

Establishing and Using the Teacher-Student Link: Panel State Information

	California	Georgia	Missouri	Washington
Background	<p>Legislation authorizing the state's student longitudinal data system (SLDS) passed in 2003 and was focused on providing data to meet federal reporting requirements. After conducting a feasibility study report and going through state procurement, CA signed the contract with its SLDS vendor in January 2008. The RFP for the system development reflected state's intent to have all data collections launched in 2009-10. The Student School Enrollment and Exit was the only collection to launch in 2009-10. In Fall 2010, CA began collecting Staff Assignment and Student Course Enrollment data. LEAs have until April 2011 to certify their Fall 2010 staff assignment and course information. The state's system is designed to allow the LEA to report more than one teacher for a classroom. This year, CA plans to load the state's summative assessment results into its longitudinal data system. The teacher data system (CALTIDES) is still in procurement.</p>	<p>Has linked student and teacher data for over three years and is currently working on a new teacher of record model that will allow reporting of team teaching.</p>	<p>Has collected annual fall snapshot data linking teachers to courses and students in courses for past three years. Will collect linked course completion data this June.</p>	<p>Efforts to link teacher and student began in 2007. Legislative bill directed state to collect all courses offered by Washington's school districts. For each course reported by the districts, the districts report the students taking those courses with their statewide student identifier and the teachers with their teacher certification number.</p>
Current Status	<p>Operational and enhancing.</p>	<p>Operational and enhancing.</p>	<p>Operational - see previous response.</p>	<p>Pilot collection conducted during the 2008-09 school year. Implemented a more comprehensive collection linking teacher and student data during the 2009-10 school year.</p>
Collaborations	<p>CA is working independently on the teacher-student link.</p> <p>The Commission on Teacher Credentialing was involved in defining the requirements for the state's teacher data system (CALTIDES) and is a co-owner of that system.</p>	<p>Using a Gates Foundation grant through CELT to define the new TOR model.</p>	<p>Working with state university staff to analyze linkages for purposes of a student growth pilot project and for students/teachers to educator preparation programs.</p>	<p>Has started very preliminary conversations with other states. Recently entered into a contract with a vendor to provide a technical reporting framework in order to meet the reporting needs of stakeholder groups. Since multiple states are using the same vendor, WA sees an opportunity to collaborate on the reporting of student and teacher data. Agency is also discussing a partnership to join WA's cooperative district reporting system with the state reporting system.</p>

<p>Mechanics of Link</p>	<p>The Course Section record provides the teacher to student link as it contains the teacher ID and the student ID.</p>	<p>Teacher is linked to class and class is linked to student.</p>	<p>Each student record collected in the Assignment file includes unique Student ID, Class ID, Teacher ID, School ID and District ID. Each of these IDs refers to a single record in a separate file with associated information for that unit of analysis for that school year. Student state assessment data are linked using the Student ID and Educator Certification data are linked using the Teacher ID.</p>	<p>Staff data are submitted containing a “staff ID” that is unique to the district and the state teacher certification number. The certification number links back to state's certification and personnel database to get to years of experience, demographics, etc. Each record in the Student Schedule file is identified by a District Student ID and State Student ID and contains the School Year, Serving District Code, Location ID, Course ID, Section ID and Term. Staff schedule data is submitted with school year, Serving District Code, Location ID, Staff ID, Course ID, Section ID and Term, which are all linked to the same fields in the Student Schedule File. WA's course catalog, which is based on the SCED, contains detailed course data for all courses in all grades at each school in the district. The Course ID is the key field that links back to the staff schedule. The State Course Code and Content Area Code are identified in the Course Catalog file.</p>
<p>Major Challenges</p>	<p>System vendor has been late in delivering various system functions.</p> <p>LEAs submitting course completion data that still includes scheduling information (e.g., the teacher who taught the course) versus just transcript information (course, grade, credit earned). State's plan is to collect the scheduling information.</p> <p>Education option schools often do not build a master schedule for their students; that is, they create a self-contained course for all subjects taught throughout the day. State has tried to balance the workload associated with building the schedule with HQT reporting requirements by telling the LEAs that if they do not create a separate course section for each subject and the teacher is not highly qualified in any of the subjects he/she is teaching, that the LEA must report the teacher as not highly qualified. So, if the teacher is highly qualified in at least one of the subjects, there is an incentive to the district to build the master schedule at least for those subject areas.</p>	<p>Defining the TOR model.</p>	<p>Local student data systems and staff data systems are often separate and the class schedules of teachers and students do not exactly match in many cases. Classes reported on local grade cards may not match state class code systems. Virtual education and distance learning are complex in linking teachers/classes/students.</p>	<p>Completeness and accuracy of the data in the staff files, student schedule and course files have been the major challenges thus far.</p>

Uses of the Link	SEA plans to develop a system (CALTIDES) that will link teacher assignment data collected by CALPADS with teacher credential and professional development information from systems at the Commission on Teacher Credentialing and make an initial determination as to whether the teacher is appropriately assigned. The CALTIDES will also allow state to validate an LEA's claim of whether or not the teacher is highly qualified, and will provide data for teacher workforce analysis and evaluating teacher preparation programs.	Linking the student growth model to teachers, using the linkage to evaluate a teacher performance.	The initial use of the Course Completion data is to comply with SFSF reporting requirements. Historically, these data have been used for general policy research and analysis purposes as well as state and federal statutory and regulatory compliance monitoring.	<ul style="list-style-type: none"> • Research • Policy making • Identification of teachers teaching within endorsed areas • Development of an HQT tool to identify teachers teaching core subject areas
LEA Involvement	<p>The CALPADS Guide provides guidance on how LEAs should prepare and submit their teacher assignment and student course enrollment data. State also provides LEAs with a service desk.</p> <p>In CA, staff in county offices of education (COEs) are responsible for monitoring districts to determine whether teachers are appropriately assigned. COEs staff support the teacher-student collection given, in the past, some COEs have had a difficult time getting districts to provide them with complete teacher-student information (e.g., special education teaching assignments). Now that the state is collecting these data, the districts are more forthcoming with the information. It will also reduce the work associated with identifying questionable teacher assignments.</p>	A pilot group of 26 districts will test out the new TOR model.	An advisory committee comprised of school district staff members has provided input in relation to development of the student level data system. District student information system vendors participate in a monthly vendor conference call to review issues and upcoming changes in the state student data collection system.	Has had substantial district cooperation in state's efforts to link student and teacher data. This is due in part to the fact that the student-teacher linkage requirement is a WA state statute. However, the concept was vetted prior to the work beginning through a feasibility study, and the state leveraged champions across the state who support the linkage because of its ability to improve instruction once educators and administrators get access to the data.
Data Validation	<p>Numerous edit checks including:</p> <ol style="list-style-type: none"> Rejecting records that do not have a valid teacher ID, student ID or state course group code Total FTE reported for any certificated staff should not be greater than 200%, ensuring the Staff Job Classification and Non-Classroom Based Job Assignment codes are a valid combination 	Via state's data collection cycle and business rules.	Hundreds of business rules are in the state data collection system and files may not be certified for use by the state until all errors have been corrected.	State's data manual defines the elements and files to be submitted by the districts. Whenever possible, the state implements edits in the system as well as system reports so that districts can manage and validate their data on a continuous basis.

Vendor Coordination	<p>During development, the agency consulted with SIS vendors at least two times per month. State now holds meetings with vendors as needed to consult with them about various issues. This is where the agency first found out about the limitations on the teacher data at end of year given the SIS doesn't carry the teacher data to the transcript module.</p>	<p>None to date but will need them to feed the new data model.</p>	<p>Vendor conference calls are held each month and state staff members participate in presentations at vendors' annual conferences/user group meetings.</p>	<p>From very early on, state has been inviting vendors to its smaller stakeholder meetings or making sure there is representation from school districts using different products.</p> <p>Prior to creating the system, which contains the student-teacher data linkage, systems were siloed. Movement towards creating the student-teacher linkage required the student and teacher data owners to also connect at the state and district levels. For some, this was a new experience. State's data governance program is the mechanism to ensure program areas are connected and informed. The data governance program includes a formal process to add or modify district collections.</p>
Teacher of Record (TOR) Status	<p>The department's administrative definition of teacher of record is currently:</p> <p><i>"Primarily responsible for the delivery of instruction, assignment of course grades, and certification of attendance. The credentialed teacher of record has primary responsibility for the class. The teacher of record must be available to the classroom and not serving elsewhere."</i></p>	<p>Working on definition.</p>	<p>The teacher linked to the class is considered the "teacher of record" for that class of students unless a "Delivery System" code indicates some other role for a specific teacher, (team teaching, push-in teachers, internet based class, etc.).</p>	<p>No unique identifier for "Teacher of Record." However, each course submitted to the state is required to be associated with a certificated individual. Issues around "team teaching" and "block teaching" have been identified but no resolution at this time. State is engaged in discerning roles (certificated and non-certificated) in which educators or students access for direct instruction, and is also looking at policy and training issues regarding online (distance learning) instructors and how LEA's report them.</p>