

The Office of Institutional Research: TEI Roster Verification Analysis and Applications

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At-a-Glance

With the Teacher Excellence Initiative, or TEI, teachers' evaluations are based on three components: performance, student perceptions, and student achievement. Student achievement is measured with both absolute and relative metrics, depending on the assessments given in each course. In order to receive points for student-level achievement, a teacher must have a sufficient number of students who are properly scheduled and in attendance with the teacher in a course in which standardized, secure assessments are administered to gauge students' learning. These courses are referred to as "evaluation courses."

Teachers are given the opportunity to verify scheduling information that was entered into the district's student information system (Chancery) during the school year using a process called TEI Roster Verification, or TRV. All teachers with evaluation courses in 2015-16 had rosters to review. TEI rosters are created using daily scheduling and attendance information from Chancery.

Background and Process

During 2016 roster verification, 8,144 teachers had rosters to review. Rosters were published on MyData Portal on May 10, 2016, and teachers had until May 25 to submit their rosters. Principals could approve rosters through June 10.

As part of the submission process, teachers reviewed rosters for each evaluation course taught. While reviewing their rosters, teachers could link students who would not otherwise be included in their metrics. They were required to provide a reason for each student linked. Teachers could also request other types of corrections using the *Ask a Question* form.

If a teacher did not submit their roster by the deadline, it reverted back to its original state and any changes a teacher made were discarded. If a teacher submitted their roster, but their principal did not approve it, any student links made by teachers were automatically accepted; the roster was used as it appeared when submitted by the teacher.

MyData Portal is an online resource from Evaluation & Assessment (E&A) for campus personnel to access student-level data, mainly assessment results, and accompanying analyses and reports. It is maintained for E&A by the Office of Institutional Research (OIR).

Module Updates and Training

The main updates and training activities to the module in 2016 are described below:

- 1) Training: In addition to providing written instructions and video tutorials on MyData Portal, OIR offered open labs and telephone support sessions to provide individualized assistance to participants. OIR shared general information in the Weekly Administrative Information Packet (WAIP), TEI News Emails for Principals and Teachers, the MyData Portal Newsletter, and TEI Expert meeting.
- 2) Roster Features: The module was updated to allow teachers to link *all* of the students for a specific test term with one click. They could also apply the same reason for linking a student to multiple students.
- 3) Process: Previously, teachers requested investigations by selecting a box on their rosters. Because many did not understand when to select this option, OIR received numerous unnecessary requests. Rosters under investigation were placed on hold and could not be acted upon by principals, which hindered the approval process. To improve this system, the *Ask a Question* form was updated and allowed teachers to select from several common errors. OIR reviewed all reports and determined whether investigations were required.

TEI Roster Verification Results

Of 8,144 teachers with rosters for review, 73 percent submitted rosters, with 2 percent of submitted rosters requiring investigations; 94 percent of submitted rosters were approved. There was an increase in roster submission and approval rates this year and a decrease in the percentage of rosters investigated. See Figure 1.

In 2016, elementary schools had higher participation rates than middle and high schools, with 81 percent of elementary school teachers submitting rosters and 98 percent being approved by principals.

Teachers had fourteen business days to submit their rosters in 2015, compared to twelve in 2016. In 2015, one-third of teachers submitted rosters on the last day of verification. In 2016, however, there was a steady increase in submissions over time. OIR submitted rosters on behalf of some teachers, with their written permission, which contributed to a 10 percent submission rate increase after day 12 of roster verification. See Figure 2.

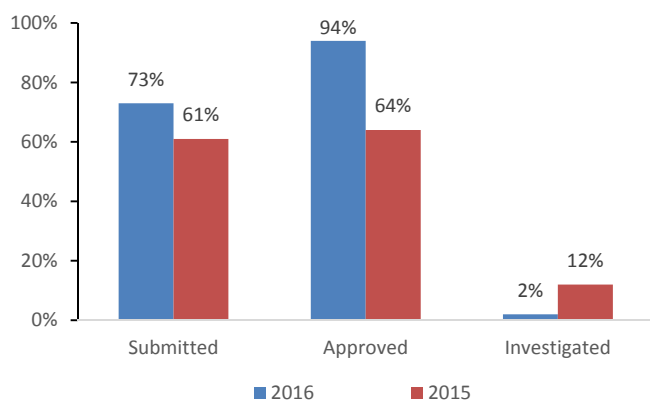


Figure 1. Roster Submission Rates by Year¹

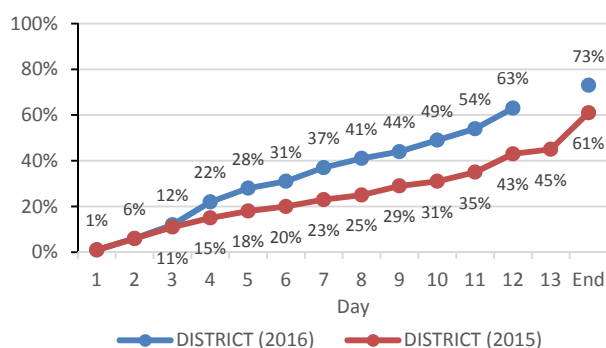


Figure 2. Roster Submission Rates by Date

A total of 464 teachers reported roster errors,² and OIR determined that 90 cases required further investigation. Teachers required investigations to either unlink or add a student or course to their roster. The majority (91 percent) wanted to unlink a student or course and the majority of investigations occurred at elementary schools (64 percent).

To determine whether changes were required, OIR contacted principals to collect additional information and verify the teacher's report. Principals at 63 schools were contacted, and based on principal feedback, OIR changed rosters for 87 teachers. Ultimately, 96 percent of roster investigations were resolved.³

Roster changes were required for one of three reasons, as summarized below. (See Figure 3.)

General scheduling and attendance: TEI rosters are based on information entered into Chancery by campus staff, and OIR did not find errors in rosters compiled from those data. Thus, it is assumed that corrections were requested due to data-entry errors in Chancery. For example, students may have been scheduled with the incorrect teacher.

Homebound student scheduling: Teachers wanted to unlink homebound students from rosters. Homebound instruction is generally not counted as an absence, but many principals reported that the teachers were not working closely with the homebound instructor. OIR deferred to principals about whether students were homebound and should be unlinked from rosters.

Students with special needs or circumstances: Teachers wanted to unlink special needs or circumstances. These included students who were in Functional Living Skills (FLS) sections or behavior units. OIR deferred to principals regarding whether roster corrections should be made in these cases.

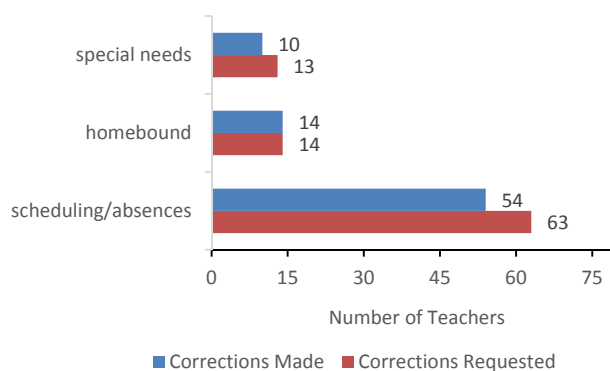


Figure 3. Number of Roster Correction Requests and Changes by Type (N=90)

Recommendations

TRV should continue to provide an easily accessible and fair platform for teachers to verify and correct their rosters. Recommendations to increase overall efficiency include:

- Continue to use the *Ask a Question* form to facilitate the report of roster errors during TRV
- Eliminate open lab sessions due to low attendance and introduce more telephone support sessions
- Work with appropriate district leaders and departments to ensure scheduling changes are entered into Chancery in a timely manner
- Continue to communicate in various formats about the process and module, with emphasis on criteria used to construct rosters
- Update the module to include training notes, perhaps in the form of pop-out boxes

For more information, contact the Office of Institutional Research at 972-925-6446.

¹ Statistics for 2015 were recalculated in 2016 so that the denominator for the approval and investigation rates for both years is the number of rosters submitted instead of the total number of rosters.

² This number is an estimate and includes staff that completed the *Ask a Question* form during the verification window for teachers.

³ In cases where principals were non-responsive, OIR made decisions about whether or not to make roster changes based on the teachers report and previous experience with the issue.