

Concept Proposal for:

**Roster Verification
Using BFK•Link[®]**

Presented to: Colorado
Department of Education (CDE)

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1160 Dublin Road, Suite 500
Columbus, OH 43215
(614) 481-3141
(614) 481-8997 fax
www.BattelleforKids.org



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OVERVIEW

Education measures put the spotlight on teacher effectiveness. But, what does it take to make sure we have measures that everyone can trust? The key is to engage teachers in a roster verification process to lay the groundwork for better measures of effectiveness, using class rosters they can see and believe in.

—Jim Mahoney, Executive Director, Battelle for Kids

To maximize school improvement efforts, schools need accurate data to identify highly effective teachers and understand what they do to accelerate student progress and achievement. However, a major barrier to success for many states and districts is collecting data that accurately capture the complexity of classroom experiences.

Roster verification is a process to ensure the complexities of instructional attribution are accurately documented. A key element of roster verification is engaging teachers in the process, to build greater awareness and trust in measures of effectiveness. The active participation of teachers and principals is essential for validating *which* teacher teaches *what* subject to *which* students.

Battelle for Kids has six years of experience partnering with states and school districts to design and carry out the roster verification process. In the following pages, we describe the roster verification process and recommendations for how to rollout this process in a multi-district pilot with the Colorado Department of Education (CDE).

ROSTER VERIFICATION: THE THREE PHASES

Battelle for Kids (BFK) structures the roster verification process in three phases: (1) School Setup; (2) Teacher Roster Verification; (3) School Review and Approval. Each phase has a specific purpose, time window and call to action for teachers and school building administrators.

PHASE 1: SCHOOL SETUP

The primary outcome of School Setup is that principals and support teams (1-2 trusted members of the principal's staff who will assist with roster verification) ensure the roster verification system is ready for teachers to begin roster verification. During School Setup, principals and support teams adjust staff and course roster data to ensure the right teachers are included in their building and the right rosters are assigned to those teachers for verification. During this phase, principals and support teams also learn critical information on how to support their school through the roster verification process during this phase.

PHASE 2: TEACHER ROSTER VERIFICATION

Teacher Roster Verification is the second phase and is the focus of the larger process. During this phase teachers have one primary goal: verify the instructional patterns as they occurred over the course of the year by confirming the students they taught throughout the school year and the amount of instructional responsibility they had for each student. Principals and support teams support teachers by answering process and policy related questions and escalating support issues through the proper channels.

PHASE 3: SCHOOL REVIEW AND APPROVAL

The third and final phase of the process is School Review and Approval. During this phase, principals and support teams facilitate light clean up to ensure the teacher-submitted roster data is as complete and accurate as possible. Using the series of reports and alerts provided in the tool that surface information on potential errors in the data, principals and support teams identify and correct the data to clear the relevant alerts and authorize final approval of all rosters.

THE BFK•Link[®] SOLUTION

Battelle for Kids has worked with teachers across the country to create the BFK•Link[®] solution, an easy-to-use, Web-based roster verification tool. Using BFK•Link[®], states and districts can offer teachers an opportunity to confirm which students they taught while also capturing student mobility and instructional attribution for each roster. By involving teachers in the process, the BFK•Link[®] solution helps CDE build trust from teachers in the validity of the data derived from these verified rosters.

BFK•Link[®] has the benefit of being developed with teachers and for teachers in a manner that:

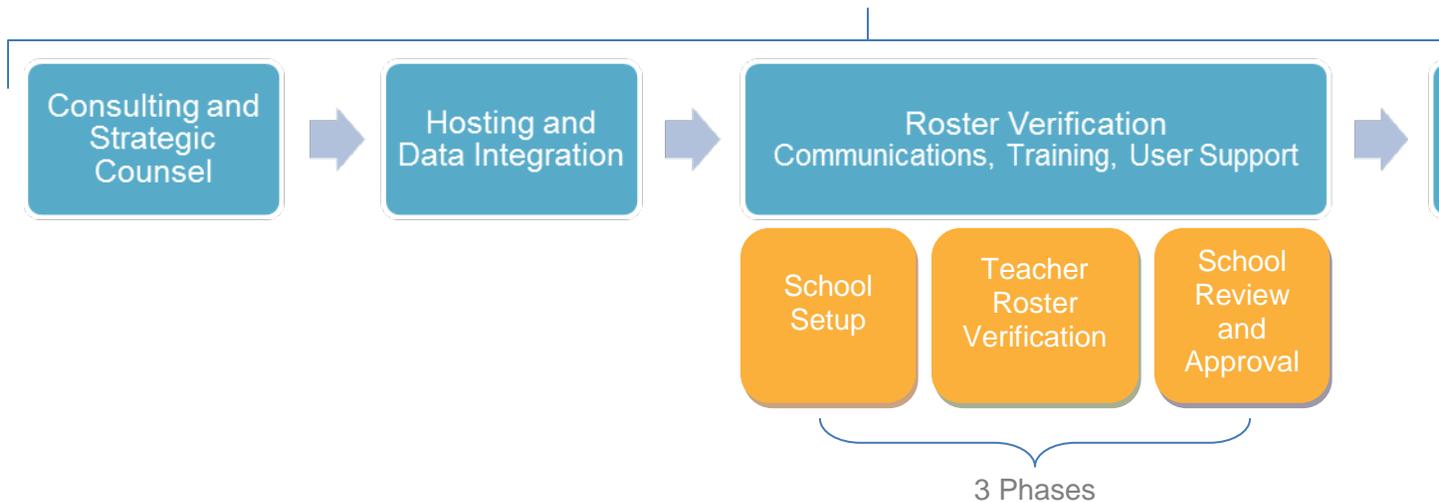
- Engages teachers;
- Enables simple views of data;
- Facilitates a seamless and transparent process of confirming and approving rosters; and
- Results in more accurate measures—for student growth and perception.

Tested and used by educators across the country over the last several years, the BFK•Link[®] software is now also available as BFK•Link[®] Community Edition available through free-licensing for non-commercial use. The BFK•Link[®] Community Edition solution provides a range of options from allowing for a managed full-service to self-service.

ROLLING OUT ROSTER VERIFICATION

With the BFK•Link[®] Community Edition software, CDE will have the technical tool it needs to complete roster verification. However, there are a number of efforts ranging from detailed implementation planning to communications and user support which must happen to ensure a successful process for teachers and principals.

Below we describe the scope and sequence of activities that should occur as part of a successful roster verification rollout. CDE can partner with Battelle for Kids or CELT for any variety of support services, or can lead these efforts internally or with other collaborative partners.



CONSULTING AND STRATEGIC COUNSEL

Defining Outcomes, Business Rules, and Identifying Project Leadership

Prior to engaging teachers and administrators in the roster verification process, CDE first will need to define its intended outcomes for collecting verified roster information, which will inform the business rules and system configurations for the solution. While the outcomes of the process are being defined, CDE should also identify the districts to participate in the pilot. The team of CDE, BFK and CELT will work with these districts to ensure configuration of the software will meet the various needs of varying districts in the pilot.

Implementation Planning

Detailed implementation plans for how the CDE-pilot will rollout initiating business rules, data gathering/loading, communications, training, monitoring, and user support for roster verification should be developed and approved for implementation. During this planning, CDE, BFK and CELT can collaborate to identify existing resources and channels within existing state and district infrastructure to support successful implementation of these plans.

Activities and Deliverables	Responsibilities*			Timeline
	BFK	CDE	CELT	
Defining Project Scope (District and Schools)	A	R	I	
Defining Outcomes, Business Rules, and Identifying Project Leadership at Project Kick-off Meeting	R	R	I	
Implementation Planning	R	C	A	

*R: Responsible, A: Assists, C: Consulted, I: Informed

HOSTING AND DATA INTEGRATION

Hosting

Administration of the BFK•Link® solution on the technology side occurs in two phases: hosting and data integration, both of which can be facilitated by either BFK or CDE. Hosting the solution

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includes installation of the application, upgrades, and product enhancements; quality testing; configuration of the tool to CDE’s business rules; and hosting of the web interface and the roster data. As part of the first-year rollout, BFK recommends hosting the solution under a personalized Colorado Student Success portal with state-level branding.

User Account Management & Authentication

In addition to hosting, BFK and CELT propose managing the data integration process, which includes components for access and authentication. For access and authentication as the host, BFK can provide single sign-on through the state-level IT infrastructure through Microsoft Active Directory via LDAP authentication, SAML 2.0 or internal authentication. User accounts will be created and access permissions granted through the initial data request for staff (teachers, principals, and district staff who will be monitoring completion).

Data Management – Initial Data Loading

Roster verification begins with the best data available from scheduling, grade book, and/or attendance systems (as available). A careful review of the information available from these systems helps us inform the extraction and loading process to create roster assignments that are most reflective of instructional schedules.

The extracted data is then profiled for systemic inaccuracies. Once the profiling process yields the best data available, the “cleaned” data can then be loaded into the BFK•Link® solution. A review of initial loading and examination of special cases that are not consistently scheduled (e.g., special education, bilingual, and special school programs) allows us to spot user challenges before we go live with the system.

Activities and Deliverables	Responsibilities*			Timeline
	BFK	CDE	CELT	
Hosting including portal updates, updating system configuration, and installing product enhancements	R	A	A	
Data integration including user profile management and roster data collection, profiling, management, and output.	R	A	R	
Exploration of single sign-on authentication (*may not be possible without state-level SSO)	R	C	I	

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COMMUNICATIONS

Thoughtful execution of communications, training, and user support is critical to building the support and understanding of educators to complete the roster verification process successfully. The following sections outline the scope and sequence of milestones and deliverables needed to facilitate a successful roster verification process.

Key Messaging Framework and Communications Planning

To inform the rollout of the roster verification process, BFK will consult with CDE and pilot districts to develop the key messaging framework and the communications plan. The key messaging framework is a document that outlines how to communicate the value of roster verification to multiple stakeholder groups. All communications collateral is a derivative of the

key message framework. This framework ensures consistency in the communication of published, formal, and informal messaging and collateral.

The communications plan establishes the overarching communications goals and objectives and defines the target audiences for each communication. The plan includes an editorial calendar outlining, by phase, the outcomes of the communications in that phase as well as specific information for each communication. To support the development of the editorial calendar, BFK, CDE and pilot districts will also identify the processes for approving draft communications collateral and for distribution, recommending new channels only as needed.

The FAQ document is the key support resource to guide principals, teachers, and support teams through the roster verification process. The document outlines the guidelines for the who, what, where, when, why and how of roster verification and also provides guidance for how to manage special cases for various common and unique instructional situations, such as how to represent shared instruction or how to manage periods of leave or extended absence for teachers. Leveraging its experience in districts and states across the country, BFK can support CDE and pilot districts through the development of these guidelines and the rollout of the document.

Communications

Clear and consistent communication is key to building an understanding of the who, what, where, when, why, and how of roster verification. After finalizing the key messaging framework and the communications plan, BFK will collaborate with CDE to develop a full series of communications collateral to build awareness and expectations for the roster verification process.

School Setup

During the school setup phase, communications are provided to prepare principals, support teams, and teachers for the roster verification process and to call principals and support teams to action to fulfill the primary outcome of the school setup phase: to prepare the system for teachers to use. Branded communications collateral in this phase can include a customized overview, introductory memos and emails, entries for Web sites and newsletters, a faculty lounge poster, reminder memos and emails, and entries on BFK and state and district-level social media. The communications are segmented to target teachers, support teams, and principals as appropriate to build awareness of the upcoming roster verification and what specifically is being asked of each group.

Teacher Roster Verification

During the teacher roster verification phase, communications will be provided to remind school support teams and teachers of key milestones during the process. Collateral for both collections will include reminder emails to principals and support teams to complete school setup and to prepare (or remind) their teachers to verify rosters. Weekly reminder emails will also be sent to teachers to encourage participation and completion.

Review and Approval

For the review and approval phase, communications are provided to remind principals and support teams to complete the roster verification process for their school by reviewing alerts and correcting errors in the data and authorizing final approval of all rosters. After the conclusion of the roster verification process, communications to principals, support teams, and teachers thank them for their involvement and leadership in the process, congratulate

them for successfully completing the progress, and offer the opportunity to provide feedback to help inform the improvement of the tool and the process.

Activities and Deliverables	Responsibilities*			Timeline
	BFK	CDE	CELT	
Key Message Framework and Communications Plan	R	C	A	
FAQs	R	C	A	
Develop Communications Collateral				
Distribute Communications Collateral				

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TRAINING

Where communications collateral can only **tell** participants how to complete roster verification; training and preparation can **show** principals, support teams, and teachers the information on how to complete the tasks asked of them. In support of a successful roster verification process, districts and states typically conduct two levels of training and preparation, one with principals and support teams during school setup and the other with teachers during teacher roster verification.

Principal and Support Team Preparation in All Phases

Principals and support teams have four critical tasks to accomplish during the roster verification process. In an ideal roster verification process, principals and support teams:

1. Setup the system so teachers can verify rosters
2. Prepare teachers to verify rosters
3. Provide support to teachers by answering questions and escalating support issues, as necessary
4. Review and correct errors in roster data and authorize final approval

To support principals and support teams through these tasks, BFK recommends utilizing a combination of face-to-face and virtual training media. To facilitate school setup preparation, BFK recommends CDE rollout a face-to-face training plan to prepare all schools, which BFK can support through collaboration of material development. Then to provide preparation to principals for the monitoring and support of the teacher roster verification and review and approval phases, BFK recommends CDE facilitate virtual sessions (webinars, audio conferences) to build their capacity to use the appropriate features of the BFK•Link[®] solution.

Preparing Teachers to Facilitate Their Role in Roster Verification

With roster verification being a school-based process, teacher preparation typically is coordinated by individual schools in consideration of their respective resource and scheduling constraints. To support these schools, customized preparation documents should be developed for principals and support teams to use to communicate the key messages of the roster verification process. As a complement to these materials, BFK will also provide readily available online videos and interactive tutorials as a guide teachers can use while verifying their rosters.

Activities and Deliverables	Responsibilities*			Timeline
	BFK	CDE	CELT	
Design Training Plan and Schedule				
Develop Training and Preparation Materials				
Facilitate Face-to-Face School Setup Training	C	R	A	
School-based Teacher Preparation	I	R	I	
Facilitate Virtual Preparation for Teacher Roster Verification and Review and Approval	C	R	A	

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Monitoring and User Support

Monitoring and user support provide the information needed to drive activity and completion through each phase of the roster verification process. These functions work proactively to direct support resources where they are most needed and reactively to help users overcome challenges and obstacles. Monitoring and user support will likely be similar from the first data collection period to the second.

School Setup

During school setup, CDE will coordinate face-to-face trainings to prepare their principals and support teams for the roles assigned to them during the roster verification process. CDE will also track attendance training and will coordinate follow-up virtual sessions with schools that did not attend a session and are still in need of additional preparation.

Teacher Roster Verification and Principal Review and Approval

During these phases, completion statistics are monitored and reported to the appropriate channels to inform support strategies to facilitate full participation and completion.

General Process Support

General process support involves three tiers of support:

- Tier 1—User-level support (by phone and email)
- Tier 2—Common-user issue support
- Tier 3—Core application support.

Tier 1 technical support offers support to resolve questions and issues related to roster verification (i.e. roles, the process, the timeline, the functionality of the software, etc.), as well as support for questions related to district policies concerning how the verified data will be used. Tier 2 and Tier 3 support facilitate resolution of systemic issues common to large user groups (Tier 2) and core/application issues (Tier 3). BFK, CDE, and CELT should discuss which parties will have responsibility for Tier 1 support. Since the entity hosting the solution manages the application, BFK recommends managing Tier 2 and 3 support in consultation with CDE.

Activities and Deliverables	Responsibilities*			Timeline
	BFK	CDE	CELT	
District policy support				
Monitoring training participation				

Completion monitoring and reporting				
Phone and email technical support (TBD)				
• Tier 1 support – end user (e.g., teacher)				
• Tiers 2 support – principal or school support team				
• Tier 3 support – technical/system				

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PARTNERSHIP AND ENGAGEMENT MANAGEMENT

Part of initiating and completing a successful roster verification process involves interfacing with student growth or perception survey providers to ensure that the overall implementation is successful from a data-sharing as well as data-uses perspective. BFK will provide the CDE a file layout for the standard extract and will coordinate with the state to ensure it receives all the data needed to facilitate the production process for student growth modeling and for any other uses the state anticipates. In addition, BFK will draft a report of recommendations to guide future implementations of the roster verification process and the BFK•Link[®] Community Edition solution.

Activities and Deliverables	Responsibilities*			Timeline
	BFK	CDE	CELT	
Establish data requirements for verified rosters to support value-added modeling	I	R	C	
Facilitate data extract for and delivery to BCPS	R	C	I	
Recommendations for future implementations	R	I	A	

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BATTELLE FOR KIDS' EXPERIENCE

ABOUT BATTELLE FOR KIDS

Battelle for Kids (BFK) is a national, not-for-profit organization that provides counsel and innovative solutions for today's complex educational-improvement challenges. With headquarters in Columbus, Ohio, our mission-driven team of education, technology, communications, and business professionals specializes in creating strategies that advance the development of human capital, the use of strategic measures, the implementation of effective practices, and communication with all stakeholders in schools.

BFK partners with state departments of education, school districts, and education-focused organizations to advance these strategies with the shared goals of: improving teaching effectiveness and student progress; informing instructional practice in real time; recognizing and rewarding teaching excellence; and aligning goals and maximizing impact in schools.

Battelle for Kids has seen student success grow dramatically when educators have access and the capacity to understand and use value-added information for school improvement. BFK's efforts are focused on the use of assessment data to produce teacher-level information to drive improvement in instruction and teacher effectiveness.

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BFK believes that to transform education and prepare all children to be college- and career-ready, we must:

- Recruit, develop and retain the **right people**;
- Identify and provide them with access to the **right measures**;
- Ensure they can use that information to effectively implement the **right practices**; and
- Strategically communicate with and engage all stakeholders using the **right messages**.

ROSTER VERIFICATION EXPERIENCE

Battelle for Kids has extensive experience partnering with education organizations to implement roster verification, often as part of a broader engagement related to the successful implementation of measures of educator effectiveness. Battelle for Kids has provided the BFK•Link® solution to state departments of education, large urban districts and consortia of independent schools of various sizes and navigated various complexities related to implementation. A comprehensive list of references and past engagements can be provided upon request.