Teacher/Student Data Link (TSDL) Project

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This presentation was prepared by the Center for Educational Leadership and Technology (CELT) for the Bill & Melinda Gates Foundation. While the data and analysis contained in this document were used to inform the foundation, it is not a representation of the current grant-making strategy.

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Context of the TSDL Project

An accurate teacher-student data link is essential as:

- Teachers must have accurate data on the students they are teaching to inform their instruction.

- School and district administrators must have accurate data on which teachers are teaching which students to inform human capital/resource decisions (e.g., staff assignment, professional development, support for effective programs and strategies).

- State administrators and policy makers must have accurate data on which teachers are teaching which students to inform program, resource and policy decisions and meet federal requirements.

What are the Main TSDL Project Goals?

- Develop and implement a common, best practice framework for *Teacher(s) of Record*

- Identify standard business processes for linking and validating teacher and student data at the State Education Agency (SEA), Local Education Agency (LEA), school, and classroom level

- Pilot test important recommendations for a valid and reliable Teacher-Student Data Link with 5 SEAs and 15 LEAs

Which States are Involved in the Project?

- Five states—Arkansas, Florida, Georgia, Louisiana, and Ohio—are participating in the project.

- Three school districts from each state are partners in the project. They were selected based on size, use of data, and technology infrastructure.

- Education Service Agencies (ESAs) from Ohio and charter schools from Florida and Georgia have been included.

Which Districts are Involved in the Project?

- **Arkansas**

    Bryant, Fouke, Greenbrier

- **Florida**

    Hendry, Hillsborough, Osceola

- **Georgia**

    Bartow, Gwinnett, Morgan

- **Louisiana**

    Boosier, Jefferson Davis, Vermillion

- **Ohio**

    Canton, Columbus City, Delaware City

What is the current state of the TSDL at the SEA/LEA? … General Observations

- Last year twenty-four (24) SEAs reported to the Data Quality Campaign (DQC) that they can link teachers and students.

- The five (5) SEAs involved in the TSDL Project can link teachers to students to varying degrees.

- Most states do not have an adopted definition of *Teacher of Record (TOR)*, except for purposes of highly qualified designation.

What is the current state of the TSDL at the SEA/LEA? … General Observations (continued)

- The most common "working definition" of TOR is -- the teacher who determines the grade.

- SEAs have TOR data quality issues that are largely due to infrequent (such as twice annually) data collections from the LEAs.

- The quality of the TOR data at the SEA is inversely proportional to the time since the last data collection.

What is the current state of the TSDL at the SEA/LEA? … General Observations (continued)

- At least one SEA and several LEAs are using a roster verification process creating accurate data at a point in time that promotes confidence among the teachers.

- LEAs and schools (and eventually SEAs) need continuously accurate rosters, nuanced to address multiple teachers, delivery methods, and instances of learning.

- The TSDL is critical to improved student achievement, instructional planning, professional development, instructional effectiveness, and maintenance of attendance records, grade books, etc .

What are the critical issues that must be addressed by SEAs and LEAs that want to use TSDL data to guide policy development?

- ❑ The purposes for linking teacher and student data should always be clear before systems are designed.

- ▪ The business rules for linking teacher performance (and especially bonuses or pay) to student achievement are incredibly nuanced and require the participation and full support of the LEAs and schools.

- ▪ The roles of the SEA, LEA, and schools in developing the business rules and collecting the data need to be clearly defined.

What are the critical issues that must be addressed by SEAs and LEAs that want to use TSDL data to guide policy development?

- There is a general lack of assessments for non-tested subjects.

- The contributions of multiple teachers in a course and such practices as self-paced courses, team teaching, virtual classes, and labs are not accounted for.

- The actual length of time a teacher teaches a child is not tracked, nor are the actual number of days or length of time a student is present for instruction with a particular teacher.

What are some of the emerging Promising Practices?

- Statewide course codes/catalog

- Period-by-period attendance as a daily verification of the class roster

- Scheduling of elementary school classes/courses

- The use of student roster verification programs to validate the data prior to any high-stakes use

- Instructional practice reviews using TSDL

- The use of State issued Unique Student IDs

- Student Information Systems (SIS) and Learning Management Systems (LMS) standards for vendors

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