

## Ohio “Teacher/Student Data Linkage” definitions (2011-12)

Ohio has identified three different, albeit related, definitions for teacher/student data linkages (often referred to generally as “Teacher of Record”). These three definitions have somewhat different needs, implications, and purposes although they all fit under the teacher-student data linkage umbrella and often overlap. Ohio’s policies and data system will have to effectively provide a method of identifying all three. Many of these purposes (such as growth measures for non-tested subjects) are still under development. The TSDL-CELT pilot districts (Columbus, Delaware, Canton Local) will provide detailed feedback from the LEA perspective.

For the 2011-12 school year, ODE will utilize the following three “Teacher/Student Data Linkage” definitions:

	<h3>1. Assigned Educator</h3> <ul style="list-style-type: none"> <li>• Primary teacher assigned to student</li> <li>• HQT</li> </ul>
	<h3>2. Teacher of Record</h3> <ul style="list-style-type: none"> <li>• Precise accounting of instructional time responsibilities</li> <li>• Teacher-level Value-Added</li> </ul>
	<h3>3. Contributing Professional</h3> <ul style="list-style-type: none"> <li>• Any/all professionals that work with a student</li> <li>• Access to Instruction Improvement System (IIS) data</li> </ul>

1. Primary assignment (one teacher): An **Assigned Educator** is the educator assigned to a student, usually for HQT assignment purposes. In some cases, this translates into the teacher responsible for assigning a grade.

- This is the common connotation for Teacher of Record answering “which teacher has primary responsibility for a student?”
- Specifically for identifying HQT status.
- Other uses: computer-based coursework (for example, the teacher serves as a facilitator/monitor and assigns the grade), credit recovery, Credit Flex, non-traditional settings (e.g. youth facilities).

- Collection method: EMIS, (this is only partially collected in BFK-Linkage for relevant grades/subjects)
2. Precise accounting of instructional time for teacher-level Value-Added and other evaluation metrics including student growth in non-tested subjects: *A **Teacher of Record** is an educator who is responsible for a significant portion of a student's instructional time (based on enrollment) within a given subject or course that is aligned to a state assessment.*
- 2A: Teacher-level Value-Added. Specifically designed to provide accurate data (roster verifications and proportional splits) for EVAAS teacher-level Value-Added reporting.
    - The relevant Teachers of Record should represent the 100% proportion of a given student's instructional time for a specific subject/course aligned to a state assessment. This weighted variable would be an input into the EVAAS calculation for more accurate and fair teacher-level calculations.
      - For example, a 5<sup>th</sup> grade math teacher that is responsible for entirety of teaching a particular 5<sup>th</sup> grade student in math, would account for 100%.
      - A team teaching situation may result in a 50/50 split.
    - Participating LEAs will utilize the Battelle for Kids Linkage system in RttT years 1-3 for roster verification activities. Ohio will design its own system with RttT funding. Subsequent teacher-level Value-Added reports will be provided through EVAAS.
  - 2B: Other evaluation metrics such as student growth in non-tested subjects. This work is under development primarily through RttT assurance area D and will inform the HB153 requirements for teacher evaluation.
    - May be collected through statewide Linkage
  - Business rules to be developed for scenarios such as team teaching, intervention, tutoring, blended learning, Credit Flex, PSEO, Voucher students, Pre-K (schedule variations and expanded definition of educator/non-licensed personnel), performance-based assessments, senior projects, etc.
3. Multiple linkages: *A **Contributing Professional** works with/has responsibility for a student and/or teacher, and should be specifically linked with relevant students.*
- This is a yes/no flag to allow for simple and non-mutually exclusive linkages. Numerous educators could be linked to a student.
  - Accurate linkages for IIS data system, other evaluation components, and other uses as identified by CELT pilot districts.
  - Collection Method: TBD (BFK- Linkage only partially informs)

## **CELT-TSDL Project Definitional Requirements**

*General Characteristics: The definition(s) must:*

1. Be linked to a student, not only a course-section.
2. Be flexible to cover all grade levels, pre-K through 12.
3. Accommodate teacher assignment changes and turnover during the course of the year
4. Be supportable by current systems and data collection methods (specifically the BFK-link system to be utilized by CELT pilots and RttT participants).
5. Be clear enough that teachers can validate their rosters to foster buy-in for such high-stakes uses as pay for performance and local teacher evaluation systems
6. Be applicable to all educators and cover all courses and subjects.
7. Include non-traditional instructional practices, such as virtual (online) courses.
8. Allow linkage to the standards that were taught and tested by a particular educator (i.e. data connections with proposed IIS)

*Potential Purposes:*

1. Verify rosters to accurately identify teachers for a subject/course and track their contribution(s) to student achievement.
2. Provide data for the teacher evaluation components of RttT-participating districts, as well as HB 153 requirements for teacher evaluation.
3. Provide data for the required teacher evaluation components of SIG grantees.
4. Allow a school district to identify team teachers, pullout teachers, assistant teachers, etc., and better track their individual contribution(s) to student achievement.
5. Enable school districts to better identify the instructional practices and programs that are most and least effective.
6. Plan and evaluate professional development.
7. Support accountability and models (such as TIF) that reward educators for positive student outcomes.
8. Evaluate teacher prep programs across colleges, universities and other program providers using student outcome data.
9. Support accountability growth models based on longitudinal data that can link contributions to positive student outcomes to multiple teachers, programs and schools.
10. Identify highly effective teachers for collaborative support of others.
11. Allow for targeted access to student data.