



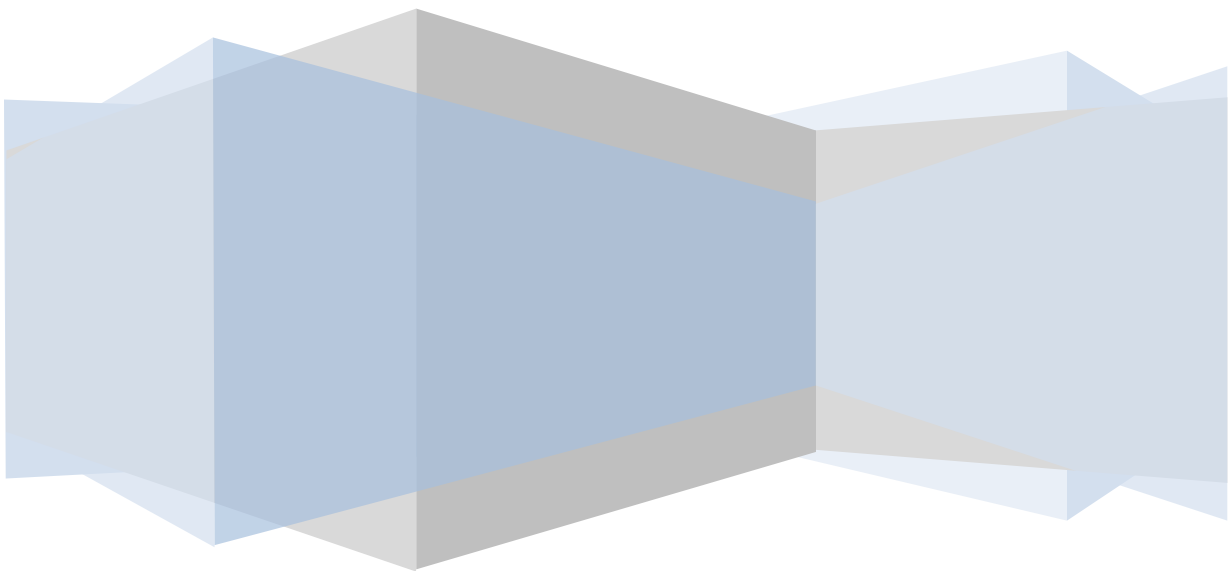
DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

2016-17 Faculty and Staff Data Collection: Technical Guide

June 1, 2017





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Overview

This document serves as the technical guide for the 2016-17 Faculty and Staff Data Collection. The U.S. Department of Education requires the annual collection of faculty and staff data. The Department of Education uses this data for the Non-Fiscal Surveys of the Common Core of Data. The Office of the State Superintendent of Education (OSSE) uses this data for additional reporting requirements.

This data collection consolidates several faculty and staff data collections into a single collection for the 2016-17 school year in order to streamline requests to LEAs. This single collection will satisfy a number of federal and District of Columbia reporting requirements regarding:

- Full-time equivalent (FTE) faculty and staff, and
- Certification and licensing information for:
 - Teachers, including
 - Teachers of English Learners;
 - Teachers of students with disabilities;
 - Paraprofessionals working with students with disabilities; and
 - Support staff working with students with disabilities.

LEAs will receive a spreadsheet via email by June 1, 2017 that they must complete and upload to the “Faculty and Staff” QuickBase application by July 7, 2017.

Which Faculty and Staff Do LEAs Report?

LEAs must report faculty and staff roster information, including the role and FTE percentage, for all instructional, administrative, and support staff in LEAs and schools filled by direct hire or by contracting. The data reported in this collection should represent an LEA’s faculty and staff roster as of the 2016-17 enrollment audit (i.e., October 5, 2016). Volunteers and vacant positions are not reported in this collection; however, some substitutes and contractors are reported. The circumstances when substitutes and contractors should be reported in the data collection are described in a subsequent section of this technical user guide.

How Is this Technical Guide Organized?

This technical user guide is organized to mirror the corresponding sections in the data collection template. Each section of this document corresponds to a section of the data collection template and includes three subsections: Faculty and Staff Inclusion; Data Elements; and Frequently Asked Questions. When possible, descriptions and explanations in this document incorporate language from appropriate U.S. Department of Education guiding documents. The last section, *Uploading through Quickbase*, provides guidance on how to upload completed spreadsheets into the Quickbase application.

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, and permitted values included in each corresponding section of the data collection



template. All value inputs in the data collection template must align with the permitted values in the data dictionary tables. The *Frequently Asked Questions* section answers common questions that may arise.

How Is the Data Collection Template Organized?

The 2016-17 Faculty and Staff Data Collection template is organized into the following sections:

1. Faculty and Staff Roster
 - a. Staff Member Identifiers and Demographic Information;
 - b. LEA and School Information;
 - c. Role and FTE Percentage;
2. Teaching Curriculum and Years of Teaching Experience;
3. Staff Member Education and Certification Information; and
4. Special Education: Percentage of Time and Ages Served.

The Faculty and Staff Data Collection template contains two sheets: the first is titled “Sample”; and the second is titled “Collection”. The “Sample” sheet was created as an added guidance tool to display how data should be represented in the file. Please do not enter LEA data in the sample sheet. All LEA data should be entered in the second sheet titled “Collection”.

Both sheets of the data collection template contain a “Highlight Missing Required Data” function and a “Duplicate” button that LEAs can use as a tool when completing the template. Each of those buttons is described in more detail below.

Missing Required Data

The data collection template includes a “Highlight Missing Required Data” function that will show the remaining data elements highlighted in red that are required based on a staff member’s role. Filling in the information with an allowable value will turn off the highlighting on the cell.

Duplicate Button

Each row of the data collection template includes a “Duplicate” button. This button can be used to copy a staff member’s row of information, which is helpful when a staff member serves more than one school or more than one role. Double-clicking the “Duplicate” button produces a dialogue box that allows you to indicate how many copies to create. Specific examples of when the “Duplicate” button might be useful are included in the respective section.

District of Columbia Staffing Collaborative

OSSE offers a voluntary collaborative of LEAs that partners with a research organization to collect and analyze information on teacher pipelines and the retention of great teachers. LEAs that participate in this project have already submitted this staffing data to the research partner and are exempt from this collection. For questions about the DC Staffing Collaborative, please contact Etai Mizrav (Etai.Mizrav@dc.gov), Manager of Education Policy and Compliance at 202-727-3666.



Contact Information for the Collection

If you need assistance with QuickBase or with the data elements or process for this data collection please contact the Division of Data, Assessment and Research at OSSE.Data@dc.gov.

Faculty and Staff Roster

The “Faculty and Staff Roster” is comprised of three subsections: Staff Member Identifiers and Demographic Information; LEA and School Information; and Role and FTE Percentage. The faculty and staff roster, including each of the three subsections, is required for all faculty and staff, regardless of the role they serve. The “Faculty and Staff Roster” should represent staffing as of October 5, 2016. The *Faculty and Staff Inclusion* section below provides more detail on reporting substitutes and contractors.

Faculty and Staff Inclusion

For the Faculty and Staff Roster 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 should be reported in this collection.
- Contract staff who contract directly with the LEA or school and are considered part of regular operations. Examples include:
 - Bus drivers,
 - School nurses,
 - Psychologists, and
 - 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, and
 - Charter school teachers who are employees of a charter school operator.

Short-term substitutes employed less than four weeks should be excluded from this data collection. Also exclude employees of contractors who provide a non-regular service; these are 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 a LEA contracts with a company for a school bus driving service (where the buses are used regularly), the drivers should be reported. If a LEA contracts with a company for lunchroom services onsite, the food servers who serve the students on daily basis should be reported as well. Employees of a construction company hired to build an addition to the school should not be reported. If LEAs have questions about which faculty and staff should be



included in this collection, please contact the Division of Data, Assessment and Research at OSSE.Data@dc.gov.

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 A. Staff Member Identifiers and Demographic Information

Include faculty and staff information as of October 5, 2016.	Faculty and Staff Roster		Staff Member Identifiers and Demographic Information			
	Last Name	First Name	Middle Name	Alias or Maiden Name	Local Staff ID	Date of Birth
	Open Text	Open Text	Open Text	Open Text	Open Text	MM/DD/YYYY
Double Click Below to Duplicate	Open Text	Open Text	Open Text	Open Text	Open Text	MM/DD/YYYY
Duplicate	Long	Evan		Stone	123456	3/21/1992
Duplicate	Ruiz	Nellie			123457	4/22/1989
Duplicate	Coleman	Leigh			127895	1/28/1984
Duplicate	Coleman	Leigh			123458	1/28/1984
Duplicate	Reese	Marco	Bruce		123459	12/11/1977
Duplicate	Franklin	Peggy			123460	9/30/1993
Duplicate	Valdez	Julia	Esmeralda		123433	10/3/1985
Duplicate	Wilson	Kenneth	Gary		126980	12/30/1978

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. Last name, first name, and date of birth are required data elements for all faculty and staff. If this information is missing for any faculty or staff, the cell will be highlighted in red.

Data Field	Definition	Permitted Values
Last Name	The legal last name of the faculty or staff member.	<Open text>
First Name	The legal first name of the faculty or staff member.	<Open text>
Middle Name	The legal middle name of the faculty or staff member.	<Open text>
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>
Local Staff ID	The ID assigned to your staff member by your internal system.	<Open text>
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 gender; Gender is a person’s actual sex or perceived sex.	<ul style="list-style-type: none"> • Male • Female
Race/Ethnicity	<p>The reported race/ethnicity of the faculty or staff member.</p> <p>Only one race/ethnicity option may be selected per staff member.</p>	<ul style="list-style-type: none"> • American Indian/Alaskan Native • Asian • Black/African American • Hispanic/Latino • Two or More Races



		<ul style="list-style-type: none"> • Pacific Islander/Native Hawaiian • White/Caucasian
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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 as of October 5, 2016 should be included in this data collection. Short-term substitutes should be excluded from this data collection.
- ***Why does OSSE request 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.
- ***Why is date of birth a required data element?*** The date of birth data element helps OSSE verify faculty and staff license and certification information.
- ***What if a staff member’s gender or race/ethnicity is unknown?*** Gender and race/ethnicity are optional data elements. If a staff member’s gender or race/ethnicity is unknown, leave the data elements blank.

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. You can use the “Duplicate” button to create a copy of a faculty/staff member’s row of information.

Figure B. LEA and School Information

Include faculty and staff information as of October 5, 2016.	Faculty and Staff Roster		LEA and School Information			
	Last Name	First Name	LEA Name	LEA Code	School Name	School Code
	Open Text	Open Text	Drop-Down Menu	Auto-Number	Open Text	Open Text
Duplicate Click Below to Duplicate						
Duplicate	Long	Evan	AppleTree Early Learning PCS	103	Sample School	123
Duplicate	Ruiz	Nellie	Democracy Prep Congress Heights PCS	179	Sample School	123
Duplicate	Coleman	Leigh	Democracy Prep Congress Heights PCS	179	Sample School	123
Duplicate	Coleman	Leigh	Howard University Middle School of Mathematics and Science	124	Sample School	123
Duplicate	Reese	Marco	District of Columbia Public Schools	001	Sample School	123
Duplicate	Franklin	Peggy	Early Childhood Academy PCS	118	Sample School	123
Duplicate	Valdez	Julia	District of Columbia Public Schools	001	Sample School	235
Duplicate	Wilson	Kenneth	District of Columbia Public Schools	001	Sample School	124

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
LEA Name	This field should have the name of the LEA the staff member serves.	<Character> Select LEA Name from the drop-down menu.
LEA Code	Unique OSSE-assigned identifier for Local	<Numeric>



	Education Agencies (LEAs), three to four digits.	The LEA Code will auto-populate from the LEA Name field.
School Name	This field should have the name of the school that the staff member serves.	<Open text>
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>

Frequently Asked Questions

- **What if a staff member works at the LEA level in the main office or is a home or online teacher?** If a staff member works at the main office or is a home teacher, 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.
- **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 (see “SAMPLE” for an example).
- **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. You can use the “Duplicate” button to create a copy of a faculty/staff member’s row of information.

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: Instructional Staff, Administrative staff, or Support Staff. See the appendix for Common Core of Data definitions for staff categories.

Figure C. Role and FTE Percentage

Include faculty and staff information as of October 5, 2016.	Faculty and Staff Roster		Role and FTE Percentage		
	Last Name	First Name	Staff Member's Title	FTE Percentage	Federal Role
Double Click Below to Duplicate	Open Text	Open Text	Open Text	Numeric	Drop-Down Menu
Duplicate	Long	Evan	Executive Principal	100	LEA Administrator
Duplicate	Ruiz	Nellie	Human Resources Analyst	100	LEA Administrator
Duplicate	Coleman	Leigh	Teacher	50	Teacher, Ungraded
Duplicate	Coleman	Leigh	Teacher	50	Teacher, Pre-Kindergarten
Duplicate	Reese	Marco	Guidance Counselor	100	Guidance Counselor, Secondary
Duplicate	Franklin	Peggy	Special Education Paraprofessional	50	Paraprofessional
Duplicate	Valdez	Julia	Teacher	100	Teacher, Pre-Kindergarten
Duplicate	Wilson	Kenneth	Principal	130	School Administrator

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
Staff Member's Title	The staff member's title as used by the LEA.	<Open text> Examples: Principal, English Teacher, Bus Drive, Data Manager, Admin Assistant, Counselor
Federal Role	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, use the duplicate button to record a separate row for each unique role.	<i>Instructional Staff</i> <ul style="list-style-type: none"> • Teacher, Adult • Teacher, Elementary • Teacher, Kindergarten • Teacher, Pre-Kindergarten • Teacher, Secondary • Teacher, Ungraded • Paraprofessional • Librarian/Media Specialist • Library/Media Support Staff <i>Administrative Staff</i> <ul style="list-style-type: none"> • LEA Administrator • Instructional Coordinator and Supervisor • LEA Administrative Support Staff • School Administrator • School Administrative Support Staff <i>Support Staff</i> <ul style="list-style-type: none"> • Guidance Counselor, Elementary • Guidance Counselor, Secondary • Guidance Supervisor/Director • Support Staff, Audiologist • Support Staff, Counselor/Rehabilitation Counselor • Support Staff, Interpreter • Support Staff, Medical • Support Staff, Occupational Therapist • Support Staff, Orientation/Mobility Specialist • Support Staff, Physical Therapist • Support Staff, Psychologist • Support Staff, Recreation and Therapeutic Recreation Specialist • Support Staff, Social Worker • 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 100 represents a full-time employee.

Frequently Asked Questions

- ***What if a staff member serves multiple roles?*** 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.



You can use the “Duplicate” button to create a copy of a faculty/staff member’s row of information.

- **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.
- **How should the LEA report a special education teacher?** Report a special education teacher based on the grade level served (e.g., elementary teacher, secondary teacher). Designate “Special Education” as the curriculum in the *Teaching Curriculum and Years of Teaching Experience* section of the data collection template.
- **How should the LEA report guidance counselors?** Classify a guidance counselor who serves students grades 1 through 6 as an elementary guidance counselor. Classify a guidance counselor who serves students grades 7 through 12 as a secondary guidance counselor. Report guidance supervisors or directors using the “Guidance Supervisor/Director” role.
- **How should administrators and administrative support staff be reported in an LEA that consists of a single school?** If your LEA consists of a single school and the LEA administrator is also the school administrator, report that staff member’s FTE at the school-level. In this case, select the “School Administrator” role. The same is true for an LEA administrative support staff member who is also a school administrative support staff member. Report that staff member’s FTE at the school-level.
- **How is the FTE percentage reported?** The FTE percentage is reported as a number. Report a staff member who works full-time as 100. Report a staff member who works half-time as 50. The majority of staff will be reported between 0 and 100. If a staff member regularly works overtime that staff member’s FTE percentage will exceed 100.
- **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 2 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 50; and b) “Teacher, Elementary” with an FTE percentage of 33.

Teaching Curriculum and Years of Teaching Experience

The “Teaching Curriculum and Years of Teaching Experience” section includes information about teachers’ curriculum and their number of years of experience.

Faculty and Staff Inclusion

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



Figure D. Teaching Curriculum and Years of Teaching Experience

Include faculty and staff information as of October 5, 2016.	Faculty and Staff Roster		Teaching Curriculum and Years of Teaching Experience	
	Last Name	First Name	Curriculum	Years of Teaching Experience
	Open Text	Open Text	Drop-Down Menu	Numeric
Double Click Below to Duplicate				
Duplicate	Long	Evan		
Duplicate	Ruiz	Nellie		
Duplicate	Coleman	Leigh	Elementary Education	2
Duplicate	Coleman	Leigh	Early Childhood Education	2
Duplicate	Reese	Marco		
Duplicate	Franklin	Peggy		
Duplicate	Valdez	Julia	Early Childhood Education	7
Duplicate	Wilson	Kenneth		

Data Elements

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

Data Field	Definition	Permitted Values
Curriculum	Indicate the teacher’s curriculum or subject area.	Art Career and Technical Education Early Childhood Education Elementary Education English Language Arts/Reading ESL Foreign Language Health and Physical Education Home Economics Mathematics Military Science Other Science Social Studies Special Education
Years of Teaching Experience	Number of years teaching, not including the current year.	Numeric

Frequently Asked Questions

- ***What if a teacher teaches in more than one curricular 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. Use the “Duplicate” button to create a copy of a teacher’s row of information.



- **Which curriculum 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 4.5 years prior to the start of the 2106-17 school year, report 4 years of teaching experience.
- **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 2015, report 0 years of teaching experience for that teacher.

Staff Member Education and Certification Information

The “Staff Member Education and Certification Information” section includes information about a staff member’s education and certification history.

Faculty and Staff Inclusion

The “Staff Member Education and Certification Information” section should be completed for:

- Teachers regardless of the ages of students served and the curriculum taught;
- Paraprofessionals who work with students with disabilities; and
- Support staff who work with students with disabilities.
- Include in this reporting teachers, paraprofessionals, and support staff who work with students with disabilities on a part-time basis.

Figure E. Staff Member Education and Certification Information

Include faculty and staff information as of October 5, 2016.	Faculty and Staff Roster		Staff Member Education and Certification Information			
	Last Name	First Name	Associate's Degree Year Conferred	Associate's Degree Awarding Institution	Associate's Degree Field/Major	Bachelor's Degree Year Conferred
Double Click Below to Duplicate	Open Text	Open Text	YYYY	Open Text	Open Text	YYYY
Duplicate	Long	Evan				
Duplicate	Ruiz	Nellie				
Duplicate	Coleman	Leigh	2000	Sample University	Education	
Duplicate	Coleman	Leigh	2000	Sample University	Education	
Duplicate	Reese	Marco				1999
Duplicate	Franklin	Peggy	2015	Sample University	Special Education	
Duplicate	Valdez	Julia				2010
Duplicate	Wilson	Kenneth				

Data Elements

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

Data Field	Definition	Permitted Values
Associate’s Degree Year Conferred	Year of degree completion.	YYYY or YYYY/YYYY



Associate's Degree Awarding Institution	The name of the degree granting institution.	<Open Text>
Associate's Degree Field/Major	The field/major in which the staff member received this degree.	<Open Text>
Bachelor's Degree Year Conferred	Year of degree completion.	YYYY or YYYY/YYYY
Bachelor's Degree Awarding Institution	The name of the degree granting institution.	<Open Text>
Bachelor's Degree Field/Major	The field/major in which the staff member received this degree.	<Open Text>
Master's Degree Year Conferred	Year of degree completion.	YYYY or YYYY/YYYY
Master's Degree Awarding Institution	The name of the degree granting institution.	<Open Text>
Master's Degree Field/Major	The field/major in which the staff member received this degree.	<Open Text>
Doctoral Degree Year Conferred	Year of degree completion.	YYYY or YYYY/YYYY
Doctoral Degree Awarding Institution	The name of the degree granting institution.	<Open Text>
Doctoral Degree Field/Major	The field/major in which the staff member received this degree.	<Open Text>
License or Certification Status	An indication that the staff member holds at least one current license or certification.	YES NO
License or Certification Field or Subject	The field or area in which the staff member holds a license or certification.	<Open Text>
License or Certification Provider	Name of the provider that issued the certification or license.	<Open Text>
License Expiration Date	Date the license or certification expires.	MM/DD/YYYY or MM/DD/YYYY / MM/DD/YYYY

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.
- ***Should a charter LEA report certification or license information?*** Charter LEAs should report certification/license information for all teachers, paraprofessionals who work with students with disabilities, and support staff who work with students with disabilities.
- ***How should the LEA report that a paraprofessional passed the Praxis exam?*** If a paraprofessional passed the Praxis exam, record the staff member's status as follows:
 - Report the License or Certification Status as "YES",
 - Enter the Praxis subject area, and
 - List the License or Certification Provider as "Praxis".



- ***Should the LEA include information for each degree earned or just the highest degree earned?***
The LEA should report education information for all degrees earned. OSSE will use this information to help determine a teacher's out-of-field status.
- ***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 Awarding Institution data field as "Institution 1/Institution 2".
 - Report the Bachelor's Degree Field/Major data field as "Major 1/Major 2".
- ***How should the LEA report information for a staff member who has multiple current licenses or certifications?*** If a staff member has multiple current licenses or certifications, report information for each license or certification, separated by a forward slash. For example, suppose a staff member has passed the Praxis and holds a certification from OSSE. Report information for the staff member as follows:
 - Report the License or Certification Status as "YES",
 - Report the License or Certification Field or Subject data field as "Praxis subject area/OSSE Certification Field or Subject",
 - List the License or Certification Provider as "Praxis/OSSE", and
 - Report the License Expiration Date as "Expiration Date 1 / Expiration Date 2".

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 with disabilities ages 3 to 21. Include in this reporting teachers, paraprofessionals, and support staff who work with students with disabilities on a part-time basis.



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

Include faculty and staff information as of October 5, 2016.	Faculty and Staff Roster		Special Education: Percentage of Time and Ages Served		
			Report the percentage of total time		
	Last Name	First Name	Special Education Percentage	Special Education Ages 3 to 5 Percentage	Special Education Ages 6 to 21 Percentage
Double Click Below to Duplicate	Open Text	Open Text	Numeric	Numeric	Numeric
Duplicate	Long	Evan			
Duplicate	Ruiz	Nellie			
Duplicate	Coleman	Leigh	50	0	50
Duplicate	Coleman	Leigh	50	50	0
Duplicate	Reese	Marco			
Duplicate	Franklin	Peggy	60	20	40
Duplicate	Valdez	Julia	0	0	0
Duplicate	Wilson	Kenneth			

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
Special Education Percentage of Time	The percentage of time the teacher, paraprofessional, or special education support staff (e.g., audiologist, psychologist) serves students with disabilities.	<Numeric value> Between 0 and 100
Special Education Ages 3 to 5 Percentage	The percentage of time the teacher, paraprofessional, or special education support staff (e.g., audiologist, psychologist) serves students with disabilities ages 3 to 5.	<Numeric value> Between 0 and 100
Special Education Ages 6 to 21 Percentage	The percentage of time the teacher, paraprofessional, or special education support staff (e.g., audiologist, psychologist) serves students with disabilities ages 6 to 21.	Numeric Between 0 and 100

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 100.
- ***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 66.



- ***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.
- ***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 100?*** If a staff member serves students with disabilities exclusively, the percentage of time serving students with disabilities ages 3 to 5 and ages 6 to 21 will likely sum to 100. However, if a staff member serves students younger than three years old or students older than 21 years, the sum of the percentage of time serving students with disabilities ages 3 to 5 and ages 6 to 21 will not sum to 100.
- ***How do I calculate a staff member's total time spent serving students with disabilities between age groups 3 to 5 and 6 to 21?*** Consider the example above with the staff member who serves students with disabilities 4 hours out of a 6-hour work day. Suppose that out of those 4 hours the staff member spends 1 hour with students ages 3 to 5 and 3 hours with students ages 6 to 21. This means that the percentage reported in the "Special Education Age 3 to 5 Percentage" would be 17 (1 hour/6 hours), and the percentage reported in the "Special Education Age 6 to 21 Percentage" would be 50 (3 hours/6 hours).

Uploading through Quickbase

To keep sensitive faculty and staff data confidential, do not email the spreadsheet to OSSE staff.

Completed spreadsheets are to be uploaded to Quickbase by July 7, 2017, see the instructions below:

1. Log in to QuickBase at <https://octo.quickbase.com> with your username and password. If you need login credentials, please contact OSSE.Data@dc.gov.

Username

Password

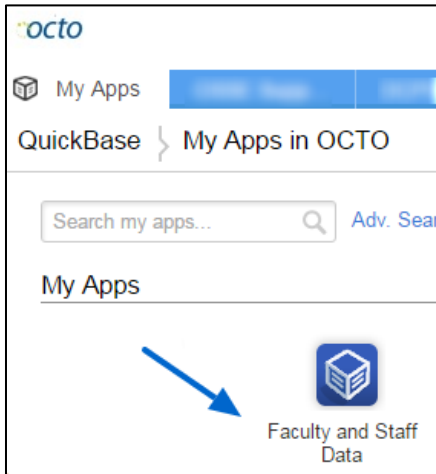
[I forgot my password](#)

☐ Keep me signed in on this computer

Not a Quick Base user? [Create a log-in.](#)



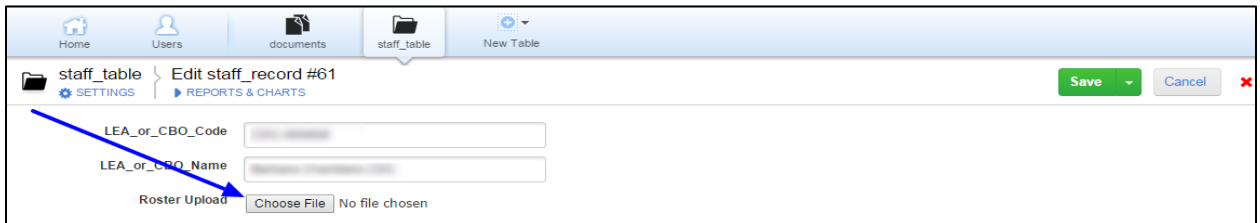
2. Once logged-in, click on the “Faculty and Staff Data” app.



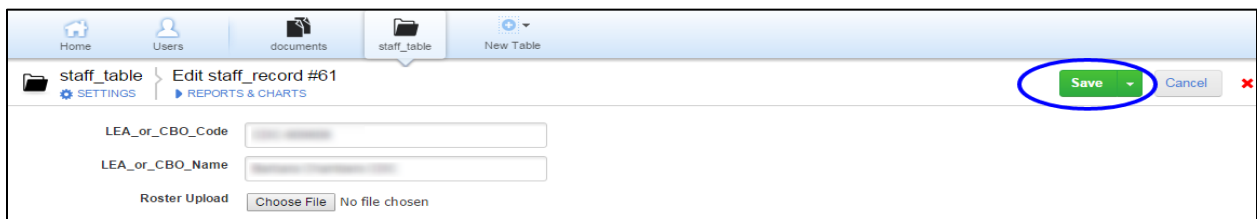
3. Click on the Edit icon, represented by a pencil icon to the left of the record.



4. Click “Choose File” next to “Consolidated Faculty and Staff”



5. Browse through your system to identify the file to upload and then click on that file.
6. Click “Open” or double-click on the file name
7. Click “Save” (the record should now appear for your review)



If you need any assistance with Quickbase please contact OSSE.Data@dc.gov.



Appendix

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

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

Instructional Staff

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

Teacher, Elementary: Classify a teacher who teaches grades 1 through 6 as an elementary teacher. A middle school may be categorized as all Secondary to avoid splitting the roles, if the courses are individual and not a self-contained grade.

EXCLUDE pre-kindergarten and kindergarten teachers from this count.

Teacher, Kindergarten: Teachers of a group or class that is part of a public school program and is taught during the year preceding first grade.

Teacher, Pre-Kindergarten: Teachers of a group or class that is part of a public school program that is taught during the year or years preceding kindergarten.

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

Teacher, Secondary: Classify a teacher who teaches grades 7 through 12 as a secondary teacher. A middle school may be categorized as all Secondary to avoid splitting the roles, if the courses are individual and not a self-contained grade.

Teacher, Ungraded: Teachers of a group or class that is not organized on the basis of grade grouping and has no standard grade designation.

Paraprofessionals/Instructional Aides: Staff members assigned to assist a teacher with routine activities associated with teaching, i.e., activities requiring minor decisions regarding students, such as monitoring, conducting rote exercises, operating equipment and clerking.

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

EXCLUDE volunteer aides and vacant positions

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



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

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

Administrative Staff

LEA Administrators: Chief Executive Officers of education agencies.

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

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

Instructional Coordinators and Supervisors: This includes Curriculum Specialists and Master Teachers. Staff supervising instructional programs at the school district or sub-district level.

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

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

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

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

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

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

INCLUDE clerical staff and secretaries.



Support Staff

Guidance Counselor, Elementary: Professional staff assigned specific duties and school time for: counseling students and parents, addressing learning problems, evaluating students' abilities and assisting students in career and personal development. OSSE categorizes grades 1-6 as Elementary. A middle school may be categorized as all Secondary to avoid splitting the roles, if the courses are individual and not a self-contained grade. If you have questions, please contact OSSE.

Guidance Counselor, Secondary: Professional staff assigned specific duties and school time for: counseling students and parents, addressing learning problems, evaluating students' abilities and assisting students in career and personal development. OSSE categorizes grades 7-12 as Secondary. A middle school may be categorized as all Secondary to avoid splitting the roles, if the courses are individual and not a self-contained grade. If you have questions, please contact OSSE.

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

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

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

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

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

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

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

- Oral transliteration services;
- Cued language transliteration services; and
- Sign language interpreting services.



Support Staff, Medical/Nursing personnel provide services including:

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

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

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

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

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

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

- Screening, evaluation, and assessment of students to identify movement dysfunction;
- Obtaining, interpreting, and integrating information appropriate to program planning to prevent, alleviate, or compensate for movement dysfunction and related functional problems; and
- Providing individual and group services or treatment to prevent, alleviate, or compensate for movement dysfunction and related functional problems.
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Support Staff, Psychologists provide the following services to students with disabilities or in evaluations for special education eligibility:

- Administering psychological and educational tests, and other assessment procedures;
- Interpreting assessment results;
- Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning;
- Consulting with other staff members in planning school programs to meet the special needs of students as indicated by psychological tests, interviews, direct observations, and behavioral evaluations;



- Planning and managing a program of psychological services, including psychological counseling for students and parents; and
- Assisting in developing positive behavioral intervention strategies.

Support Staff, Physical Education Teachers and Recreation, and Therapeutic Recreation Specialists

provide the following services to students:

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

Support Staff, Social Workers provide the following services to students:

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

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

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

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

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

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

INCLUDE employees such as plant and equipment maintenance, bus drivers, security, and food service workers.