSE	<ol style="list-style-type: none"> 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. 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 appropriate documentation verifying at least two years of full-

Service Provider Area(s)	License Required in DC	Requirements to obtain OSSE license regardless of the LEA
		<p>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>
School Librarian	OSSE	<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>
School Psychologist	OSSE	<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>
School Social Worker	DOH and OSSE	<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 coursework in the following areas: Role of the School Social</p>

Service Provider Area(s)	License Required in DC	Requirements to obtain OSSE license regardless of the LEA
		<p>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>
School Speech Pathologist	DOH and OSSE	<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>
General Educational Aide, Dedicated Aide, Special Education Aide	N/A	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).
English Language Learners (ELL) Aide	N/A	<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>
Early Childhood Educational Aide	N/A	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).
Interpreter	DOH	OSSE does not have an OSSE license for this area.
Medical/Nursing	DOH	OSSE does not have an OSSE license for this area.
Occupational Therapist	DOH	OSSE does not have an OSSE license for this area.
Orientation/Mobility Specialist	DOH	OSSE does not have an OSSE license for this area.
Physical Therapist	DOH	OSSE does not have an OSSE license for this area.