PR1500—Equity Data Survey

Use the form associated with these instructions to report on the status of teachers for your campus. You must complete a separate report form for each campus.

For questions that do not apply, type 0.

Documentation

Local education agencies (LEAs) are required to maintain documentation on whether and how their teachers meet state certification and assignment requirements and paraprofessionals meet the requirements for Highly Qualified paraprofessional status as required under ESSA.

Timeline

The Equity Data Report submission window begins September 15, and closes on November 15.

> **Note:** Data reported on the submission of this compliance report must reflect the campus status on October 2.

Specific Instructions

Your district must submit a report for every campus in the menu. If your district is not required to report on Equity Data for a particular campus, check **District Not Required to Report This Campus.** To finish the report, you must still complete **Part 6** and submit the report.

The reasons a campus may not be required to report include the following:

- The campus is new and not yet open.
- The teachers on the campus are not employees of the district—for example, on a multi-district, alternative campus.
- There are no teachers of record on the campus.
- The campus has closed.

> **Note:** District of Innovation (DOI) status does not remove requirement of submitting Equity Data Survey.

Part 1: LEA Information

Verify the campus name and number that appear on the form. The campus name and number are listed as submitted on AskTED.

Part 2: General Education

General Education, Elementary (Grades PK-5)

Credential for the Teaching Assignment in Question refers to the type of certification or permit the teacher has for the assignment in question.

1. **The "Total Teachers" column is a calculated field that equals the total teachers reported by "Credential for the Teaching Assignment in Question" in the same row. The "Out-of-Field" column will most likely equal the total teachers reported in the "Emergency," "District Permit" and "No Credential" columns.**
2. After "Total Teachers", enter the number of teachers who are considered Out-of-Field teachers due to non-compliance with the state assignment chart, found at http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=25769807450
3. In the "Credential for the Teaching Assignment in Question" columns, indicate which credentials your teachers possess for that teaching assignment: Standard, Probationary, Intern, Emergency, District Permit and No Credentials.

> **Note:** Count all teachers who are teachers of record for any class in grades pre-kindergarten through 5th.

> **Note:** For non-generalists, count the teacher one time for each subject taught. For example, a teacher who teaches three sections of math and three sections of science would be counted once for math and once for science.

> **Note:** For assignments not listed, find the closest related assignment. For example, Journalism would fall under English.

> **Note:** Report Grade 6 teachers in the **Secondary** section, regardless of the composition of the campus on which they teach.

> **Note:** For definitions of Types and Classes of Certificates Issued, see Chapter 230, Subchapter D. http://ritter.tea.state.tx.us/sbecrules/tac/chapter230/ch230d.html

> **Note:** Count teachers on an Out-of-State one-year certificate as Probationary.

> **Note:** For more guidance on certificates that are considered in-field standard, see chart below.

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Certificate *	Probationary	One-year	Intern	Emergency	District Permit
In-field standard?	If the teacher's credential matches the subject and grade band the teacher is assigned to teach (per assignment chart), **YES**.	If the teacher's credential matches the subject and grade band the teacher is assigned to teach (per assignment chart), **YES**.	If the teacher's credential matches the subject and grade band the teacher is assigned to teach (per assignment chart), **YES**.	For the subject and grade band for which the emergency permit is issued, **NO**.	1) If the course the teacher is assigned to teach is on the list of School District Permit Eligible Courses 2) AND if the teacher's credential matches the subject and grade band the teacher is assigned to teach (per assignment chart), **YES.**

Teaching experience is not confined to teaching in the specific subject. For example, a teacher who has been teaching for 7 years but has only taught Science for 1 year is counted under 6-10 years.

1. **The "Total Teachers" column is a calculated field that equals the total teachers reported by "Teaching Experience" in the same row.**
2. In the "Teaching Experience" columns, enter the number of teachers with 0, 1, 2-5, 6-10, 11-15, 16-20, and 21+ years of experience for each assignment.

> **Note:** A creditable teaching year is constituted by 90 full days of instruction.

> **Note:** Teachers with 0 years of experience are those teachers who are in their first year of teaching.

> **Note:** The "Total Teachers" reported by "Teaching Experience" must equal the "Total Teachers" reported by "Credential for the Teaching Assignment in Question.

General Education, Secondary (Grades 6-12)

Credential for the Teaching Assignment in Question refers to the type of certification or permit the teacher has for the assignment in question.

1. **The "Total Teachers" column is a calculated field that equals the total teachers reported by "Credential for the Teaching Assignment in Question" in the same row. The "Out-of-Field" column will most likely equal the total teachers reported in the "Emergency," "District Permit" and "No Credential" columns.**
2. After "Total Teachers", enter the number of teachers who are considered Out-of-Field teachers due to non-compliance with the state assignment chart, found at http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=25769807450
3. In the "Credential for the Teaching Assignment in Question" columns, indicate which credentials your teachers possess for that teaching assignment: Standard, Probationary, Intern, Emergency, District Permit and No Credentials.

> **Note:** Count all teachers who are teachers of record for any class in grades 6th through 12th.

> **Note:** For non-generalists, count the teacher one time for each subject taught. For example, a teacher who teaches three sections of math and three sections of science would be counted once for math and once for science.

> **Note:** For assignments not listed, find the closest related assignment. For example, Journalism would fall under English.

> **Note:** Report Grade 6 teachers in the **Secondary** section, regardless of the composition of the campus on which they teach.

> **Note:** For definitions of Types and Classes of Certificates Issued, see Chapter 230, Subchapter D. http://ritter.tea.state.tx.us/sbecrules/tac/chapter230/ch230d.html

> **Note:** Count teachers on an Out-of-State one-year certificate as Probationary.

> **Note:** For more guidance on certificates that are considered in-field standard, see chart below.

Certificate *	Probationary	One-year	Intern	Emergency	District Permit
In-field standard?	If the teacher's credential matches the subject and grade band the teacher is assigned to teach (per assignment chart), **YES**.	If the teacher's credential matches the subject and grade band the teacher is assigned to teach (per assignment chart), **YES**.	If the teacher's credential matches the subject and grade band the teacher is assigned to teach (per assignment chart), **YES**.	For the subject and grade band for which the emergency permit is issued, **NO**.	1) If the course the teacher is assigned to teach is on the list of School District Permit Eligible Courses 2) AND if the teacher's credential matches the subject and grade band the teacher is assigned to teach (per assignment chart), **YES.**

Teaching experience is not confined to teaching in the specific subject. For example, a teacher who has been teaching for 7 years but has only taught Science for 1 year is counted under 6-10 years.

1. **The "Total Teachers" column is a calculated field that equals the total teachers reported by "Teaching Experience" in the same row.**
2. In the "Teaching Experience" columns, enter the number of teachers with 0, 1, 2-5, 6-10, 11-15, 16-20, and 21+ years of experience.

> **Note:** A creditable teaching year is constituted by 90 full days of instruction.

> **Note:** Teachers with 0 years of experience are those teachers who are in their first year of teaching.

> **Note:** The "Total Teachers" reported by "Teaching Experience" must equal the "Total Teachers" reported by "Credential for the Teaching Assignment in Question.

Part 3: Bilingual and Special Education

Teachers counted in this section often will have already been counted in Part 2. For example, a teacher may teach math to 5th graders in a bilingual setting. In that case, the teacher would have been counted in Part 2 as a math teacher and in Part 3 as a bilingual teacher.

Bilingual and Special Education, Elementary (Grades PK-5)

Credential for the Teaching Assignment in Question refers to the type of certification or permit the teacher has for the assignment in question.

1. **The "Total Teachers" column is a calculated field that equals the total teachers reported by "Credential for the Teaching Assignment in Question" in the same row.**
2. After "Total Teachers", enter the number of teachers who are considered Out-of-Field teachers due to non-compliance with the state assignment chart, found at http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=25769807450
3. In the "Credential for the Teaching Assignment in Question" columns, indicate which credentials your teachers possess for that teaching assignment: Standard, Probationary, Intern, and Emergency.

> **Note:** Bilingual and English as a Second Language (ESL) teachers are teachers of record in a bilingual or ESL course according to how the course is coded in PEIMS.
> http://castro.tea.state.tx.us/tsds/teds/2018F/teds-ds1.0.pdf

> **Note:** Special Education teachers are teachers of record in a special education course according to how the course is coded in PEIMS.
> http://castro.tea.state.tx.us/tsds/teds/2018F/teds-ds1.0.pdf

> **Note:** Report Grade 6 teachers in the **Secondary** section, regardless of the composition of the campus on which they teach.

> **Note:** For definitions of Types and Classes of Certificates Issued, see Chapter 230, Subchapter D.
> http://ritter.tea.state.tx.us/sbecrules/tac/chapter230/ch230d.html

> **Note:** Count teachers on an Out-of-State one-year certificate as Probationary.

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Teaching experience is not confined to teaching in the specific subject. For example, a teacher who has been teaching for 7 years but has only taught Science for 1 year is counted under 6-10 years.

1. **The "Total Teachers" column is a calculated field that equals the total teachers reported by "Teaching Experience" in the same row.**
2. In the "Teaching Experience" columns, enter the number of teachers with 0, 1, 2-5, 6-10, 11-15, 16-20, and 21+ years of experience.

> **Note:** A creditable teaching year is constituted by 90 full days of instruction.

> **Note:** Teachers with 0 years of experience are those teachers who are in their first year of teaching.

> **Note:** The "Total Teachers" reported by "Teaching Experience" must equal the "Total Teachers" reported by "Credential for the Teaching Assignment in Question.

Bilingual and Special Education, Secondary (Grades 6-12)

Credential for the Teaching Assignment in Question refers to the type of certification or permit the teacher has for the assignment in question.

1. **The "Total Teachers" column is a calculated field that equals the total teachers reported by "Credential for the Teaching Assignment in Question" in the same row.**
2. After "Total Teachers", enter the number of teachers who are considered Out-of-Field teachers due to non-compliance with the state assignment chart, found at http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=25769807450
3. In the "Credential for the Teaching Assignment in Question" columns, indicate which credentials your teachers possess for that teaching assignment: Standard, Probationary, Intern, and Emergency.

> **Note:** Bilingual and English as a Second Language (ESL) teachers are teachers of record in a bilingual or ESL course according to how the course is coded in PEIMS.
> http://castro.tea.state.tx.us/tsds/teds/2018F/teds-ds1.0.pdf

> **Note:** Special Education teachers are teachers of record in a special education course according to how the course is coded in PEIMS.
> http://castro.tea.state.tx.us/tsds/teds/2018F/teds-ds1.0.pdf

> **Note:** Report Grade 6 teachers in the **Secondary** section, regardless of the composition of the campus on which they teach.

> **Note:** For definitions of Types and Classes of Certificates Issued, see Chapter 230, Subchapter D.
> http://ritter.tea.state.tx.us/sbecrules/tac/chapter230/ch230d.html

> **Note:** Count teachers on an Out-of-State one-year certificate as Probationary.

Teaching experience is not confined to teaching in the specific subject. For example, a teacher who has been teaching for 7 years but has only taught Science for 1 year is counted under 6-10 years.

1. **The "Total Teachers" column is a calculated field that equals the total teachers reported by "Teaching Experience" in the same row.**
2. In the "Teaching Experience" columns, enter the number of teachers with 0, 1, 2-5, 6-10, 11-15, 16-20, and 21+ years of experience.

> **Note:** A creditable teaching year is constituted by 90 full days of instruction.

> **Note:** Teachers with 0 years of experience are those teachers who are in their first year of teaching.

> **Note:** The "Total Teachers" reported by "Teaching Experience" must equal the "Total Teachers" reported by "Credential for the Teaching Assignment in Question.

Part 4: Campus Principal

1. In the first row, select the total number of years the current campus principal has been a principal in total, regardless of campus, district, or state. Only count experience as a principal, not as an assistant or vice principal.
2. In the second row, select the total number of years the current campus principal has been a principal for the campus in question.

> **Note:** A creditable year as a principal is constituted by 90 full days as a campus principal.

> **Note:** Principals with 0 years of experience are those who are in their first year as a principal.

Part 5: Paraprofessional Qualifications

Note: This part of the report is activated based upon the campus information on schedule **SC5000** of the ESSA Consolidated Application for Federal Funding.

If your organization reported the campus as non-Title I, Part A, served (NS) for the school year on the **SC5000,** then **Part 5** is not accessible. Go to **Part 6: Certification and Incorporation** to continue completing the campus report.

If your organization reported the campus as being served through Title I, Part A, for the school year on the **SC5000, Part 5** is accessible and must be completed.

If the campus was reported as a Schoolwide campus on the **SC5000,** report numbers only in the **Schoolwide** columns. The **Targeted Assistance** columns will not be accessible.

If the campus was reported as a Targeted Assistance campus on the **SC5000,** report numbers only in the **Target Assistance** columns. The **Schoolwide** columns will not be accessible.

Note: Under ESSA, states and districts are required to follow HQ paraprofessional requirements as they existed under NCLB.

1. Title I, Part A Paraprofessionals WITH Instructional Support Duties in Core Academic Subject Areas (unduplicated count)

The data provided in this section is for paraprofessionals who provide instructional support in core academic areas during the school year to Title I students.

Core academic subject areas for Item 1 as defined in P.L. 114-95 under section 1111(g)(2)(M) are as follows:

English   civics and government

math   foreign

languages reading/language arts

                         economics

science   geography

history   arts (music, art, theater, and dance)

1. Total Title I, Part A, Paraprofessionals Who Provide Instructional Support in Core Academic Subject Areas

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Complete this section as follows:

1. In the appropriate **Number** column for the campus (either **Schoolwide** or **Targeted Assistance**), type the total number of paraprofessionals on the campus who provide instructional support in the core academic subject areas.

    *   For Title I, Part A, *Schoolwide* programs, include all paraprofessionals who provided instructional support in a core academic subject area on that campus, regardless of the fund source used to pay the salary.

    *   For Title I, Part A, *Targeted Assistance* programs, include only paraprofessionals who provided instructional support in a core academic subject area and whose salary is partially or fully funded by Title I, Part A, funds.

    Instructional support includes the following:

    *   One-on-one tutoring scheduled at a time when the student would not otherwise receive instruction from a teacher

    *   Assisting in classroom management, such as organizing instructional and other materials

    *   Providing instructional assistance in a computer laboratory

    *   Providing instructional support in a library or media center

2. In the appropriate **FTE** column for the campus (either **Schoolwide** or **Targeted Assistance**), type the aggregate number of FTEs that represents the time the paraprofessionals reported in the **Number** column spent providing ***instructional*** support in Title I, Part A, programs on the campus.

2. Title I, Part A Paraprofessionals in 5.1.1 Who Have an Associate's Degree or Higher

Complete this section as follows:

1. From the total number of paraprofessionals entered in Line **#5.1.1,** type the number of Title I, Part A, paraprofessionals who have an Associate's degree or higher in the **Number** column.

2. From the total number of FTEs entered in Line **#5.1.1,** type the number of FTEs for the paraprofessionals who have an Associate's degree or higher in the **FTE** column.

3. Title I, Part A Paraprofessionals in 5.1.1 Who Have Completed Two Years of Study at an Institute of Higher Education

Complete this section as follows:

1. From the total number of paraprofessionals entered in Line **#5.1.1,** type the number of Title I, Part A, paraprofessionals who have completed two years of study at an institute of higher education in the **Number** column.

2. From the total number of FTEs entered in Line **#5.1.1,** type the number of FTEs for the paraprofessionals who have completed two years of study at an institute of higher education in the **FTE** column.

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4. Title I, Part A Paraprofessionals in 5.1.1 Who Have Passed a Rigorous State or Local Assessment . . .

Complete this section as follows:

1. From the total number of paraprofessionals entered in Line **#5.1.1,** in the **Number** column, type the number of Title I, Part A, paraprofessionals who ***do not have*** an Associate's degree or higher and ***have not completed*** two years of study at an institute of higher learning, but who ***have passed*** a rigorous state or local assessment demonstrating one of the following:

   • Knowledge of and the ability to assist in instructing in the core academic subject areas
   • Reading readiness, writing readiness, or mathematics readiness, as appropriate

2. From the total number of FTEs entered in Line **#5.1.1,** in the **FTE** column, type the number of FTEs for the paraprofessionals who ***do not have*** an Associate's degree or higher and ***have not completed*** two years of study at an institute of higher learning, but who ***have passed*** a rigorous state or local assessment demonstrating one of the following:

   • Knowledge of and the ability to assist in instructing in the core academic subject areas
   • Reading readiness, writing readiness, or mathematics readiness, as appropriate

5. Title I, Part A Paraprofessionals in 5.1.1 with Instructional Support Duties Who Are Not Included in 2, 3, or 4 Above

> **Attention:** A district is out of compliance with Title I, Part A, if a paraprofessional is assigned to a position that requires a Highly Qualified paraprofessional and does not meet one of the criteria listed on Lines #5.1.2, #5.1.3, or #5.1.4. Any assignment requiring a non-zero entry in Line #5.1.5 must be corrected as soon as possible.

Complete this section as follows:

1. From the total number of paraprofessionals entered in Line **#5.1.1,** type the number of Title I, Part A, paraprofessionals with instructional support duties who are not included in Lines **#2, 3,** or **4** on the form (do not meet §1111(g)(2)(M) requirements) in the **Number** column.

2. From the total number of FTEs entered in Line **#5.1.1,** type the aggregate number of FTEs for the paraprofessionals with instructional support duties who are not included in Lines **#2, 3,** or **4** on the form (do not meet §1111(g)(2)(M) requirements) in the **FTE** column.

   Data in Line **#5.1.5** counts the paraprofessionals who ***do not have*** an Associate's Degree or higher, ***have not completed*** two years of study at an institute of higher learning, and ***have not passed*** a rigorous state or local assessment demonstrating knowledge of and the ability to assist in instructing in the core academic subject areas.

> **Note:** For each column, the numbers entered in Lines **2−5** should total to the numbers entered in Line **1.**

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2. Title I, Part A Paraprofessionals WITHOUT Instructional Support Duties in Core Academic Subject Areas (unduplicated

The data provided in this section is for paraprofessionals who do not provide instructional support in core academic areas during the school year to Title I students.

1. **Total Title I, Part A, Paraprofessionals without Instructional Support Duties, or with Instructional Support Duties outside the Core Academic Subject Areas**

In the appropriate column for the campus (either **Schoolwide** or **Targeted Assistance**), type the aggregate number of FTEs that represents the time Title I, Part A, paraprofessionals spend providing *noninstructional* support or providing instructional support *outside* the core academic subject areas.

- For Title I, Part A, *Schoolwide* programs include all paraprofessionals who provide *noninstructional* support or provided instructional support *outside* the core academic subject areas on that campus, regardless of the fund source used to pay the salary.

- For Title I, Part A, *Targeted Assistance* programs, include only paraprofessionals who provide *noninstructional* support or provide instructional support *outside* the core academic subject areas on that campus *and* whose salary is partially or fully funded by Title I, Part A, funds.

Noninstructional support includes the following:

- Clerical or secretarial staff
- Cafeteria or playground supervisors
- Providers of personal care services
- Parental liaisons
- Interpreters who do not provide instructional support
- Providers of noninstructional computer assistance
- Those who occupy similar positions

2. **Title I, Part A, Noninstructional Paraprofessionals in 5.2.1 with Clerk or Secretarial Duties, Noninstructional Assistance in Computer Laboratory**

From the total of noninstructional paraprofessional FTEs entered in Line #**5.2.1,** type the aggregate number of FTEs that represents the time Title I, Part A, paraprofessionals spend conducting activities such as the following for Schoolwide or Targeted Assistance:

- Conducting clerical or secretarial duties
- Providing noninstructional assistance in computer labs
- Supervising in the cafeteria or playground
- Performing personal care services
- Conducting similar duties

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3. **Title I, Part A, Paraprofessionals in 5.2.1 Who Serve as Parental Liaisons**

From the total of noninstructional paraprofessional FTEs entered in Line **#5.2.1,** type the aggregate number of FTEs for Title I, Part A, paraprofessionals who serve only as parental liaisons. These paraprofessionals are not required to meet the Title I paraprofessional qualifications.

4. **Title I, Part A, Paraprofessionals in 5.2.1 Who Serve as Interpreters, But Provide No Direct Instructions**

From the total of noninstructional paraprofessional FTEs entered in Line **#5.2.1,** type the aggregate number of FTEs for Title I, Part A, paraprofessionals who serve only as interpreters but provided no direct support. These paraprofessionals are not required to meet the Title I paraprofessional qualifications.

5. **Title I, Part A, Paraprofessionals in 5.2.1 without Instructional Support Duties Who Are Not Included in 2, 3, or 4 Above**

From the total of noninstructional paraprofessional FTEs entered in Line **#5.2.1,** type the aggregate number of FTEs that represents the time Title I, Part A, paraprofessionals perform other duties that have not been reported in Lines **#2, 3,** and **4.** These duties might include instructional duties in classes outside the core academic subjects areas as defined by NCLB, such as physical education and vocational classes.

> **Note:** For each column, the numbers entered in lines **2−5** should total to the numbers entered in line **1.**

3. Title I, Part A Paraprofessional FTEs for Students by Age

The data provided in this section lists special education paraprofessionals by the age of the students they serve.

1. For each age group of students, type the number of FTEs for special education paraprofessionals *who are required to meet* the Title I, Part A, section 1111(g)(2)(M) requirement and *who meet* that requirement.

   - Report according the student's age as of October 2.

   - Provide the number of FTEs for special education paraprofessionals contracted or employed to work with children who are receiving special education ages 3−5 and 6−21, who meet Section 1111(g)(2)(M) requirements.

   - Do not count paraprofessionals who serve children from birth through age 2, unless they also serve children with disabilities ages 3−21.

   - Report teachers who serve children in both age categories (3−5 and 6−21) in the **6−21** category.

   - Do not include paraprofessionals who work with children with disabilities in a regular preschool setting.

   - Report the number of personnel in full-time equivalency of assignment. That is, a part-

time paraprofessional working four hours per day (in a six-hour school day) would be reported as 0.67 FTE. ***Decimals are allowed.***

2. For each age group of students, type the number of FTEs for special education paraprofessionals ***who are required to meet*** the Title I, Part A section 1111(g)(2)(M) requirement and ***who do not meet*** that requirement.

   • Report according the student's age as of October 2.

   • Provide the number of FTEs for special education paraprofessionals contracted or employed to work with children who are receiving special education ages 3–5 and 6–21, who did not meet Section 1111(g)(2)(M) requirements.

   • Do not count paraprofessionals who serve children from birth through age 2, unless they also serve children with disabilities ages 3–21.

   • Report teachers who serve children in both age categories (3–5 and 6–21) in the **6–21** category.

   • Do not include paraprofessionals who work with children with disabilities in a regular preschool setting.

   • Report the number of personnel in full-time equivalency of assignment. That is, a part-time paraprofessional working four hours per day (in a six-hour school day) would be reported as 0.67 FTE. ***Decimals are allowed.***

3. For each age group of students, type the number of FTEs for special education paraprofessionals ***who are not required to meet*** the Title I, Part A section 1111(g)(2)(M) requirement.

   • Report according the student's age as of October 2.

   • Provide the number of FTEs for special education paraprofessionals contracted or employed to work with children who are receiving special education ages 3–5 and 6–21, who are not required to meet Section 1111(g)(2)(M) requirements.

   • Do not count paraprofessionals who serve children from birth through age 2, unless they also serve children with disabilities ages 3–21.

   • Report teachers who serve children in both age categories (3–5 and 6–21) in the **6–21** category.

   • Do not include paraprofessionals who work with children with disabilities in a regular preschool setting.

   • Report the number of personnel in full-time equivalency of assignment. That is, a part-time paraprofessional working four hours per day (in a six-hour school day) would be reported as 0.67 FTE. ***Decimals are allowed.***

Part 6: Certification and Incorporation

To certify the submitted data and reported activities, the authorized official submitting the data must fill out this part.

Primary Contact

Type the contact information for the person TEA should call to clarify any data submitted.

Authorized Official

If the official authorized to bind the organization in agreements for the form is the same as the primary contact, click **Copy.** The information will fill into the **Authorized Official** boxes.

If the authorized official for the form is a different person from the primary contact, type the contact information for the official.