



District of Columbia
Office of the State Superintendent of Education

2020-21 FACULTY AND STAFF DATA COLLECTION

Policy Guide

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Executive Summary

This document serves as the policy guide for the 2020-21 Faculty and Staff Data Collection. The Office of the State Superintendent of Education (OSSE) is required by the US Department of Education to collect a variety of metrics surrounding Faculty and Staff data for federal reporting, including but not limited to:

- A. EdFacts Reports: OSSE is required to submit ED Facts reports to the US Department of Education (USED). ED Facts is the USED “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 the following to the USED to comply with the requirements of the following federal programs:
 - a. 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));
 - b. 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. DC School Report Card: OSSE is required by the Every Student Succeeds Act (ESSA) and governed by federal and local statutes to publish state and local report cards. The DC School Report Card, launched for the first time in December 2018, gives families access to information on all public schools in the District of Columbia.
- D. Equitable Access to Excellent Educators Calculations: ESSA requires state education agencies and local education agencies (LEAs) to address any teacher equity gaps that are identified, ESSA §1111(g) and § 1112(b)(2).

Further, DC Code § 38-2609(c)(2)(A) gives OSSE the authority to collect “necessary data pertaining to students, teachers, and school levels [which] shall be submitted to the OSSE for the purpose of constructing, updating, or maintaining the education data warehouse (EDW) system.” In addition, DC Code § 38-2609(c)(2)(B) states, “the requested data shall be submitted within a reasonable time, as determined by the OSSE, following a request, and in a standardized format to be established by the OSSE.”

Data Collection Timeline

Every LEA will receive their previously submitted data via the Faculty and Staff data collection module in the [Statewide Longitudinal Education Data system \(SLED\)](#). It is the responsibility of the LEA to review the data in SLED and make updates, as necessary, to reflect the 2020-21 school year roster.

Receive 2019-20 School Year Data	Due Date*	Submission Site
Tuesday, Sept. 29, 2020	Friday, Oct. 30, 2020	Faculty and Staff Data Collection module in SLED

*The earliest an LEA can submit its final roster is Monday, Oct. 5, 2020. **LEAs are required to certify the data submitted by the due date (Friday, Oct. 30, 2020).** For a full list of data collection errors that will prevent the LEA from certifying or uploading data, please refer to the [Faculty and Staff Data Collection Errors and Anomalies](#) document.

Training and Support

OSSE will provide training on Faculty and Staff policies and the new Faculty and Staff Data Collection module on the following dates:

- **Policy Changes and Updates Webinar:** June 3, 2020, 1-2:30 p.m.
- **Data Collection Webinars:** Sept. 30, 2020, 2-4 p.m. and Oct. 8, 2020, 9-11 a.m.

Register for the trainings [here](#). The trainings will be advertised at the monthly Data Discussions with LEA data managers and OSSE’s weekly LEA Look Forward newsletter. LEAs will also have the opportunity to submit tickets through the [OSSE Support Tool \(OST\)](#) during the collection window.

Highlights in the 2020-21 School Year Collection

Each year, every District of Columbia LEA must complete the Faculty and Staff data collection. Below is a summary of the key things to know for the 2020-21 school year. Items marked as “new” below and throughout the document are different from the previous year’s collection.

NEW!

1. Every LEA must submit the 2020-21 Faculty and Staff data collection through the [Faculty and Staff data collection module in SLED](#).

NEW!

2. Different from previous years, OSSE will not collect the data in one large file. The template is broken down into the following role types: (1) Vacancy, (2) Teachers, (3) School Administrators/Related Service Providers/Special Education Paraprofessionals, and (4) All other staff.

3. OSSE will implement data quality checks with specific requirements for each field and all submissions with invalid records will be rejected.

NEW!

4. Different from previous years, LEAs will be required to certify their Faculty and Staff data by the due date (Friday, Oct. 30, 2020) through the [Faculty and Staff data collection module in SLED](#). For a full list of data collection errors that will prevent the LEA from certifying or

uploading data, please refer to the [Faculty and Staff Data Collection Errors and Anomalies](#) document.

- NEW!** 5. If a faculty or staff member holds multiple roles within the LEA that fall into different role templates, the LEA should report the staff member in multiple templates.
- NEW!** 6. The LEA must report the total number of vacant teacher Full-time equivalent (FTEs) by school, role and subject, rather than reporting each vacant FTE on a separate line.
- NEW!** 7. LEAs are required to submit demographic information for contracted related service providers.
- NEW!** 8. LEAs are required to submit the last four digits of every staff member's Social Security number; the system will reject the submission if any required value is missing.
- NEW!** 9. LEAs are required to provide data for teachers that work with every grade level served at the school. The LEA will not be able to certify unless there is at least one teacher for every grade level served at the school with the exception of schools where grades pre-K3 and pre-K4 are employed by AppleTree PCS. In those cases, AppleTree PCS is required to submit staff employed by the LEA who work at other LEAs in the district. During data validation, AppleTree PCS and the corresponding LEAs are required to work together as the data will appear on the report cards for the LEA/school at which the staff member provides services.
- NEW!** 10. To align with the student data collection, OSSE has added the metric "Ethnicity" to the collection.
- NEW!** 11. Multiple dropdowns have changed from the previous school year; please review the [2020-21 School Year Faculty and Staff Data Use and Dropdowns](#) document as the system will reject the LEA's submission if non-allowable values are submitted.
- NEW!** 12. For the past couple of years, OSSE has asked LEAs to report the percentage of time special education teachers, related service providers, and special education paraprofessionals who serve special education students ages 3-5 and 6-21. To comply with the updated categories from USED, OSSE has changed the categories to special education students in grades pre-K3-pre-K4 and grades K to 21 years old.
- NEW!** 13. OSSE will no longer collect the following metrics:
 - Filled or Vacant;
 - Vacancy Reason;
 - Transfer Date (decided after LEA Information Session);
 - Leave Reason;
 - Grade Span;
 - Teacher Preparation Program Provider;
 - Highest Degree - Awarding Institution (decided after LEA Information Session);
 - Previous School Year Evaluation Overall Rating (previously reported only to TNTP).

Which Faculty and Staff should be included?

LEAs must report teaching vacancies and staff roster information for all instructional, administrative and support staff in the LEA and schools filled by direct hire or by contracting that can be considered part of the LEA's regular operations. The data reported in this collection should only represent the LEA's faculty and staff roster and teaching vacancies as of Oct. 5, 2020.

LEAs are required to report 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 (if the buses are used regularly),
 - School nurses, and
 - Related service providers (e.g., audiologist, social workers, school psychologists, physical therapists, occupational therapist); and
- Staff employed by another entity that is contracted to provide work that can be considered part of the LEA's regular operations. Examples include:
 - Related service providers,
 - School security personnel provided by a private firm, and
 - Charter school teachers who are employees of a charter school operator.

Which Faculty and Staff should be excluded?

LEAs should not report staff hired after Oct. 5, 2020 or any staff that is not part of the LEA's regular operations. For example:

- Student teachers (unless the position is part of the LEA's regular operation),
- Short-term substitutes employed fewer than four weeks in the same position,
- Contract employees who provide a non-regular service. Examples include:
 - Staff working for a firm hired to refurbish a school building (e.g., carpenters, electricians), and
 - Contract staff hired under contract with a food service firm (e.g., cooks and truck drivers who prepare and deliver meals once a week).

How is the collection template organized?

NEW!

Different from previous years, OSSE will not collect the data in one large file. The template is broken down into the following role types:

- Vacancy;
- Teachers;
- School Administrators/Related Service Providers/Special Education Paraprofessionals; and
- All other staff.

Below are the sections that will be included in each collection template. Please note: Demographics will be collected on every template.

Collection Template	Sections
Vacancy	<ul style="list-style-type: none"> • Vacancy Information • LEA and School Information • Role and FTE Percentage • Subject
Teachers	<ul style="list-style-type: none"> • Staff Member Identifiers and Demographic Information • LEA and School Information • Returning Status • Role and FTE Percentage • Special Education: Percentage of Time and Grades Served • English Learner (EL) FTE • Certification • Years of Experience • Education and Preparation • Performance Ratings [for Returners and leavers]
School Administrators/ Related Service Providers/ Special Education Paraprofessionals	<ul style="list-style-type: none"> • Staff Member Identifiers and Demographic Information • LEA and School Information • Returning Status • Role and FTE Percentage • Special Education: Percentage of Time and Grades Served • Certification • Years of Experience • Education and Preparation

Collection Template	Sections
All other staff	<ul style="list-style-type: none"> • Staff Member Identifiers and Demographic Information • LEA and School Information • Returning Status • Role and FTE Percentage • Years of Experience

NEW!

If a faculty or staff member holds multiple roles within the LEA that fall into different role templates, the LEA should report the staff member in multiple templates. For example, a faculty/staff member that is a teacher and special education related service provider should be reported separately in the respective templates. Below are the federal roles broken down by the collection template.

Collection Template	Federal Role
Vacancy and Teacher	<ul style="list-style-type: none"> • Teacher, Adult • Teacher, Elementary (grades 1-6) • Teacher, Kindergarten • Teacher, Pre-School and Pre-Kindergarten (grades preschool and pre-K) • Teacher, Secondary (grades 7-12)
School Administrators/ Related Service Providers/ Special Education Paraprofessionals	<ul style="list-style-type: none"> • Paraprofessional – Special Education • School Administrator - Principal/School Leader (designate ONE per school) • School Administrator - Other • Special Education Support Staff, Audiologist • 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
All other staff	<ul style="list-style-type: none"> • Paraprofessional – General Education • Librarian/Media Specialist • Library/Media Support Staff • School Counselors/Directors, Secondary (Grades 7-12) • School Counselors/Directors, Elementary (Grades preschool-6) • LEA Administrator

Collection Template	Federal Role
	<ul style="list-style-type: none"> • Instructional Coordinator and Supervisor • LEA Administrative Support Staff • School Administrative Support Staff • School Counselors/Directors • Student Support Staff • Other Support Staff

NEW! The following sections of the Policy Guide mirror the corresponding sections in the data collection templates and include a brief narrative of the section, data elements, and frequently asked questions. Please refer to the [2020-21 School Year Faculty and Staff Data Use and Dropdowns](#) for the list of permitted values.

Vacancy Information

LEAs must report all vacant teaching positions as of Oct. 5, 2020.

Metric	Description/Special Considerations
LEA Name	Indicate the name of the LEA that has the vacancy.
LEA Code	Unique OSSE-assigned identifier for local education agencies (LEAs), three to four digits. This field should have the LEA code that has the vacancy.
School Name	The name of the school that has the vacancy.
School Code	Unique OSSE-assigned identifier for schools, three to four digits. This field should have the school code that has the vacancy.
Federal Role	Indicate the vacant teaching position.
Subject	Indicate the vacant subject area.
Number of Vacant Teacher FTE	Indicate the total number of vacant teacher FTEs.

NEW! Different from the last couple of years, the LEA should report total number of vacant FTEs by school, role and subject, rather than reporting each vacant FTE on a separate row. For example, if the LEA has three vacant full-time elementary math positions, you must indicate the school name/code that has the three vacant positions, for federal role select “Teacher, Elementary (grades 1-6),” for subject select “General Mathematics,” for number of vacant FTEs indicate “3.”

Frequently Asked Questions

- **Do we need to report all of our vacancies?** No. LEAs only need to report teaching positions that are vacant on Oct. 5. Positions that are filled before Oct. 5 or become vacant after Oct. 5 should not be included.

Staff Member Identifiers and Demographic Information

The Staff Member Identifiers and Demographic Information section is required for every staff member (permanent hire or contractor) that can be considered part of the LEA’s regular operations as of Oct. 5, regardless of the staff member’s role in the LEA.

Metric	Description/Special Considerations
Last Name	The legal last name of the faculty or staff member.
First Name	The legal first name of the faculty or staff member.
Middle Name	The legal middle name of the faculty or staff member.
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.
SSN	The last four digits of the staff member’s Social Security Number or the last four digits of the staff member’s Individual Taxpayer Identification Number (ITIN).
Local Staff ID	The ID assigned to your staff member by your internal system.
Date of Birth	The day, month, and year on which the faculty or staff member was born. (MM/DD/YYYY)
Gender	A coded value representing the staff member’s reported gender.
Race	The reported race/ethnicity of the faculty or staff member.
Ethnicity	The reported ethnicity of the faculty or staff member.

NEW!

Frequently Asked Questions

- NEW! • **Is the LEA required to submit demographic information for the contracted related service providers?** Yes, if the LEA receives IDEA funding, the LEA is required to provide the contractor’s full name, date of birth, and last four digits of Social Security Number. OSSE understands that this might be a difficult task. However, as the Special Education Directors sign agreements with contractors/vendors, the contract should require that these data be provided to the appropriate person at the school as this information is federally required.
- NEW! • **Is the LEA required to submit demographic information for staff that work at schools outside of our LEA?** [This question is only relevant for AppleTree PCS]. AppleTree PCS is required to submit staff employed by the LEA who work at other LEAs in the district. During data validation, AppleTree PCS and the corresponding LEAs are required to work together

as the data will appear on the report cards for the LEA/school at which the staff member provides services.

- **Are the last four digits of a staff member’s Social Security Number and date of birth required fields?** Yes, those metrics are required. OSSE needs the staff member’s full name, date of birth, and last four digits of Social Security Number in order to create the Unique Faculty and Staff Identifier to link data across school years. If any of these data are missing, this will prevent the LEA from certifying.
- **What can I do if Microsoft Excel rejects the first zero of the employee’s social security number?** If Excel drops the first zero of the employee’s social security number, please select the cells in Excel, select “format cells” and change the format of the cell to text.
- **Will the record be rejected if the staff member does not have a social security number?** Yes, the system will not accept any record without the last four digits of a staff member Social Security or the last four digits of the staff member’s individual taxpayer identification number.
- **For the race metric, can you select multiple race/ethnicities for a staff member?** No, OSSE is using the following federal race categories:
 - American Indian/Alaskan Native
 - Asian
 - Black/African American
 - Two or More Races
 - Pacific Islander/Native Hawaiian
 - White/Caucasian
 - Other
 - Unknown

NEW! If a staff member has multiple races, then you would select “Two or more races.” To align with the student data collection, OSSE has added an ethnicity field. If the staff member is Hispanic/Latino, then you would select “Hispanic/Latino” on the ethnicity field.

- **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, 2020 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). Please note, if this data element is missing, it will prevent the LEA from certifying.
- **What if a staff member’s gender or race/ethnicity is unknown?** Gender and race/ethnicity are required data elements. If a staff member refuses to report their race and/or ethnicity, the LEA should select “unknown” for those data fields.

Returning Status 2020-21 School Year

NEW! OSSE will roll over all the faculty and staff data from the previous year to the application. In the Returning Status section, LEAs will indicate the returning status of every staff member at their LEA, regardless of role type.

Metric	Description/Special Considerations
Returning Employee	The staff member's returning status.
Leave Date	The employee’s last day of employment at your LEA. This metric is only required for staff members whose returning status is “leaver.”

Frequently Asked Questions

- **What if my LEA’s first operating year is the 2020-21 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 “Transfer- New School/Federal Role/Subject.”
- **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.
- **NEW!** **How do you report that an employee decreased his/ her hours?** If an employee transferred to work part-time at a different school inside the same LEA, report the employee as “Transfer- New School/Federal Role/Subject.” If the employee reduced their hours at the same school as the previous year, report the employee as “Returned.”
- **NEW!** **What if an employee worked at two schools last year, but only one school this year within the same LEA?** In the row that includes the role that the employee is returning, mark the employee as a “Returner” and adjust the FTE percentage accordingly. In the row of the role the employee left, mark the employee as a “Transfer- New School/ Federal Role/ Subject,” change the FTE percentage to zero. If the employee left a teaching position,

- include the Previous School Year Below Effective Evaluation Rating.
- **What if the employee left the LEA after the audit date?** The data reported in this collection should only represent the LEA’s faculty and staff roster as of Oct. 5, 2020. If the employee was employed at the LEA on Oct. 5, 2020, indicate the returning status as of that date.

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 regardless of the staff member’s role.

Metric	Description/Special Considerations
LEA Name	This field should have the name of the LEA the staff member serves.
LEA Code	Unique OSSE-assigned identifier for local education agencies, three to four digits.
School Name	The name of the school that the staff member serves.
School Code	The unique OSSE-assigned identifier for schools, three to four digits. This field should have the school code that the staff member serves.

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 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.

Role and FTE Percentage

The Role and FTE Percentage section includes information on the staff member’s title, federal role and FTE percentage, regardless of the role the staff member serves. LEAs should use the employee’s title to determine which federal role is appropriate. Each staff member’s title falls within a federal role category. See the [Common Core of Data Definitions of Staff Categories](#) document and/or the [Federal Role cross walk](#) document as a reference.

Metric	Description/Special Considerations
Staff Member's Title	The employee's title as per the LEA.
Federal Role	The employee's federal role as per the definitions in the Common Core of Data Definitions of Staff Categories document.
Full-time employment (FTE) Percentage	The amount of time the staff member spends in performance of a role.

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.
- NEW!** **What if a staff member serves multiple roles?** Report each role the staff member serves using a separate row in the corresponding template. The FTE percentage in each row should represent the percentage of time the staff member spends carrying out that unique role.
- How should the LEA determine the elementary versus secondary teacher classification?** Classify a teacher who teaches grades 1-6 as an elementary teacher. Classify a teacher who teaches grades 7-12 as a secondary teacher. However, if the teacher also works with fifth graders, you should divide that teacher’s time across the two federal roles. 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.
- 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). Their time should also be split between grade levels as noted above. Indicate that the staff member is a special education teacher on the “Special education teacher column.” Also, designate “Special Education” as the subject in the Years of Teaching Experience section of the data collection template and complete the “Special Education: Percentage of Time and Grades Served” section.
- How should the LEA report school counselors?** Classify a school counselor who serves

students grades school through 6 as an elementary school counselor. Classify a school counselor who serves students grades 7-12 as a secondary school counselor. Report school counseling supervisors or directors using the “School Counselors/Directors” role.

- **How should the LEA report school counselors that serve special education students?** Classify the counselor as “Special Education Support Staff, Counselor/Rehabilitation Counselor” with the corresponding FTE.
- **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 0.1 and 1.0. If a staff member regularly works overtime, that staff member’s FTE percentage will exceed 1.0.
- **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 subject column.
- **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 first grade 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.

Special Education: Percentage of Time and Grades Served

The Special Education: Percentage of Time and Grades Served section includes information about the portion of time a staff member serves students with disabilities and the grade level of those students served. This section should be completed for:

- Teachers,
- Related Service Providers, and
- Special Education Paraprofessionals.

Metric	Description/Special Considerations
Special Education Teacher	Indicate if the staff member is a Special Education Teacher.
Special Education FTE	The amount of time (FTE) the teacher, special education paraprofessional, or special education support staff (e.g., audiologist, psychologist) serves students with disabilities. This metric is not required for school administrators.
Special Education Grades Pre-K3 to Pre-K4 FTE	The amount of time (FTE) the teacher, special education paraprofessional, or special education support staff (e.g., audiologist, psychologist) serves students with disabilities in grades pre-K3 to pre-K4. Schools that do not serve pre-K3 to pre-K4 students should include an “NA” for this metric.
Special Education Grade K to Age 21 FTE	The amount of time (FTE) the teacher, special education paraprofessional, or special education support staff (e.g., audiologist, psychologist) serves students with disabilities between kindergarten to 21 years old. Schools that do not serve grades K to age 21 should include an “NA” for this metric.

Frequently Asked Questions

- NEW!
 - **Are adult LEAs expected to complete the Special Education: Percentage of Time and Grades Served section?** Every LEA, including adult LEAs, are expected to complete every template with the exception of fields that specify information for students outside of the age range served at that LEA.
 - **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.
- NEW!
 - **Are there expectations for LEAs that do not receive IDEA funds?** LEAs that do not serve students with disabilities under IDEA are not expected to report special education staff (i.e., teachers, special education paraprofessionals, and related service providers).
 - **What if a teacher has students with disabilities in the general education classroom?** 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 focuses on students with disabilities, then their Special Education FTE would be 1.0. If they are hired to be a general education teacher, and focus on all students, their Special Education 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 0.67 (4 hours/6 hours). Please keep in mind this does not mean that 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 .67 would be Special Education FTE out of their total FTE of 1.0.

- **Will the sum of percentage of time serving grades pre-K3 to pre-K4 and grade K to age 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 grades pre-K3 to pre-K4 and grade K to age 21 will likely sum to 1.0.
- **How should the LEA calculate a staff member’s total time spent serving students with disabilities between grades pre-K3 to pre-K4 and grade K to age 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 in grades pre-K3 and 3 hours with students in grade K. The percentage reported in the “Special Education Grades Pre-K3 to Pre-K4 Percentage” would be 0.17 (1 hour/6 hours), and the percentage reported in the “Special Education Grade K to 21 Percentage” would be 0.50 (3 hours/6 hours).

English Learner FTE

The English Learner (EL) FTE section includes information about the portion of time a teacher teaches in a language instruction educational program designed for ELs. This section should only be completed for teachers.

Metric	Description/Special Considerations
EL FTE	The amount of time (FTE) the teacher serves in a language instruction education program designed for English learners. This metric is only required for EL teachers.

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 “EL 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 “EL FTE” as 0.66 (4 hours/6 hours).

- **How should the LEA report teachers in bilingual programs?** If the teacher works in a bilingual program with ELs 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 EL FTE.

Certification Information

The Certification Information section includes information about a staff member’s qualification status and certifications. This section should be completed for:

- Teachers,
- Related Service Providers, and
- Special Education Paraprofessionals.

Even though local licensure requirements vary by sector, OSSE is required by USED, Title III and IDEA to report the number and percentage of staff working in DC schools who are certified.

Licensure requirements for each role:

Teachers (general and EL Teachers)

DCPS: DCPS teachers are required to be certified. (5-A DCMR §1601)

Charter Schools: Licensure requirements do not apply. (D.C. Code Ann. § 38-1802.04(c)(3))

Special Education Teachers

DCPS: ESSA amended IDEA section 612(a)(14)(C) by incorporating the requirement previously in IDEA section 602(10)(B) that a person employed as a special education teacher in elementary school, middle school, or secondary school has:

- obtained full certification as a special education teacher (including certification obtained through alternative routes to certification), or passed the state special education teacher licensing examination, and holds a license to teach in the state as a special education teacher;

- has not had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis; and
- holds at least a bachelor's degree.

Charter Schools: Special education teachers that work for a DC Public Charter School are required to hold at least a bachelor's degree. [This does not mean the employee is certified, it simply means the employee is qualified to hold a position as a special education teacher.]

Related Service Providers

IDEA requires OSSE to report whether or not the following special education support staff hold a license or certification in their field:

- Audiologist;
- Counselor/Rehabilitation Counselor;
- Interpreter;
- Medical/Nursing;
- Occupational Therapist;
- Orientation and Mobility Specialist;
- Physical Therapist;
- School Psychologist;
- Recreation and Therapeutic Recreation Specialist;
- Social Worker - OSSE school social worker; and
- Speech Language Pathologist.

For information on whether an OSSE credential or license from the Department of Health is required for employment, please visit the [OSSE Licensure- School Service Provider Certification webpage](#) and the [DC Department of Health- Health professionals webpage](#).

Special Education Paraprofessionals

Although OSSE does not grant special education paraprofessional licenses, and special education paraprofessionals who work in DCPS and charter schools are not required to hold a license or certification for employment in DC, OSSE is required to report whether or not special education paraprofessionals meet at least one of the following:

1. Have a high school diploma or General Equivalency Diploma (GED), and;
2. Holds an associate degree from an accredited college/university; or
3. Completed two years of study (minimum of 48 credit hours) at an accredited college; or
4. Passed the ETS ParaPro Assessment on or before Oct. 5, 2020.

Metric	Description/Special Considerations
DC License or Certification Status	Does the staff member hold an active license in DC for his/her current role? This metric is required for teachers, related service providers and special education paraprofessionals.
DC Special Education Certification Status	Does the teacher hold a Special Education teaching certificate from OSSE? This metric is only required for special education teachers.
DC EL Certification Status	Does the teacher hold an ESL/Teaching English to speakers of other languages certification or a bilingual certification from OSSE? This metric is only required for EL teachers.
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). This metric is required for teachers, related service providers and special education paraprofessionals.
License or Certification Provider	The name of the provider that issued the certification or license. This metric is required for teachers, related service providers and special education paraprofessionals.

Frequently Asked Questions

- **Why does OSSE need to collect teacher certification?** OSSE has to federally report teacher certifications for IDEA and Title III for all LEAs that receive those funds, regardless of the sector. If a charter LEA does not collect information on teacher certifications, they may mark the individual as not certified, as OSSE will look up these individuals in the state licensure database. If the staff member is certified, then OSSE will update their certification status. [Charter LEAs will know which staff members are in fact certified after reviewing the certification anomalies reports in the collection module.]
- **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; and
 - 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 Experience

The Years of Experience section includes information about the teachers or school administrator’s experience, grades taught, qualifications and LEA start date. This section should be completed for every staff member; however, every metric is not required for everyone.

Metric	Description/Special Considerations
Subject	Indicate the teacher’s subject area. This metric is required for teachers and vacancies.
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 an active certification in their field of teaching; and/or 3. Has demonstrated at least one year of effective teaching in their field as measured by the LEA’s teacher evaluation system. This metric is only required for teachers.
Novice Teacher	Indicate whether the teacher has zero years of experience, or one year of experience and was found below effective in their first year of teaching. This metric is only required for teachers.
Principal Experience	Indicate the principal’s level of experience as a principal. This metric is only required if the federal role is “School Administrator - Principal/School Leader.”
Teacher Years of Teaching Experience	The years as a full-time teacher of record, not including this year. This metric is only required for teachers.
Years of School Administrator Experience	The years as a full-time school administrator. This metric is only required if the federal role is “School Administrator - Principal/School Leader” and “School Administrator- Other.”
LEA Start Date	The date the employee started at the LEA. If the LEA only has the year, record the LEA Start Date as 09/01 of the specified year. This metric is required for every staff member regardless of role.

Frequently Asked Questions

- **How should I enter the LEA start date, if I only have the year?** If the LEA only has the year the staff member started, enter 09/01 of the correct school year.
- **What if a teacher teaches in more than one subject area?** If a teacher serves in more

than one subject, report subject along with the corresponding FTE percentage on a separate row.

- **Which subject should the LEA select for a special education inclusion teacher?** Indicate “yes” for Special Education Teacher and select “Special Education” as the subject 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 2020-21 school year, report four years of teaching experience. Please note, for pre-populated data OSSE has 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 December 2019, report 0 years of teaching experience for that teacher because they have not yet taught a full year as of Oct. 5, 2020.
- **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 an active license or certification in the subject that they are teaching. [For charter schools, the license could be in or out of state.]

Education and Preparation

The Education and Preparation section includes information about a staff member’s educational history. This section should be completed for:

- Teachers,
- Related Service Providers, and
- Special Education Paraprofessionals.

Metric	Description/Special Considerations
Highest Education Attained	The type of degree the staff member received.
Highest Degree Field/Major	The field/major in which the staff member received this degree.

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 staff member who have 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 in different fields. Report the Bachelor’s Degree Field/Major for the staff member as “Major 1/Major 2.”

Performance Ratings

The Performance Ratings section includes information about the teacher’s performance rating from the previous school year. This section should be completed for:

- Teachers (returners and leavers)

Most LEAs in DC evaluate teachers using a four tier evaluation system. Below is how your LEA can aggregate those evaluation ratings for OSSE.

LEA scale	Description	Previous School Year Below Effective Evaluation Rating
Ineffective	Teachers who do not show effectiveness in any area. This is the lowest rating for teachers. Other common terms are “Unsatisfactory” or “Not Proficient.”	Yes
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.”	Yes
Effective	Teachers who meet the bar for effective teaching at your LEA. Other common terms are “Satisfactory” or “Proficient.”	No
Highly Effective	The strongest teachers at your LEA.	No

Metric	Description/Special Considerations
Previous School Year Below Effective Evaluation Rating	Indicate whether the teacher was rated on any evaluation tier lower than “effective” on the LEA's evaluation system for the previous school year. For example, mark “Yes” if the teacher was rated partially effective, minimally effective, not effective, or any other rating below effective.

Frequently Asked Questions

- What if a teacher did not receive a rating in the previous school year?** If a teacher was not rated, please select the option “Not rated” from the dropdown values.
- Should I include ratings for teachers that left the LEA?** Yes. In order to comply with the requirement, a rating must be entered for anyone who was reported as a teacher in the previous year’s faculty and staff collection.
- How are the teacher evaluation ratings used?** OSSE is committed to continuous improvement in our ability to collect clean, accurate and meaningful teachers’ data, including teacher evaluation data, in order to: (a) meet our ESSA responsibility to ensure equitable access to excellent teachers, and (b) continue to provide high quality analysis for state, local education agency, and education preparation program audiences. For context on OSSE’s work to ensure equitable access to excellent educators, please refer to OSSE’s [District of Columbia Plan to Ensure Equitable Access to Excellent Educators](#), [LEA Equity Gap Calculation Guidance](#), and the [DC State Plan](#).