

# Student Opportunity Profiles



Traditional District and School  
Report Cards

**2024-2025 School Year**



**Department of  
Education &  
Workforce**

## Revision History

The revision history section provides a means for readers to easily navigate to the places where updates have occurred from prior years. Significant changes and updates are indicated through RED underlined text for additions and ~~red text with strikethroughs~~ for deletions. Minor changes- such as typos, formatting and grammar corrections - are not marked.

Date	Effective	Description
		Updated for 2024-2025 school year

[OHIO REVISED CODE](#) and [OHIO ADMINISTRATIVE CODE](#) require districts to report data to EMIS and to verify and approve all EMIS data. It should be reviewed and verified prior to the close of the [DIFFERENT DATA COLLECTIONS](#). This verification should include all relevant reports, including those in the Secure Data Center (SDC).

The Secure Data Center (SDC) is an interactive tool that allows districts to review data well before it is final, and the Report Cards are released. ***The SDC is the main resource districts should use to review Report Card Data but not inclusive please verify all relevant reports from EMIS.*** The [EMIS Validation and Report Explanations](#) webpage lists current Level 1 and 2 report explanations as well as a list of [General Issues Reports](#) that should be used to validate data. Another resource to validate data for students that cross LEAs is the [Ohio District Data Exchange \(ODDEX\)](#).

## Secure Data Center Reports Breadcrumb Trails

### STUDENT OPPORTUNITY PROFILES

Report Portal > Secure Data Center > Local Report Card > District (or School) Local Report Card > **Student Opportunity Profiles**

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## Introduction

The Traditional District and School Report Card will include several staff-and student-level metrics related to opportunities for students. These metrics capture the broad spectrum of educational and extra-curricular activities that students can participate in to support and enhance their educational and socio-emotional development. Several staff-related metrics provide insight into the capacity and availability of various support teams.

Data for these metrics is reported by districts in a variety of ways. Student-level metrics are disaggregated by student demographics and grade levels where possible. Detailed information on the calculation of each metric is provided below. District, similar district and state-level comparisons are provided on the report card website if possible and appropriate.

## Business Rules

### STUDENT-RELATED METRICS

#### *THE PERCENTAGE OF KINDERGARTEN STUDENTS WHO ARE ENROLLED IN ALL-DAY KINDERGARTEN*

As defined in section [3321.05](#) of the Revised Code, the denominator of this measure is a headcount that includes kindergarten students who were enrolled in a school, district or the state for at least .25 FTE. The numerator is a headcount of kindergarten students who were reported with at least 888 calendar hours during the school year. Per Ohio Revised Code, 910 attendance hours are the threshold for all-day kindergarten. However, districts are provided up to four days for professional development activities or parent-teacher conferences. As a result, the Department subtracts 5.5 hours (for each of the four days) from the 910 calendar hour requirement, ensuring all enrolled students are counted.

#### *THE PERCENTAGE OF STUDENTS ENROLLED IN A PHYSICAL EDUCATION OR WELLNESS COURSE*

The denominator is a headcount that includes students enrolled in a school, district or the state for at least .25 FTE. The numerator is a headcount of students who were enrolled in any of the following courses, at any time, during the school year:

*Table 2: Physical Education or Wellness Courses and Course Codes*

Course Name	Course Code
Physical Education	080300
Adapted Physical Education	080505
Lifetime Sports	080405
Outdoor Physical Education	080900
Other Physical Education	080999

Health Education	260101
Substance Abuse Prevention	260150
Safety/First Aid/CPR	260200
Sports Medicine	260410
Other Health	269999
Wellness	300050

### *THE PERCENTAGE OF STUDENTS ENROLLED IN A WORLD LANGUAGE COURSE*

The denominator is a headcount that includes students who were enrolled in a school, district or the state for at least .25 FTE. The numerator is a headcount of students who were enrolled in any of the following courses, at any time, during the school year:

*Table 3: World Language Courses and Course Codes*

Course Name	Course Code
IB Second Language – Arabic	320250
IB Second Language – Chinese	320300
IB Second Language – Czech	320350
IB Second Language – French	320400
IB Second Language – German	320450
IB Second Language – Hebrew	320500
IB Second Language – Hindi	320525
IB Second Language – Italian	320550
IB Second Language – Japanese	320600
IB Second Language – Polish	320650
IB Second Language – Russian	320700
IB Second Language – Swahili	320750
IB Second Language – Spanish	320800
IB Classical Languages (Latin or Classical Greek)	320850
Arabic	060101
Chinese	060102
Greek	060103
Hebrew	060104
Latin	060107
Hindi	060139
Russian	060218
Swahili	060221

Czech	060227
French	060230
German	060235
Italian	060245
Japanese	060250
Polish	060255
Spanish	060265
<u>Korean</u>	<u>060275</u>
World Language (Exploratory)	060900
American Sign Language (ASL)	061050
Latin: Vergil	069922
French Literature	069915
Spanish Literature	069935
Latin Literature	069925
Early Language Learning Arabic	069951
Early Language Learning Chinese	069952
Early Language Learning Japanese	069953
Early Language Learning Italian	069954
Early Language Learning German	069955
Early Language Learning Hebrew	069956
Early Language Learning French	069957
Early Language Learning Spanish	069958
Early Language Learning Swahili	069959
Early Language Learning Russian	069960
Early Language Learning Latin	069961
Early Language Learning Greek	069962
Early Language Learning American Sign Language	069963
Other World Language	069999

#### *THE PERCENTAGE OF STUDENTS IN GRADES 7-12 WHO ARE ENROLLED IN A CAREER- TECHNICAL EDUCATION COURSE*

The denominator is a headcount of grades 7-12 students enrolled in a school, district or the state for at least .25 FTE. The numerator is a headcount of students who were enrolled, at any time, during the school year. Any student (in an approved course) who generates CTE weighted FTE is included if the course is not coded with a VA curriculum code indicating an



integrated CTE academic course. Students who generate CTE weighted FTE in Senior-Only Industry Recognized Credential courses count towards the measure.

#### *THE PERCENTAGE OF STUDENTS PARTICIPATING IN ONE OR MORE COCURRICULAR ACTIVITIES*

The denominator is a headcount of students enrolled in a school, district or the state for at least .25 FTE. The numerator is a headcount of students enrolled or participating in the following courses or programs.:

*Table 4: Cocurricular Courses and Course Codes*

Course Name	Course Code
Introduction to Dance	080312
Comprehensive Dance	080315
Drama/Theatre in grades K-8	050337
Theatre Arts	050600
Music (K-8)	122000
General Music	120001
Music Theory	120300
Vocal/Choral Music	120400
Instrumental Music	120500
Music Appreciation	120800
Other Music Course	129999
Visual Art (K-12)	020012
Art Appreciation	020100
Art History	020101
Design	020210
Crafts	020240
Ceramics	020242
Drawing and Painting	020250
Photography and Film Making	020270
Printmaking	020280
Sculpture	020290
Advanced Visual Art	029902
Graphic Arts/Unified Arts	020320
Studio Art – Drawing	029100
Studio Art – 2D Design	029110
Studio Art – 3D Design	029120
Other Visual Art Course	029999
Family and Consumer Sciences	230001
Clothing and Textiles	230100
Foods and Nutrition	230140

Child Development and Parenting	230200
Consumer Education	230300
Family Living	230500
Housing and Home Furnishings	230600

*\*Note: Program Codes listed below are only reported for students in grades 7-12*

*Table 5: Cocurricular Programs and Program Codes*

Name	Program Code
Business Professionals of America (BPA)	410001
DECA	410002
FFA	410003
Family, Career, and Community Leaders of America (FCCLA)	410004
Technology Student Association (TSA)	410005
SKILLSUSA (VICA)	410006
Educators Rising	410007
Health Occupations Students of America (HOSA)	410008
Career Technical Student Organization (CTSO) Leadership	410099

*THE PERCENTAGE OF STUDENTS PARTICIPATING IN ADVANCE PLACEMENT COURSES, INTERNATIONAL BACCALAUREATE COURSES, HONORS COURSES, OR COURSES OFFERED THROUGH THE COLLEGE CREDIT PLUS PROGRAM*

As established under [Chapter 3365](#) of the Revised Code, the denominator is a headcount of students enrolled in a school, district, or the state for at least .25 FTE. The numerator is a headcount of students who met any of the criteria listed below for participation in advanced placement, international baccalaureate, honors, or college credit plus coursework (at any time) during the school year:

- Advanced Placement Courses – Students reported with the *Curriculum Element* (CN310) = **AP** are included.
- International Baccalaureate Courses – Students reported with a *Curriculum Element* (CN310) = **IA, IS or IH** are included.
- Honors Courses – Students reported with the *Course Level Element* (CN080) = **6** (Advanced course) are included.



- College Credit Plus Courses – Students reported with a *Curriculum Element (CN310)* = **PS** are included.

#### *THE PERCENTAGE OF STUDENTS IDENTIFIED AS GIFTED AND RECEIVING SERVICES IN SUPERIOR COGNITIVE ABILITY AND SPECIFIC ACADEMIC ABILITY FIELDS*

Under [Chapter 3324](#) of the Revised Code and receiving gifted services pursuant to that chapter, the denominator is a headcount of students enrolled in a school, district, or the state for at least .25 FTE. The numerator is a headcount of students identified as gifted and provided services in any subject area. They do not need to be provided services within the subject area of identification to be counted in the numerator.

**Community Schools are eligible to “opt in” to receive this measure. Otherwise, this measure is only created for traditional schools/districts.**

#### **Gifted identification**

Ohio Administrative Code , Ohio Administrative Code [3301-51-15 \(C\) \(1\) \(e\)](#), states, “once identified, always identified” with respect to gifted identification. In conformance with this rule, after an initial gifted identification, a student shall remain identified regardless of subsequent testing or classroom performance. If the qualifying criteria for identification (in a prior year) was met, districts are expected to annually report the student as “identified”.

Current EMIS records are used to identify students as gifted. A student must be identified by March 31 of each year. Data does not need to be reported in EMIS by March 31, but the test score showing the student met the criteria must be completed no later than that date. Students identified on April 1 or later will be included in the school and district’s calculation the following year. To be counted, a gifted code must be reported annually. The Gifted Identification elements are reported for the Student Gifted Education (GG) Record. A “Y” code for the following element numbers indicates the student is gifted in the following areas:

*Table 6: Areas of Giftedness and EMIS Element reported*

Areas of Giftedness	Gifted Identification Element Number
Superior Cognitive	GG200
Math	GG210
Science	GG220
Reading/Writing	GG230
Social Studies	GG240
Creative Thinking	GG250
Visual/Performing Arts	GG260

## Services

Students identified after March 31 of the current school year are not included in this calculation even if they do receive gifted services. Any gifted services provided at any time in the current school year are included in this calculation. District or School must Report student with a Program code with a **205XXX or 206XXX** extension or a Local Classroom code indicating the student is being taught in a course for a designated gifted population with *Student Population Element (CN340) = GA or GE AND a Y* code for the following element numbers with the following program codes indicate the student is receiving services in the following area:

*Table 7: Area of Giftedness and EMIS Element reported*

Area of Giftedness	Gifted Service Element Number
Superior Cognitive	GG510
Math	GG520
Science	GG530
Reading/Writing	GG540
Social Studies	GG550
Creative Thinking	GG560
Visual/Performing Arts	GG570

## *THE PERCENTAGE OF STUDENTS PARTICIPATING IN ENRICHMENT OR SUPPORT PROGRAMS OFFERED BY THE DISTRICT OR BUILDING OUTSIDE OF THE NORMAL SCHOOL DAY*

The denominator is a headcount of students enrolled in a school, district, or the state for at least .25 FTE. The numerator is a headcount of students who were reported as participating in the following programs during the year:

*Table 8: Enrichment or Support Programs and Program Codes*

Name	Program Code
National Honor Society	405001
Debate Team/Speech Club	405002
Drama Club/Thespians	405003
Foreign Language Clubs	405004
Yearbook Staff	405005
School Newspaper Staff	405006
Music Activities	405007
Computer Clubs	405008

Science Club	405009
Future Career Clubs	405010
National Vocational Technical Honor Society	405012
Visual Arts Club	405013
Dance Club	405014
Mathematics Club	405015
Other Academic Extracurricular Activities	405011
Pep Clubs	420001
Other – Athletics and Related Programs (not Interscholastic Athletics)	420015
Football	420002
Basketball	420003
Baseball	420004
Track and Field	420005
Wrestling	420006
Softball	420007
Golf	420008
Tennis	420009
Soccer	420010
Swimming and Diving	420011
Volleyball	420012
Other Interscholastic Athletics	420013
Intramural Athletics	420014
Cheerleading	420020
Other – participation in extracurricular programs and activities not identified in one of the above categories	490000

*THE PERCENTAGE OF ELIGIBLE STUDENTS PARTICIPATING IN EACH SCHOOL DAY IN SCHOOL BREAKFAST PROGRAMS OFFERED BY THE DISTRICT OR BUILDING*

In accordance with section [3313.813](#) or [3313.818](#) of the Revised Code, the following apply:

1. Schools and districts will have a value for this measure if they participate in a school breakfast program (see below).
2. For districts and the state, 'eligible' is defined as students enrolled in a building participating in a breakfast program. All students that do not participate are excluded from the denominator when calculating the percent of eligible students (see III-b4 below).

3. Data is submitted for participating schools via the Claims Reimbursement and Reporting System (CRRS).
  - a. Only schools that participate in a breakfast program are included and have data for the Breakfast Student Opportunity Profile measure.
  - b. Data is collected in October.
  - c. Data pulled from the CRRS for this measure includes Average Daily Participation (ADP), Average Daily Membership (ADM), Sponsor IRN, and Site School ID.
    - i. ADP is defined as the average daily number of students participating in a breakfast program at a building/site during the week the count was taken in October.
    - ii. ADM is defined as the average daily number of students present at the school/building during the week the count was taken in October.
    - iii. Sponsor IRN and Site School ID correspond to District IRN and Organization IRN, respectively, as defined in EMIS.
4. The Breakfast Provided measure is reported as a percentage, rounded to the nearest tenth, by dividing the number of students participating in a breakfast program by the number of students eligible to participate.
  - a. For buildings, the numerator is calculated using the 'Average Daily Participant' count provided by individual buildings/sites. The denominator is calculated using the 'Average Daily Membership' count.
  - b. For districts, the numerator is calculated by summing the 'Average Daily Participant' count for each individual building/site that participated in the breakfast program. The denominator is calculated by summing the 'Average Daily Membership' count for each individual building/site that participated in the breakfast program.
  - c. For the state, the numerator is calculated by summing the 'Average Daily Participant' count for all individual buildings/sites that participated in the breakfast program in Ohio. The denominator is calculated by summing the 'Average Daily Membership' count for all individual buildings/sites that participated in the breakfast program in Ohio.
  - d. For districts and the state, the denominator may be less than the total number of students enrolled in the districts. Only those students who attend a school building/site that participates in the breakfast program are included when summing the individual building/site values for the 'Average Daily Membership'.

### *THE PERCENTAGE OF STUDENTS WHO ARE TRANSPORTED BY A SCHOOL BUS EACH SCHOOL DAY*

Data for this measure comes from T1 reports submitted by districts and a limited number of community schools. It includes the average number of students per method of transportation. This average is derived from daily counts of students (per each method of transportation) during the first full week of October. T1 reporting instructions can be found here: [T1-instruction-FY19.pdf](#) ([ohioschoolboards.org](http://ohioschoolboards.org)) The data is scheduled for release annually in February. Data may continue to be updated through spring and summer.

The Bus Transportation measure is the average count of students riding a district bus.

- During count week, districts identify all students who ride a bus with a district employed driver, regardless of where the student is counted for other report card measures.
- Districts transport and count students who aren't enrolled full-time. Therefore, the percentage of eligible students cannot be calculated.
- During count week, each district reports a separate rider count for each employed bus driver. Each form of transportation is classified as one of eight types (Type I, IA, II, III, IV, V, VI, and VII), as indicated by the variable: `trans_srvc_type_code`.
- Three codes indicate transportation by some form of school bus, `trans_srvc_type_code` = I, IA, or II.
- If the form of transportation did not involve a bus, report as `trans_srvc_type_code` = III, IV, V, or VI which will not be included.
- Type VII cases, `trans_srvc_type_code` = VII, are only for Community Schools where transportation was not explicitly stated to be a school bus. The codes, `entry_status_code` = AP or SB, indicate the reported data is in the final step of the submission process or formally approved after review.

Community Schools: Community schools are excluded from the measure for the following reasons:

- This exclusion is based on the difference in community school engagement with the transportation of students by school bus compared to engagement in this process by traditional school districts.
- Approximately 10% of community schools report transportation by any means.
- If the specific method of transportation is not stated, community school's report, `trans_srvc_type_code` = VII.

### *THE RATIO OF PORTABLE TECHNOLOGY DEVICES THAT STUDENTS MAY TAKE HOME TO THE NUMBER OF STUDENTS*

The denominator is a headcount of students enrolled in a school, district or the state for at least .25 FTE. The numerator is a headcount of students reported with the following program codes:

- **700201 – District Provided Computer:** The school or district provides a desktop, laptop, or tablet for the student to use to complete schoolwork at their primary residence.
- The Organization-General Information (DN) Record includes an attribute called **LEAPRVHARD**, reported when the district provides computer hardware (including desktops, laptops, or tablets) all grade levels for completing schoolwork at their primary residence. Districts using this element in one or more grades do not have to report the program codes for individual students so both sources of data are used in the calculation.

## STAFF-RELATED METRICS

Many of the staff-related metrics specified in the “opportunity page” ORC already have a similar component on the existing report card. For example, the new ORC calls for “the ratio of nurses to students in a district or school.” Through SY2022, the district report cards displayed a ratio of FTE of nurses *per 1,000 students*. These components are reported in the element on the *District Details (School Details)* section of the report card, in the table called “Educators in Your District” or “Educators in Your School.”

The student to staff ratios required by Ohio Revised Code compares the number of Student Enrollment Full-Time Equivalent (FTE) to the number of staff Full-Time Equivalents (FTE). All ratios on the report cards are the *number of students per full staff member*. For example, a student-to-teacher ratio of 25 student FTE per each full-time teacher is expressed as “25 *students per teacher of record*”. The nurse ratio is the “*number of students (FTE) per employee reported as a school nurse*”. Student to staff ratios is in this format, whether on the “Educators in Your District” section or the Student Opportunity Profile. The general formula for calculating these ratios is the following, with details for each measure defined below.

$$\text{Student: Staff ratio in a district or school} = \frac{\text{Student full time equivalents enrolled}}{\text{Staff full time equivalents assigned}}$$

### THE RATIO OF STUDENTS TO TEACHERS OF RECORD IN A DISTRICT OR BUILDING

Average ratio of teachers of record to students in each grade level in a district or building.

- The numerator for this measure is the full-time equivalent of students enrolled in the district or school, per grade level in the district or building.
- Students per teacher is reported only for grade levels in a school or district where at least 10 unique students were enrolled at that grade level during the year. This means



that in schools with few students, some grade levels may show “not calculated” on the report cards.

- The student portion in each public district or school is calculated as the student enrollment (full-time equivalent) per grade level. School-level ratios are displayed only for the grades within the reported grade range of the school.
- Staff members who are the teacher of record for at least one course are included in the denominator if reported with a *Teacher Assignment*, position code 230.
- Staff with a Teacher Assignment of no reported courses are not included in this measure.
- Teacher FTE is calculated according to the proportion of grade level courses out of all courses for that teacher.
  - Count the total number of courses taught by each teacher of record.
  - Count the number of courses taught per grade level.
  - Determine the percentage of courses taught for each grade level.
  - Multiply the teacher’s reported FTE by that percentage.
  - Assign the resulting proportional FTE to the grade level.
  - Sum all grade-level proportional FTE within the district or school.
- Note that this measure is *not* directly related to classroom size per grade level. Classroom student counts are not used in calculating this measure.
- Express the ratio as the number of students for each teacher of record per grade level across the district the school.

$$\text{Grade level ratio} = \frac{(\text{Student FTE enrolled in Grade})}{(\text{Teacher FTE teaching in Grade})}$$

#### *THE RATIO OF MENTAL HEALTH PROFESSIONALS TO STUDENTS IN A DISTRICT OR BUILDING*

The average ratio of mental health professionals to students per grade level in a district or building adheres to the following criteria:

- The title, *Mental Health Professional*, is not an option for districts to report for their employees. However, EMIS identifies several employee positions to serve as mental health professionals. For the purposes of this report card measure, *Mental Health Professionals*, is an umbrella term for three staff categories:
  - Social Workers
  - School Psychologists
  - School Counselors.
- The numerator (for these ratios) is the full-time equivalent of students enrolled in the district or school.

The ratio of social workers to students in a district or building.

- Sum of the FTE positions reported with a position code '323' in the district or building.
- Sum of the FTE enrolled students in the district or building.
- Calculate a ratio, expressing it as "X:1" "student FTE: social worker FTE", where X is determined by dividing the calculated enrolled student FTE by the calculated social worker FTE.

The ratio of school psychologists to students in a district or building

- Sum of the FTE positions reported with a position code '318' in the district or building.
- Sum of the FTE enrolled students in the district or building.
- Calculate a ratio, expressing it as "X:1" "student FTE: School Psychologist FTE", where X is determined by dividing the calculated enrolled student FTE by the calculated school psychologist FTE.

The ratio of school counselors to students in a district or building

- Sum of the FTE positions reported with a position code '202' in the district or building.
- Sum of the FTE enrolled students in the district or building.
- Calculate a ratio, expressing it as "X:1", "student FTE: school counselor FTE" where X is determined by dividing the calculated enrolled student FTE by the calculated school counselor FTE.

#### *THE RATIO OF LICENSED LIBRARIANS AND LIBRARY MEDIA SPECIALISTS TO STUDENTS IN A DISTRICT OR BUILDING*

The average ratio of licensed librarians and library media specialists to students in a district or building adheres to the following criteria:

- Calculate the denominator by using records of licensed librarians or library positions.
  - From CORE, the State's database of record for educator credentials, identify the individuals who held active Librarian/Media Specialist licenses during the school year of the report card.
    - For example, SY2025 uses date logic to identify individuals with a license that was valid during SY2025, even AFTER SY2025 has passed, and some credentials might be *expired*.
  - Identify employees reported with a position of 'Librarian/Media Assignment' (position code 203) or 'Library Aide Assignment' (position code 414).
  - Identify individuals in each district and school who had one of those positions (reported in EMIS) *and* held an active license.
    - Sum the FTE (of the result of the above step) for the denominator.

- Divide the student enrollment FTE by the total FTE obtained in step 1, to calculate a student: licensed librarian ratio.

#### *THE RATIO OF PARAPROFESSIONALS TO STUDENTS IN A DISTRICT OR BUILDING.*

- Sum of the FTE positions reported with position code '415' in the district or building.
- Sum of the FTE enrolled students in the district or building.
- Calculate a ratio, expressing it as "X:1" "student FTE: paraprofessional FTE," where X is determined by dividing the calculated enrolled student FTE by the calculated paraprofessional FTE.

#### *THE RATIO OF NURSES TO STUDENTS IN A DISTRICT OR BUILDING*

- Sum the FTE of positions reported with a position codes '320' or '406' in the district or building.
- Sum the FTE of enrolled students in the district or building.
- Calculate a ratio, expressing it as "X:1" "student FTE: school nurse FTE," where X is determined by dividing the calculated enrolled student FTE by the calculated school nurse FTE.

#### *THE PERCENTAGE OF TEACHERS WITH FEWER THAN THREE YEARS OF EXPERIENCE TEACHING IN THE DISTRICT OR SCHOOL*

- The *total teacher FTE* is the sum of FTE positions reported with position codes '212' or '230' in the building.
- The *inexperienced teacher* has fewer than three years of authorized teaching experience. This FTE is the sum of the FTE positions reported with position codes '212' or '230' whose Authorized Teaching Years of Experience is reported as 0, 1 or 2.
- Calculate the percentage of teachers with fewer than three years of experience by dividing the *inexperienced teacher FTE* by the *total teacher FTE*.

#### *THE PERCENTAGE OF PRINCIPALS WITH FEWER THAN THREE YEARS OF EXPERIENCE TEACHING IN THE DISTRICT OR SCHOOL*

- The *total principal FTE* is the sum of the FTE positions reported with position codes '104' or '108'.
- The *FTE inexperienced principal* has fewer than three years of experience. It is the sum of FTE positions reported with position codes '104' or '108'.
- Calculate the percentage of principals with fewer than three years of experience by dividing the *inexperienced principal FTE* by the *total principal FTE*.

*THE PERCENTAGE OF TEACHERS WHO ARE NOT TEACHING IN THE SUBJECT OR FIELD FOR WHICH THEY ARE CERTIFIED OR LICENSED*

For the relevant level: state, district, or building:

- Whether a teacher's credentials qualify them for teaching a course is evaluated during the Initial Staff/Course EMIS data collection, for each course and each teacher.
- The *core course count* is the sum of the number of core courses being taught.
- The *not properly certified course count* is the sum of the number of core courses determined to not be properly certified.
- Calculate the *percentage of not properly certified courses* by dividing the *not properly certified course count* by the *core course count*.
- The *total teacher FTE* is the sum of the FTE educators reported with position code '230', Teacher Assignment'.
- The *not properly certified teacher FTE* is calculated by multiplying the *total teacher FTE* by the *percentage of not properly certified courses*.
- Calculate the percentage of teachers who are not teaching in the subject or field they are certified or licensed by dividing the *not properly certified teacher FTE* by the *total teacher FTE*.