



FACULTY AND STAFF DATA COLLECTION PROCESS AND APPLICATION WEBINAR

Sept. 30, 2021

Oct. 13, 2021

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Teaching and Learning

Objectives

Participants will:

- I. Learn how to access and navigate the Faculty and Staff Data Collection Application and the Educator Talent and Equity Dashboard
- II. Understand all updates/changes from the 2020 Faculty and Staff Data Collection
- III. Recognize “clean data” by learning about the errors and anomalies that will prevent an LEA from submitting and/or certifying its 2021 Faculty and Staff data
- IV. Discover the connections between the data submitted through the Faculty and Staff Data Collection Application and the Educator Talent and Equity Dashboard

Purpose

The Office of the State Superintendent of Education (OSSE) is required by the US Department of Education (USED) to collect a variety of metrics pertaining and related to faculty and staff employed in the District of Columbia (DC) educational system for federal and local reporting purposes. These purposes include:

- EdFacts Reports
- Federal Teacher Shortage Areas Report
- DC School Report Card
- Equitable Access to Excellent Educators Calculations
- Public Reporting

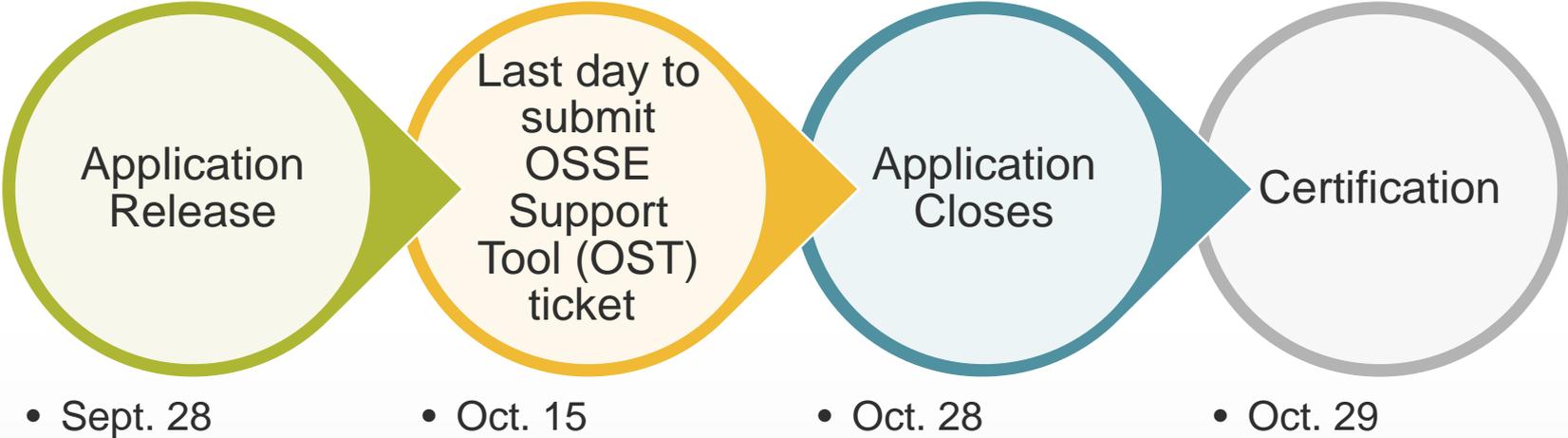
Further, DC Code § 38-2609(c)(2)(A) gives OSSE the authority to collect “necessary data pertaining to students, teachers, and school levels [which] shall be submitted to the OSSE for the purpose of constructing, updating, or maintaining the education data warehouse (EDW) system.” In addition, DC Code § 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

- OSSE will send each local education agency (LEA) the previously submitted data in the Faculty and Staff data collection application, which is accessible via the **Statewide Longitudinal Education Data system (SLED)**.
- It is the responsibility of each LEA to review the data in the **Faculty and Staff Collection Application** and make updates that reflect the 2021-22 school year roster as of Oct. 5, 2021.

2021 Data Collection Timeline



Access to the Faculty and Staff Collection Application

- LEA staff need a SLED account and must be assigned to one of the following roles in eSchoolPLUS:
 - Faculty and Staff Point of Contact (POC)
 - Head of School
 - LEA Data Manager

LEA staff should contact their Data Liaison if they do not have a SLED account.

Preferred Internet Browser

- For the best experience, OSSE recommends that LEAs access the Faculty and Staff data collection application using the latest versions of:
 - Google Chrome
 - Apple Safari

Access Faculty and Staff Collection Tool

- **Option 1:** Access application from SLED
 - Go to SLED <https://sled.osse.dc.gov/Account/Login>
 - Log in using SLED Credentials
 - Click on the Related Site tab located on the navigation bar
 - Click on Faculty and Staff Application
- **Option 2:** Access application from web address
 - <https://data.osse.dc.gov/faculty-and-staff/#/login>
 - Log in using SLED Credentials



General Information

Which Faculty and Staff should be included?

- Teaching vacancies as of **Oct. 5, 2021**.
- Staff roster information for all instructional, administrative, and support staff in LEAs and schools filled by direct hire or by contracting as of **Oct. 5, 2021**.
- Long-term substitute teachers employed for four weeks or longer as of **Oct. 5, 2021**.
- Contract staff who contract directly with the LEA or school and are considered part of regular operations as of **Oct. 5, 2021**.
- Staff employed by another entity that is contracted to provide work that can be considered part of the LEA's regular operations as of **Oct. 5, 2021**.

Which Faculty and Staff should be excluded?

- LEAs should not report staff hired **after Oct. 5, 2021**
- 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 do not provide regular service

New Metrics for the 2021-22 school year

- Dual Language Program Teacher
- [Dual Language] Language of Instruction
- Passed PRAXIS Exam
- Social Emotional Learning and Discipline Support Provider

For the full list of metrics and drop down see the 2021-22 School Year Faculty and Staff Dropdowns document.

Sections in the collection template

- Vacancy Information
- Staff Member Identifiers and Demographic Information
- LEA and School Information
- Returning Status
- Role and Full-Time Employee (FTE) Percentage
- Special Education: Percentage of Time and Grades Served
- English Learner (EL) FTE
- Dual Language Program Instruction
- Certification
- Years of Experience
- Social Emotional Learning/ Discipline Support Provider
- Education and Preparation
- Performance Ratings [for returners and leavers]

Metrics

- Full Name
- SSN [Last 4 digits]
- Local Staff ID
- Date of Birth
- Gender
- Race
- Ethnicity
- LEA Name/ Code
- School Name/ Code
- Returning Employee
- Leave Date
- Staff Member's Title
- Federal Role
- Full-time employment (FTE) Percentage
- Special Education Teacher
- Special Education FTE [by grade band]
- EL FTE
- Dual Language Program Teacher
- Language of Instruction
- DC License or Certification Status
- DC Special Education Certification Status
- DC EL Certification Status
- License or Certification Field or Subject
- License or Certification Provider
- Passed PRAXIS Exam
- Subject
- In-Field
- Novice Teacher
- Principal Experience
- Teacher Years of Teaching Experience
- Years of School Administrator Experience
- LEA Start Date
- Social Emotional Learning and Discipline Support Provider
- Highest Education Attained
- Highest Degree Field/Major
- Previous School Year Below Effective Evaluation Rating

How is the collection template organized?

The template is broken down into the following role types:

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

*There are 31 different federal roles and 44 different data elements; **not all data elements are required for every federal role.***



Up-front data validation measures

Submissions with invalid values will be rejected.

- **Data Errors Reports:** Data error reports are generated by the collection module because the data entered are incorrect.
- **Data Anomalies Reports:** Data anomaly reports are generated by the collection module because the data entered are inconsistent.

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.

Types of data errors

Different types of errors have different impacts on the upload and certification process. Each error falls into at least one of the following categories and some errors prevent both upload and certification.

- **Errors that prevent upload:** If the errors are not corrected, the LEA will not be able to upload the collection template to the Faculty and Staff data collection module or save the data, if the LEA is manually entering data into the system.
- **Errors that prevent certification:** If the errors are not corrected, the LEA will not be able to certify the data.
- **Errors that do not impact certification and/or upload:** Correcting these errors is a best practice; however, the error will not limit the LEA's ability to upload or certify the data.

Live walkthrough of the Faculty and Staff Collection application

- [Video]

Recap – Key things to Note in File Import Functionality

- Do not change the structure of the template.
 - The sheet names should not be changed. The application will reject the file if the sheet names are changed.
 - Do not add any new columns. If the new columns are added, the import will not be aligned with the structure of the application and will cause data errors.
 - When the file is successfully imported, it replaces the data in the application with newly imported data. Therefore, it is very important for the user to be careful about the file used to import.
 - When filters are applied on the *All Staff* page or *vacancy* page, the application downloads only filtered data; therefore, it is important for the user to download unfiltered data if the user intends to use that file to import back to the application.
 - Though LEA Name and School Name are available in the template, the application only uses LEA Code and School Code to process data.

Weekly Notifications

- The application sends weekly notifications to the Faculty and Staff POC, LEA Data Manager and Head of School with a summary of the Key Performance Indicators (KPIs), Data Errors and Data Anomalies.

Errors that prevent certification

- Unable to assign a Unique Faculty and Staff Identifier (UFSI) Error
- Schools with no Reported Teachers Error
- Grade Spans with no Reported Teachers Error
- Teacher Federal Role and Grades Served Mismatch Error
- School with no Students and has Reported Teachers Error
- Missing and Invalid Data
- Inconsistent Data
- Duplicate Staff
- Vacancy data not reported
- Missing dual language program data

Errors that prevent certification (continued)

- Unable to assign a UFSI Error
- Schools with no Reported Teachers Error
- Grade Spans with no Reported Teachers Error
- Teacher Federal Role and Grades Served Mismatch Error
- School with no Students and has Reported Teachers Error
- General License Certification Error [DCPS Only]

Supplemental Documents

- [Definitions of Federal Roles](#)
- [2021-22 Faculty and Staff Data Collection Dropdowns](#)
- [2021-22 Faculty and Staff Data Collection Errors and Anomalies](#)
- [2021-22 Faculty and Staff Data Collection Policy Guidance](#)

All supplemental documents can be found in the Faculty and Staff Data Collection website:

osse.dc.gov/page/faculty-and-staff-data-collection

Additional Training and Support

Faculty and Staff Data Collection Process and Application Webinar

- 9-11 a.m. on Wednesday, Oct. 13

Questions during the Data Collection Window.

- Submit an OST Ticket using the following link: octo.quickbase.com/db/bh9ehz85s



Educator Talent and Equity Dashboard

Educator Talent and Equity Dashboard

Every LEA in DC will have access to an interactive dashboard that provides each LEA with insights on:

- Teacher supply and demand;
- Teacher retention;
- Teacher equity; and
- Overall workforce data.

Using these data, LEAs will be able to compare their schools to citywide data. LEAs may use these data to develop strategic staffing policies and practices to attract and retain the teachers they need.

Data Sources

- The Educator Talent and Equity Dashboard includes data from the following data sources:
 - LEA Faculty and Staff Data Collection
 - Student Enrollment Audit
 - School Transparency and Reporting (STAR)

The certified 2021-22 School Year Faculty and Staff data will be included in the Educator Talent and Equity Dashboard in February 2022.



What analyses are included in the Educator Talent and Equity Dashboard?

- **Teacher Demographics**
 - Racial demographic comparisons
 - Teacher and administrator experience
 - Student/teacher ratios
 - Teacher count
- **Teacher Retention/Mobility**
 - Overall Teacher retention
 - Teacher retention by teacher effectiveness, by years of experience, by teacher race
 - Administrator retention
 - Paraprofessional movement
 - Teacher mobility
 - Teacher vacancies

What analyses does the Educator Talent and Equity Dashboard include? (Continued)

- **Teacher Equity Comparisons**
 - Teacher equity data over time – i.e., data on students' access to effective, in-field, and experienced teachers
 - Disaggregated teacher equity data – by demographic groups (race, income, percent English learners, percent students with disabilities), by DC geographic ward, by accountability (STAR) rating
 - Teacher effectiveness by teacher experience and by subject

Note: OSSE will address its teacher equity requirements under the Elementary and Secondary Education Act of 1965, reauthorized as the Every Student Succeeds Act (ESSA) by providing teacher equity data to LEAs in an interactive Educator Talent and Equity Dashboard. Visualizations will provide the rates at which students are taught by ineffective, out-of-field, and inexperienced teachers, disaggregated by student race and household income. This dashboard will replace the static Teacher Equity Letters, that OSSE previously sent to LEAs in a PDF format.

Preview of the Educator Talent and Equity Dashboard

- [Video]

What's next?

School Year 2021-22

- Publish updated [Educator Workforce Report](#)
- Update data governance/suppression/definitions documents
- Publish LEA Faculty and Staff demographic, retention and citywide vacancies via a flat data file annually

School Years 2022-23, 2023-24, and 2024-25

- Consult with stakeholders
- Update data governance/suppression/definitions documents
- Publish additional LEA Faculty and Staff data via a dynamic data display and flat file in a phased approach

Supplemental Documents

OSSE has prepared the following documents to help LEAs complete the Faculty and Staff data collection:

- [Definitions of Federal Roles](#)
- [2021- 22 Faculty and Staff Data Collection Dropdowns](#)
- [2021-22 Faculty and Staff Data Collection Errors and Anomalies](#)
- [2021-22 Faculty and Staff Data Collection Policy Guidance](#)

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Questions?



Appendix

Vacancy Information Section

Report the total number of vacant teaching positions by full-time equivalent (FTEs), 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, it 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.”

Staff Member Identifiers and Demographic Information Section

- This 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.
- LEAs are required to submit demographic information for contracted related service providers.
- LEAs are required to provide data for teachers that work with every grade level served at the school.

Data Errors

- **Last Name and First and Name Error:** The error is generated if the staff member's full name is not entered.
- **Duplicate Position Error:** The error is generated if two or more records for an individual staff member have the same federal role, school, and subject.
- **Date of Birth Error:** The error is generated if the date of birth is outside the range of 15 to 100 years old.



LEA and School Information Section

- 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.
- 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.
- 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.

Verify Schools Against Official School List Error

The error is generated if...

There is a school code entered

but...

The school code is not associated with the LEA.



Returning Status Section

- 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.
- 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.”



Returning Status Section

- How should an LEA indicate if an employee who worked at two schools within an LEA last year, works at one school within that same LEA this year?
- 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.
- Important to note, if the employee left a teaching position, the LEA must include the Previous School Year Below Effective Evaluation Rating.

Returning Status Section

- The data reported in this collection should only represent an LEA's faculty and staff roster as of **Oct. 5, 2021**. If the employee was employed at the LEA on Oct. 5, 2021, indicate the returning status as of that date.
- If an LEA just opened, report every employee as a "New Employee."

Leaver Data Error

The error is generated if...

The staff member has multiple records

“Leave Date” is entered

“Leave date” is after Oct. 5, 2021.

The school has closed

The staff member had federal role of Teacher for the previous school year

but...

One of the records has a value of “Leaver LEA” while another has a value of “Returning Employee,” “Transfer,” or “New Employee.”

The returning status is not “Leaver LEA.”

The returning status is not “Transfer- New School/ Federal Role/ Subject” or “Leaver LEA.”

The LEA did not provide “Leaver Date” and/or “Previous School Year Below Effective Evaluation Rating.”

[Faculty and Staff Data Collection Errors and Anomalies document.](#)



Role and FTE Percentage Section

- 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.



Role and FTE Percentage Section

- 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. If a staff member regularly works overtime, that staff member's FTE percentage will exceed 1.0.
- 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.
- For example: if a staff member works 4 out of the 6-hour work day in one role, the LEA would divide $4 \text{ hours} / 6 \text{ hours} = 0.66$

FTE Percentage (FTE) Error

The error is generated if...

The FTE percentage in a single row is equal to zero and greater than 1.1.

but...

The returning status is “returner” or “new employee.”



Special Education: Percentage of Time and Grades Served Section

The 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.



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.

Special Education Percentage of Time and Grades Served Error

The error is generated if...

The staff member's federal role is Teacher, the "Special Education teacher" field is "no,"

The staff member's federal role is Teacher, the "Special Education teacher" is "yes,"

The staff member's federal role is Teacher, the "Special Education teacher" is "yes,"

but...

The value in any of the Special Education FTE fields is greater than zero.

The Special Education FTE field is equal to zero

The sum of the "Special Education Grades Pre-K3 to Pre-K4 FTE" and "Special Education Grade K to Age 21" is not equal to the Special Education FTE.

Special Education Percentage of Time and Grades Served Error- Continued

The error is generated if...

but...

The staff member's federal role is Teacher, Paraprofessional –Special Education, or Special Education Support Staff

The value of the “Special Education FTE” field is greater than the “FTE Percentage” field.

The staff member's federal role is Paraprofessional –Special Education or Special Education Support Staff

The “Special Education FTE” is equal to zero.

The staff member's federal role is Paraprofessional –Special Education or Special Education Support Staff

The sum of the metrics “Special Education Grades Pre-K3 to Pre-K4 FTE” and “Special Education Grade K to Age 21” is not equal to the “Special Education FTE.”

Federal Role and Subject Verification Error

The error is generated if...

The “Special Education Teacher” is
“No”

but...

The Subject is “Special
Education.”



English Learner FTE Section

- 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.
- 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.

Data Errors

- English Learner FTE Error:

The error is generated if...

The staff member's federal role is "Teacher"

but...

The value of the "EL FTE" field is greater than the "FTE Percentage" field.

- Federal Role and Subject Verification Error:

The error is generated if...

The "EL FTE" is equal to zero

but...

The "Subject" is English as a Second Language.



Dual Language Program Instruction

- The Dual language program instruction section includes information about a type of bilingual education in which students are taught in English and a partner language with the purpose that students develop bilingualism, biliteracy, and cultural competency through standards-based instruction in both languages.
- An English-speaking teacher may deliver instruction to a group of bilingual students every day and collaborate with a bilingual teacher who delivers instruction in a language other than English. Both teachers are dual language teachers.
- Co-teaching in a dual language program may look like a teacher delivering instruction in English and a partner teacher delivering instruction in a language other than English.
 - In this scenario, indicate yes, on the dual language teacher column, and for the language of instruction indicate “English” as the teacher is delivering 100 percent of instruction in English and the partner teacher is delivering 100 percent of instruction in a language other than English to one or more groups of bilingual students.

Data Errors

- Dual-Language Program Teacher Error:

The error is generated if...

but...

The staff member is identified as a Dual Language Program Teacher

The school does not offer a dual language program.

The school offers a dual language program

The school has not reported any dual language teachers.

- Language of Instruction Error:

The error is generated if...

but...

“Dual-Language Program Teacher is “no”

The “Language of Instruction” field has a value.

Faculty and Staff Data Collection Errors and Anomalies document.



Certification Information Section

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.



Certification Information Section

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.



Data Errors

- License or Certification Field or Subject Error:

The error is generated if...

but...

The “DC License or Certification Status” is “no”

The “License or Certification” field has a value.

- Certification Information Error:

The error is generated if...

but...

The “DC License or Certification Status” is “no”

The “License or Certification Provider” field has a value.

Faculty and Staff Data Collection Errors and Anomalies document.



Years of Experience Section

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.

Years of Experience Section

Field	Required for:
Subject	Teachers and vacancies
In-Field	Teachers
Novice	Teachers
Principal Experience	School Administrator - Principal/School Leader
Teacher Years of Teaching Experience	Teachers
Years of School Administrator Experience	School Administrator - Principal/School Leader and “School Administrator- Other.”
LEA Start Date	Every staff member regardless of role.



Novice Teacher Error

The error is generated if...

but...

“Novice Teacher” is “no”

“Teacher Years of Teaching Experience” is equal to zero.

“Novice Teacher” is “yes”

“Teacher Years of Teaching Experience” is greater than or equal to two

“Novice Teacher” is “no”

“Teacher Years of Teaching Experience” is equal to “one”, and “Previous School Year Below Effective Evaluation Rating” is “yes.”

“Novice Teacher” field is “yes”

“Teacher Years of Teaching Experience” is “one”, and “Previous School Year Below Effective Evaluation Rating” is “no.”

[Faculty and Staff Data Collection Errors and Anomalies document.](#)



Data Errors

- **LEA Start Date Error:** The error is generated if the LEA start date is after the audit date (Oct. 5, 2021).
- **Teacher Years of Teaching Experience Error:** The error is generated if the “Teacher Years of Teaching Experience” field is not a whole number.
- **Years of School Administrator Experience Error:** The error is generated when the data in “Years of School Administrator Experience” field is not a whole number.

Social Emotional Learning/ Discipline Support Provider

- The social emotional learning and discipline support provider section includes information about staff member supports with mental wellness, behavior interventions and/or social and emotional skills.
- Includes: any non-instructional staff member that supports students with mental wellness, behavior interventions and/or social and emotional skills should be designated as a social emotional learning and discipline support provider.
 - For example, a Dean or Assistant Principal who oversees behavior management and discipline systems, may be appropriately included in this category, as may a Behavior Technician, Paraprofessional, or Dedicated Aide. Staff members who support teachers with teaching of behavior expectations and social and emotional skills and responding to disciplinary infractions may also be included in this category.

Education and Preparation Section

The Education and Preparation section includes the highest level of education attained for:

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

Performance Ratings Section

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)

Performance Ratings Errors

- If a teacher was not rated, please select the option “Not rated” from the dropdown values.
- 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.



Supplemental Documents

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