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## Rubric for States and Districts to Assess Roster Verification Tools

### **Background**

Roster verification plays an important role in supporting a high quality teacher-student data link. Selecting the right roster verification tool is a critical step in ensuring that the roster verification process serves its intended purpose and meets the district's/state's needs. The rubric below is intended to be used as a guide to evaluate the roster verification tools being considered for use by a district and/or state. The objective of the rubric is to assist in the analysis of tools under consideration. Districts/States should take into consideration the existing or proposed data model(s), policies and processes supported by the roster verification tool, and unique needs of the district/state when rating and analyzing capabilities of roster verification tools.

### **Types of processes involved:**

Below are the types of processes that a roster verification tool should be expected to support (see also Appendix A for the TSDL process flow):

1. Data collection--Collect data needed for verification according to established business rules and policy framework

Possible data elements (see also the data model diagram in Appendix B): Students enrolled, courses and section, attendance, minutes per period/course; teachers/contributing professionals, role, courses and section, attendance

Source: local district scheduling/attendance software, gradebook, state student level database, other

It is important to start with the best data possible. There should be some mechanism in the tool and/or process to perform a syntactical (e.g., checking for proper data format, grade levels, etc.) and semantical (e.g., checking for obvious errors from established business rules – errors might include such things as Algebra in first grade, teachers with more rosters than possible, etc.) profiling of data to catch anomalies (looking for things that don't make sense) before the data loading is completed.

2. Initial roster verification
  - a. There is a two-step review
    - i. Initial period of review of data by school administrator(s) to review schedule and catch any other anomalies or issues.
    - ii. Review of rosters by teachers and verification and or certification if all correct

Source: local district scheduling/attendance software, gradebook, state student level database, other
3. Corrections phase
  - a. Teacher reviews and, if correct, verifies - otherwise submits corrections for data

- b. Corrections are reviewed and approved by principal/other designated administrator
  - c. Once approved, corrections made (preferably in source system)
  - d. Teacher verifies and/or certifies corrected data
  - e. Teacher and administrators access reports and send/receive alerts to help them work through errors and omissions
  - f. Administrator or approving official monitors completion and communicates (generates alerts etc.) with teachers and others involved in the process within the system as needed to ensure completion of verification/correction process
4. State/district submission - Verified/certified rosters are typically submitted for specific uses

### **Roster Verification Model Processes Questions/Tasks**

Below are questions/tasks to help establish the exact requirements for the roster verification tool:

1. Data collection--implement data collection and management processes
  - Determine purpose/use(s) of roster verification (accurate test labels, teacher effectiveness work, professional development planning etc.)
  - Determine timing of collection
    - Will the roster verification process be event based, collected over a period(s) of time, or embedded/continuous?
  - Determine method of collection
    - Stand-alone state provided tool
    - Embedded tool in State SLDS or other software
    - Embedded tool in district SIS
  - Determine/develop policies/business rules based on timing and purpose of RV process for teacher-student data link
    - Establish clear rules on roles for all pertinent stakeholders at state, district and school levels
    - Where does the data originate? (state, local district, school)
    - Who owns the data (which data steward or other)?
    - What obstacles/risks in data collection may be anticipated and how should these risks be mitigated?
    - Review and/or establish needed definitions (teacher of record, etc.)
2. Initial roster verification--Initial review of roster by teacher and verification and/or certification if all correct
  - Determine schedule for roster verification teacher approval process
  - Determine what professional development/training resources will be provided for local staff
  - What obstacles/risks can be anticipated especially around data quality?
  - What strategies and processes can be employed to reduce risks/obstacles?
3. Corrections phase
  - Who identifies needed corrections to the data? Teacher or principal?
  - Who approves the data after the teacher verifies/corrects it?
  - Will it be corrected in the source system or another system?
  - Recommended:
    - Teacher review and correct data

- Corrections are reviewed and approved by principal/other designated administrator
  - Once approved, corrections made in source system
4. State/district submission - Verified/certified rosters submitted for specific uses
- Per policies, from where (school, district, state SIS), and how is data submitted (upload?)?
  - Who submits data?
  - When and how often is data submitted?
  - What is feedback loop if other errors are found?

## Rubric for Roster Verification

The Rubric below should be used to evaluate the processes and capabilities of a roster verification tool being considered for use by a state/district. It is **not** designed to evaluate the associated processes that a state/district may subsequently develop to facilitate use of the tool.

### Ratings Key

NO Process/capability Not Present	YES Process/capability is evident and fully functional	PLANNED Application will be incorporating this process in next 6 months but it is not fully functional yet	PILOT Application is in pilot stage of implementing this capability	N/A Process is not applicable to this tool
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Please rate the following processes/capabilities of the tool according to the key above:

Processes/Capabilities	Stand-alone state/district provided tool	Embedded tool in State SLDS or other software	Embedded tool in district SIS
<p><b>Data Collection</b></p> <ul style="list-style-type: none"> <li>a. Capable of collecting data for one time event</li> <li>b. Capable of collecting data for multiple events over time</li> <li>c. Capable of collecting data continuously or embedded with application</li> <li>d. Capable of collecting data at any time at the choice of the teacher or administrator</li> <li>e. Capable of collecting the necessary data model elements (for example whether the tool allows data to be collected for minutes taught or % of course taught, depending on the model)</li> <li>f. Capable of populating the elements (and associated nuances) of data model being used</li> <li>g. Compliant with relevant data standards (such as CEDS)</li> <li>h. Able to adapt tool to accommodate business rules/policies</li> <li>i. Capable of performing initial review of data to catch anomalies (syntactic and semantical)</li> <li>j. Capable of being used for multiple quality assurance uses such as:               <ul style="list-style-type: none"> <li>1. Linking data for teacher evaluations</li> </ul> </li> </ul>			

Processes/Capabilities	Stand-alone state/district provided tool	Embedded tool in State SLDS or other software	Embedded tool in district SIS
<ul style="list-style-type: none"> <li>2. Producing student labels (such as for testing)</li> <li>3. Monitoring student or teacher attendance</li> <li>4. Administering local/formative assessments</li> <li>5. Administering summative assessments</li> <li>6. Populating data presentation/visualization tools</li> <li>7. Reconciling state attendance reports</li> <li>8. Determining attribution for contributing professionals/professionals</li> <li>9. Other</li> </ul>			
<p><b>Initial Roster Verification and Corrections Phases</b></p> <ul style="list-style-type: none"> <li>a. Provides for multiple levels of review and approval (i.e., teacher and principal or assistant principal or lead teachers)</li> <li>b. Accommodates two separate initial reviews-an administrative review (for catching obvious errors and missing data such as rosters with no students) and then teacher review</li> <li>c. Accommodates data entry and allocation from multiple professional staff roles (e.g., teachers, contributing professionals)</li> <li>d. Allows for seamless verification process within local SIS</li> <li>e. Minimizes data errors</li> <li>f. Capable of interfacing with other applications so that data can be corrected at the source</li> <li>g. Creates reports/alerts that can be used to assist in correcting data and identifying omissions</li> <li>h. Ability for vendor and approving official to monitor completion, at the state, school district or school level</li> <li>i. Ability for administrator to</li> </ul>			

Processes/Capabilities	Stand-alone state/district provided tool	Embedded tool in State SLDS or other software	Embedded tool in district SIS
<p>communicate with everyone, or individuals within the system</p> <ul style="list-style-type: none"> <li>j. Provides feedback loop for communication between teacher and administrator/approving official during corrections phase</li> <li>k. Robust reporting system from teacher and student level, capable of sending alerts</li> <li>l. Ability to collect reasons for changes</li> <li>m. Collect and retain complete audit log including all changes and who made the changes and reasons for the change</li> </ul>			
<p><b>Submission of Verified/certified rosters to state/district</b></p> <ul style="list-style-type: none"> <li>a. Capable of upload/submission from school and/or district level tool</li> <li>b. Capable of upload/submission from within district or school SIS</li> <li>c. Capable of upload/submission from state level tool</li> <li>d. Allows for multiple uploads of data</li> </ul>			
<p><b>Overall</b></p> <ul style="list-style-type: none"> <li>a. Easy to use-requires a minimum amount of training for new users to be comfortable with the tool</li> <li>b. Ability to customize the drop-down boxes and screens.</li> <li>c. Online help available</li> <li>d. Feedback area for comments/questions</li> <li>e. Easy to read directions</li> <li>f. Compatible with policies/business rules</li> <li>g. Communication/resource materials/professional development available for school/district level staff</li> <li>h. Vendor designates staff member who serves as primary support for client</li> </ul>			

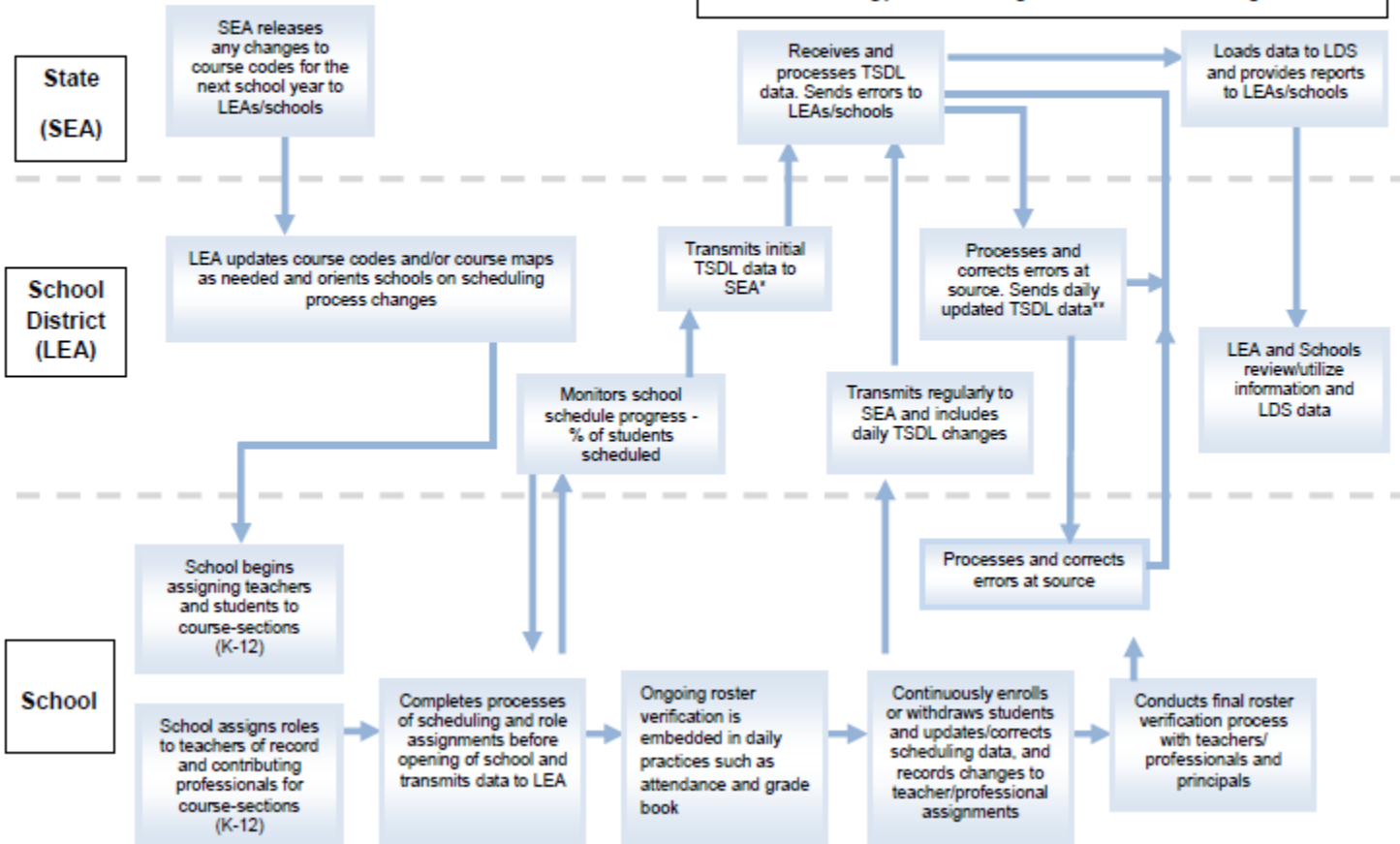
**Appendix A  
TSDL Process Chart**

**Teacher-Student Data Link (TSDL) PROCESS MODEL**

**Characteristics**

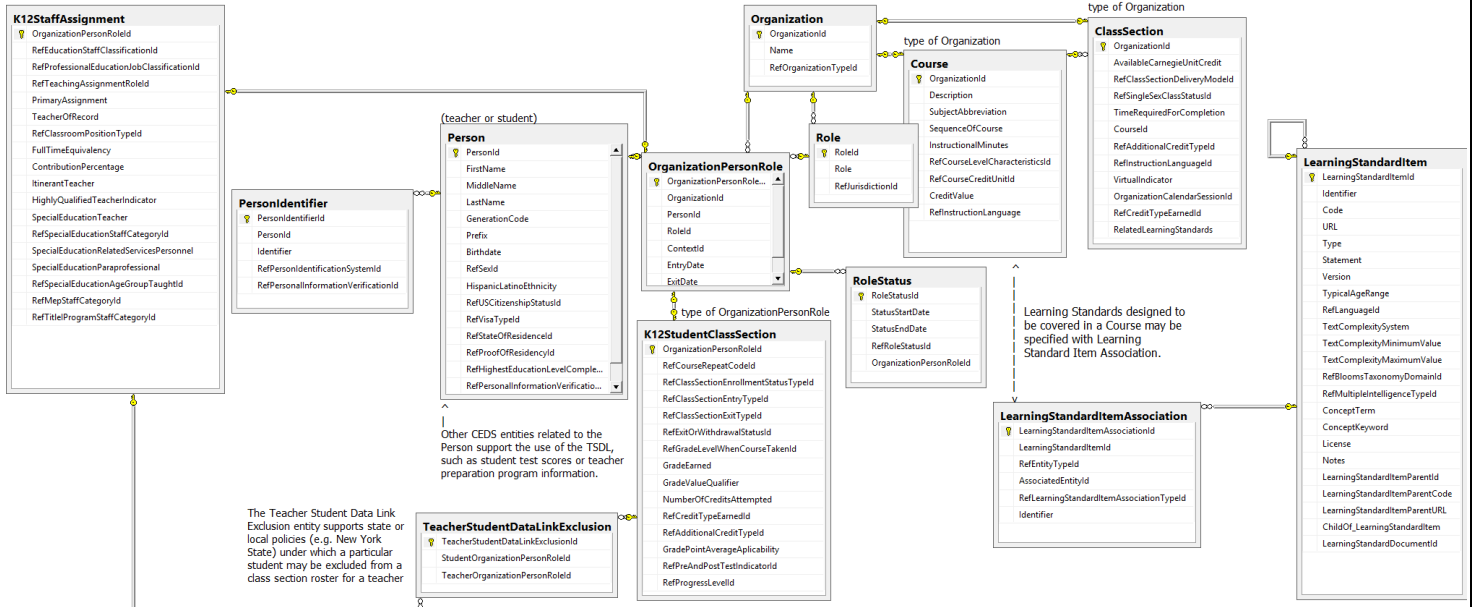
- State course definitions and codes K-12
- Unique student and educator IDs
- State-defined roles for teacher of record and contributing professional

**\* Initial TSDL Data:** Student ID; Teacher/Contributing Professional ID and role; course-section ID and begin/end date.  
**\*\* Ongoing TSDL Data:** Course-section changes in student enrollment and teacher/contributing professional assignment with ID codes and begin/end dates.



# Appendix B Data Model

## CEDS v3 Normalized Data Schema P20W Reference Model K-12 Teacher Student Data Link





**Appendix C**  
**Louisiana Roster Verification Model**

