



Washington, DC LEA Scenario: Appendix A

Creating an LEA Scenario

OCTOBER 2018

MAKING RESEARCH RELEVANT

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Contents

| | Page |
|--|-------------|
| Appendix A. Creating an LEA Scenario | 1 |
| LEA Profile | 1 |
| About the LEA | 1 |
| LEA Data | 2 |
| School Profile | 4 |
| About the School | 4 |
| School Data | 5 |
| Teacher Qualifications | 8 |

Tables

| | Page |
|--|-------------|
| Table 1. Total Number of Full-Time Equivalent Staff: 2016–17 through 2018–19 | 2 |
| Table 2. Teacher Salaries | 2 |
| Table 3. District Administrators and Staff by Ethnicity and Gender | 3 |
| Table 4. Educational Staff by Area of Specialization, Gender, and Ethnicity | 3 |
| Table 5. Annual District Enrollment by School Level | 4 |
| Table 6. Student Demographics | 5 |
| Table 7. Student Enrollment by Ethnicity | 6 |
| Table 8. Comparison of School and Washington, DC Results for Mathematics | 6 |
| Table 9. Comparison of School and Washington, DC Results for Reading | 7 |
| Table 10. Current Staffing by Area of Specialization and Full-Time Equivalency (FTE) | 8 |
| Table 11. Teacher Qualifications: 2016–17 through 2018–19 | 8 |

Appendix A. Creating an LEA Scenario

Instead of using the Washington, DC LEA Scenario, your LEA hiring committee may decide to create a scenario of LEA and school specific data. This would allow the committee to complete the two tasks of the District USA Scenario using local data, to practice priority setting or to establish interrater reliability among the committee members.

When creating this LEA scenario, hiring committees should replace any of the italic text below with LEA- or school-specific information. If the information does not exist, the heading and italics instructions should be removed.

LEA Profile

About the LEA

Background Information

Provide basic information about the LEA, such as where it is located and how many students it serves in what grades.

[Click here to enter text.](#)

LEA Mission / Vision

Insert the mission or vision statement of the LEA.

[Click here to enter text.](#)

Perspective from LEA leader

Insert a statement from an LEA leader, like the Chief Academic Officer, that discusses the priorities of the LEA. Pull this information from existing sources, like the LEA website.

[Click here to enter text.](#)

Perspective from School Board

Insert a statement from the school board that discusses the priorities of the LEA. Pull this information from existing sources, like the LEA website.

Click here to enter text.

LEA Priorities

Insert or discuss the priorities of the LEA.

Click here to enter text.

LEA Data

Staffing over time

Add the number of teachers in the LEA in a chart like this one. If more years of data are available, add them in additional rows.

Table 1. Total Number of Full-Time Equivalent Staff: 2016–17 through 2018–19

| Year | Number of Teachers |
|---------|---------------------------|
| 2016-17 | Click here to enter text. |
| 2017-18 | Click here to enter text. |
| 2018-19 | Click here to enter text. |

Salaries

Fill in the chart below with the salary and experience information of teachers in the LEA. This information may be found in the LEA report card.

Table 2. Teacher Salaries

| Position | Low Salary | High Salary | Average Salary | Average Local Experience | Average Total Experience |
|----------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| Teacher | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |

Ethnicity and Gender

Fill in the chart below with the ethnicity and gender of school and district staff, changing the titles of any positions as needed. This information may be found in the LEA report card.

Table 3. District Administrators and Staff by Ethnicity and Gender

| Position | Asian/ Pacific Islander | | African American | | Hispanic | | American Indian/ Alaskan Native | | Caucasian | | Total |
|----------------------------------|-------------------------------|---|---------------------|---|----------|---|---------------------------------------|---|-----------|---|-------|
| | F | M | F | M | F | M | F | M | F | M | |
| Principal | # | # | # | # | # | # | # | # | # | # | # |
| Assistant principal | # | # | # | # | # | # | # | # | # | # | # |
| Director of instruction | # | # | # | # | # | # | # | # | # | # | # |
| Director of special education | # | # | # | # | # | # | # | # | # | # | # |
| System Level Administrator | # | # | # | # | # | # | # | # | # | # | # |
| Totals | # | # | # | # | # | # | # | # | # | # | # |

Area of Specialization

Fill in the chart below with number, gender and ethnicity of staff members in the LEA. This information may be found in the LEA report card.

Table 4. Educational Staff by Area of Specialization, Gender, and Ethnicity

| Position | Asian/ Pacific Islander | | African American | | Hispanic | | American Indian/ Alaskan Native | | Caucasian | | Total |
|--------------------|-------------------------------|---|---------------------|---|----------|---|---------------------------------------|---|-----------|---|-------|
| | F | M | F | M | F | M | F | M | F | M | |
| Guidance counselor | # | # | # | # | # | # | # | # | # | # | # |
| Librarian | # | # | # | # | # | # | # | # | # | # | # |
| School nurse | # | # | # | # | # | # | # | # | # | # | # |

| Position | Asian/ Pacific Islander | | African American | | Hispanic | | American Indian/ Alaskan Native | | Caucasian | | Total |
|--------------------------------|-------------------------------|---|---------------------|---|----------|---|---------------------------------------|---|-----------|---|-------|
| | F | M | F | M | F | M | F | M | F | M | |
| School psychologist | # | # | # | # | # | # | # | # | # | # | # |
| School social worker | # | # | # | # | # | # | # | # | # | # | # |
| Speech/language pathologist | # | # | # | # | # | # | # | # | # | # | # |
| Teacher | # | # | # | # | # | # | # | # | # | # | # |
| Totals | # | # | # | # | # | # | # | # | # | # | # |

Enrollment by Level

Add the number of students in the LEA in a chart like this one. If more years of data are available, add them in additional rows.

Table 5. Annual District Enrollment by School Level

| Academic Year | Elementary School (K-5) | Middle School (6-8) | District Total |
|---------------|---------------------------|---------------------------|---------------------------|
| 2014-15 | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| 2015-16 | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| 2016-17 | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| 2017-18 | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| 2018-19 | Click here to enter text. | Click here to enter text. | Click here to enter text. |

School Profile

About the School

Background information

Provide basic information about the school, such as where it is located and how many students it serves in what grades.

Click here to enter text.

School Mission / Vision

Insert the mission or vision statement of the school.

Click here to enter text.

School Goals

Insert the goals of the school.

Click here to enter text.

Perspective from the Principal

Insert a statement from the former principal that discusses the priorities of the school. Pull this information from existing sources, like the school website.

Click here to enter text.

School Data

Student Demographic information

Fill in the chart below with the percent of students in the school who are eligible for free or reduced-price lunch.

Table 6. Student Demographics

| Year | Enrollment | Percentage Eligible for Free or Reduced-Price Lunch | Percentage Ineligible for Free or Reduced-Price Lunch (or No Data) |
|---------------------------|---------------------------|---|--|
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |

Student Ethnicity

Fill in the chart below with the gender and ethnicity of students over time. If more years of data are available, add them in additional rows. This information may be found in the school report card.

Table 7. Student Enrollment by Ethnicity

| Year | Number of Students | | | | | | | Percentage of Students | | | | | |
|---------|--------------------|------------------|----------|-------|---------------------|-----------|-------|------------------------|------------------|----------|-------|---------------------|-----------|
| | Native American | African American | Hispanic | Asian | Total Non-Caucasian | Caucasian | Total | Native American | African American | Hispanic | Asian | Total Non-Caucasian | Caucasian |
| 2016-17 | # | # | # | # | # | # | # | # | # | # | # | # | # |
| 2017-18 | # | # | # | # | # | # | # | # | # | # | # | # | # |
| 2018-19 | # | # | # | # | # | # | # | # | # | # | # | # | # |

School Scores in Math

Fill in the chart below with PARCC data. This information can be found in the school report card.

Table 8. Comparison of School and Washington, DC Results for Mathematics

| Year: | Click here to enter text. | Grade Level: | Click here to enter text. |
|---|---------------------------|--------------|---------------------------|
| Percentage of Students Scoring at or Above Proficient on the Most Recent PARCC Assessment | | | |
| Category | School name | | Washington, DC |
| Total Student Population | Click here to enter text. | | Click here to enter text. |
| Race | | | |
| America Indian | Click here to enter text. | | Click here to enter text. |
| Asian/Pacific Islander | Click here to enter text. | | Click here to enter text. |
| African American | Click here to enter text. | | Click here to enter text. |

| | | | |
|---|---------------------------|---------------------------|---------------------------|
| Year: | Click here to enter text. | Grade Level: | Click here to enter text. |
| Hispanic | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Caucasian | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Gender | | | |
| Male | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Female | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Students Eligible for Free or Reduced-Price Lunch | Click here to enter text. | Click here to enter text. | Click here to enter text. |

School Scores in English Language Arts

Fill in the chart below with PARCC data. This information can be found in the school report card.

Table 9. Comparison of School and Washington, DC Results for English Language Arts

| | | | |
|---|---------------------------|---------------------------|---------------------------|
| Year: | Click here to enter text. | Grade Level: | Click here to enter text. |
| Percentage of Students Scoring at or Above Proficient on the Most Recent PARCC Assessment | | | |
| Category | School name | Washington, DC | |
| Total Student Population | Click here to enter text. | Click here to enter text. | |
| Race | | | |
| America Indian | Click here to enter text. | Click here to enter text. | |
| Asian/Pacific Islander | Click here to enter text. | Click here to enter text. | |
| African American | Click here to enter text. | Click here to enter text. | |
| Hispanic | Click here to enter text. | Click here to enter text. | |
| Caucasian | Click here to enter text. | Click here to enter text. | |
| Gender | | | |
| Male | Click here to enter text. | Click here to enter text. | |
| Female | Click here to enter text. | Click here to enter text. | |
| Students Eligible for Free or Reduced-Price Lunch | # | Click here to enter text. | |

Teacher Qualifications

Number of Teachers

Add information about the number of teachers in the school and their licensure status. This information may be found in the school report card.

Table 10. Current Staffing by Area of Specialization and Full-Time Equivalency (FTE)

| | Total Number (FTE) | Full License Number (FTE) | Full License (Total) | Emergency License (FTE) | Emergency License (Total) | No License (FTE) | No License (Total) | Number FTE With Less Than 5 Years Total Experience |
|---------|--------------------|---------------------------|----------------------|-------------------------|---------------------------|------------------|--------------------|--|
| Summary | # | # | # | # | # | # | # | # |

Qualifications

Add information about the background and qualifications of the teachers in the school. If more years of data are available, add them in additional rows. This information may be found in the school report card.

Table 11. Teacher Qualifications: 2016–17 through 2018–19

| Year | Number of FTE Teachers | Average Years of Teaching Experience | Average Number of Years Teaching in the District | Percentage of Fully Licensed Teachers |
|---------|---------------------------|--------------------------------------|--|---------------------------------------|
| 2016-17 | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| 2017-18 | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| 2018-19 | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |



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