EVAAS Roster Verification

Introduction

Generating reliable and meaningful value-added measures for individual teachers requires great care in gathering and analyzing the data. With that in mind, rosters that list each teacher's students must be accurate if the results of the analyses are to be trusted. While states and districts collect and manage data on which students are assigned to which teachers, these teacher-student data links often do not truly reflect the complexity of how instruction has been delivered for each student. One teacher for each student is no longer the norm in most schools.

To meet the increasing demands for differentiated instruction, schools must have flexibility to regroup students as needed, assign specialists to work with specific students, and determine when team teaching would benefit the students. To have confidence in the value-added results, it's necessary to capture that complexity as accurately as possible.

EVAAS Roster Verification is a flexible, secure web-based application for doing just that. It enables teachers and administrators to work together to ensure that the right students are linked to the right teachers. The software can accommodate as many teachers as necessary for each student, with each claiming a portion of the responsibility for the student's instruction. By enabling educators to specify proportions of instructional responsibility for each student, this application ensures that students' academic growth is tied to individual teachers as accurately as possible.

Multi-Phased Approach

EVAAS Roster Verification follows a multi-phase process in which teachers, school administrators, and district administrators work together to verify rosters.

Preview Phase (1-2 weeks recommended): District and school administrators ensure that all teachers who need to complete rosters are listed in the system and have accounts to access their rosters.

Teacher Verification Phase (2-4 weeks recommended): Teachers edit and verify their rosters, ensuring that all students for whom they provided instruction are listed and that an appropriate percentage of instructional responsibility is claimed for each student.

School Verification Phase (2-3 weeks recommended): School administrators view and approve rosters. School administrators can return rosters to teachers to request additional changes. School administrators and teachers can pass rosters back and forth within EVAAS Roster Verification as many times as necessary until both parties agree. This part of the process helps to ensure collaboration and appropriate oversight.

District Verification Phase (1-2 weeks recommended): The district administrator adds another level of approval. Once approved, the rosters are considered final, and EVAAS will use the student-teacher linkages to generate teacher value-added reports.

Data Decisions

- What is the authoritative source of the student-teacher linkages used to initialize rosters?

- Is the authoritative source the same one used for Highly Qualified Teacher reporting? If so, are there any policies needed to govern the use of this one data source for two purposes?

- Given security policies in the state or district, can the state share teacher and administrator email addresses with the roster verification provider?

Availability of Required Data

- Can the state pull data from the authoritative source at any time, or must the state wait for districts to push data to the state?

- What are the policies and expectations for how often the data in the authoritative source are updated?

- How quickly are data updated at the beginning of each new school year?

- When students are newly enrolled, how soon do districts/schools enter them into the authoritative source?

- When do districts/schools have rosters for each new semester, trimester, or track created and stored in the authoritative source?

Student and Teacher Identification

- Is there one unique student ID number that identifies a student within a state? Is there a way for teachers and principals to look up that number?

- Is there one unique teacher ID number that identifies a teacher within a state? Is there a way for teachers and principals to look up that number? If the number is connected to teacher certification, is there an ID number that identifies a non-certified teacher within a state?

- Teacher names often change with marriage status. Do districts/schools have the ability to change teacher names from those recorded with the unique state ID numbers for each?

Roster Identification

- How does the state or district identify students who will be taking a state assessment?

- Does student enrollment in a specific grade trigger one or more state assessments?

- Does student enrollment in a specific course trigger one or more state assessments? If so, is there a statewide set of course codes associated with the course?

> ### About Instructional Responsibility
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> Throughout a school year, each student may receive instruction from multiple teachers in a single subject, with each teacher having responsibility for a portion of that instruction. Instructional responsibility may be shared equally by two or more teachers, or the portion of responsibility may vary depending on the amount of time the student spent with each teacher. Common reasons for sharing instructional responsibility include
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> - Student mobility
> - Team teaching
> - Push-in or pull-out programs
> - Additional instruction from specialists
> - Other shared instructional practices
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> In EVAAS Roster Verification, multiple teachers can each enter a percentage of responsibility for each student's instruction in each subject. The flexibility of the roster verification software enables educators to capture complex instructional scenarios with precision.

General Policy Decisions

- Which grades/subjects and courses are included in roster verification?
- Which teachers should participate in roster verification?
  - Teachers of Special Education students?
  - Teachers of Academically and Intellectually Gifted students?
  - Teachers of English as a Second Language students?
  - Teachers of Title I students?
  - Other academic specialists?
- Should student and/or teacher attendance play a role in roster verification?
  - If no, does student enrollment play a role in roster verification?
  - Does the state have data on when students enroll in specific sections of courses?

Timing Considerations

When to begin setting up the system

During a state or district's first implementation of roster verification, it is best to begin setting up the system early. This allows for troubleshooting if there are any data-related issues, as well as results in a system that can be used for demonstration and training purposes prior to the start of the admin phase. Some states choose to engage in roster verification pilots with a select number of districts before rolling out the system statewide.

When to begin communication

It is important to lay the groundwork for why roster verification is necessary. First, let educators develop an understanding of the connection between roster verification and their teacher value-added reports. Then, introduce more information about the process, the schedule, and how the roster verification application works. If all of the information is introduced at once, it can be overwhelming to educators, and they can lose track of the importance of roster verification.

When to open and close roster verification phases

Allow sufficient time for each phase of roster verification. For example, to ensure that all teachers have ample opportunity to edit their rosters, the Teacher Phase should last at least two weeks. From start to finish, the roster verification process will require at least four to six weeks.

Avoid roster verification phases during scheduled school breaks and standardized testing. Aim to complete roster verification before the school year ends for students as teachers will no longer be in the school buildings to make adjustments to rosters.

The Importance of Communication and Training

Partnerships with professional organizations

Teachers access information from a variety of sources. Consider how the state or district might partner with professional organizations to share information about roster verification with teachers, administrators, and central office staff members. Everyone has an interest in ensuring the accuracy of teacher value-added reports.

Importance of training

While roster verification may be a statewide process, there is always local context to be considered. For example, some districts structure their special education programs differently than others; as a result, it may be appropriate for some of the special education teachers in the state to participate in roster verification, but not others. Local training is needed to adapt processes and policies to meet local contexts.

Because the rosters are used to generate value-added measures for individual teachers, it's critically important for the roster data to be accurate. With that in mind, it's necessary for teachers and administrators to have a solid understanding of the roster verification application, as well as the state or local policies and guidance for completing the rosters. EVAAS works closely with state and local leadership to provide clear, helpful documentation for educators. In addition, EVAAS provides recorded webinars to ensure that educators have access to the necessary information and training.

EVAAS Roster Verification Partners and Links to Publicly Available Resources

Pennsylvania Department of Education https://pvaas.sas.com/

North Carolina Department of Public Instruction https://ncdpi.sas.com/

South Carolina Department of Education https://scva.sas.com/

Texas Education Agency https://tea.sas.com/

Texas Center for Educator Effectiveness (TxCEE multi-district consortia)

To learn more, please contact the SAS Educator Support Services team at evaas_support@sas.com.