CMCSS Roster Verification (RV) Support Manual

Recent changes will be shaded in gray similar to this text.

DEADLINES

The schedule for 2021 – 2022 RV phases is:

* Preview Phase: 04/07/2022 - 04/19/2022
* Teacher Verification Phase: 04/20/2022 - 05/10/2022
* School Verification Phase: 05/11/2022 - 05/24/2022
* District Verification Phase: 05/25/2022 - 06/14/2022

RECENT UPDATES

* Roster Verification (RV) was previously identified as Teacher Student Connection (TSC).
* Instructional Availability
* Adding an Ineligible Roster in RV

Last edited on 4/18/2022

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**General information for Roster Verification (RV)**

 The two most important points to consider in the verification process are that, in most cases:

* All students should be claimed for 100 percent of their Instructional Time, and
* **All teachers must personally verify their claiming roster.**
	+ **Teachers must complete their own RV if they are still an employee within the district**
	+ If a teacher is not available, you must have written permission from the teacher to complete their claiming process. See appendix C.
1. Teachers pulling students out of class for skills-based strategies instruction (RTI), for Language Support (ESL), or for Enrichment (Gifted) will not claim a percentage of these students within RV
	1. For a teacher of ‘pull out’ students to receive a percentage of RV the students must:
		1. Be pulled out of a core content class
		2. The content taught during the pull out must be consistent with the grade level content standards from the core content class
2. After the testing coordinator has appropriately marked all ‘Ineligible Status’ students, each teacher may complete his/her RV
	1. Prior to each teacher his or her own RV, testing coordinators must appropriately mark all ‘Ineligible Status’ students
	2. Beginning this year all students on a teacher’s roster who left your school for any other school (except for the alternative school) must be marked as ‘ineligible’ by the testing coordinator
		1. If a student who left your building is removed from the roster by a teacher the testing coordinator will get an error message of ‘Student Not Fully Assigned’ until the student is added back to the roster and made ineligible by the testing coordinator.
		2. We recommend you let teachers know early not to remove students on their rosters who left the building but rather let you know if they are there and not already marked as ineligible.
	3. Ineligible Status
		1. Teacher ineligible – the student took the test but there is not a teacher of record with a valid Teacher License Number (TLN) to claim 10% (a minimum of 18 **consecutive days**) or more of the year’s instruction. For example, an unlicensed substitute teaches a class for 20 consecutive school days. The students in this class would be ‘ineligible’ because only 90% of the Instructional Time can be claimed by a TN licensed teacher.

**Instructional Availability**

Instructional availability is determined by the number of days a student is available to receive instruction. Student who receive 150 or more days of instruction are considered Full for instructional availability and those present 149 or less days are considered partial for instructional availability. Every day through the end of the school year (even after testing) must be included in this count. The first place to be used for attendance must be PowerSchool. To assist in finding PowerSchool attendance, there is a custom report in PowerSchool. The directions to access this report are below. Within this report you will see a column for every student showing his or her instructional availability. Students with a 150 or larger in this column should be marked Full (F) and students with 149 or less will be Partial (P). If you have written proof a student missed instruction in a specific content area that is not counted as an absence on this report you may use it to change the number of days in the instructional availability column from the PowerSchool report.  Again, written proof showing the days a student missed in instruction for a specific content area, that document may be used to alter the number of days on the PowerSchool demographic report.

 However, you will want to ensure that either administration or the testing coordinator confirms these additional days missed and has a copy of the proof on record in case of an audit. Teachers should not change instructional availability without administration or testing coordinator permission.

**How to access the instructional availability report in PowerSchool Admin:**

* After logging into PowerSchool select all students on the start page.
	+ 
* Go to Reports: All Reports > Custom CMCSS Reports > All School Reports > Misc > Testing Demographics Report
* With the group set to current selection click on submit
	+ If you then click on export to .csv you will have a spreadsheet containing each student’s instructional availability based on the full year’s calendar

**Additional Resources for Roster Verification can be found here:** <https://accountability.cmcss.net/teacher-student-connection-tsc/>

     Traditional Schedule (180 days)

          Full – F (150 days or more)

          Partial – P (149 days or fewer)

A student with instructional availability of partial will count toward school and district accountability but will not be part of a teacher individual growth.

**Adding an illegible roster in RV:**

There is not a portion of the TDOE e-Learning modules that discusses adding students to ineligible rosters specifically, but the process to add students to a roster is covered in the e-Learning. This process is the same for ineligible rosters.

The key for a user to edit rosters is that the rosters (the teacher's name) must appear in their Ready for Review section. Once this is the case, the school approver can add rosters and students as needed.

Once the user controls the rosters, the steps below describe how to add students to a roster. If the user has a specific question regarding this process or needs further help marking the roster ineligible please have them reply with the name of the teacher and roster they are attempting to edit. This will assist us with providing more specific instructions if needed.

1) Navigate to a roster.

2) Click "Add Student."

3) Optionally, enter the first few letters of the student's last name.

4) Optionally, leave the Student ID field blank.

5) Select a school/grade if all the students you are looking for are in the same school or grade. Otherwise, leave "All Schools" and "All Grades" selected.

6) Click "Submit."

7) In the search results, select the check box next to each student you want to add. You cannot select students who are already on your roster. If you need to restore a student who was removed from your roster, return to your roster, find the student in the Removed Students table, and click Restore.

8) Click Add Selected Students. The students appear in your roster.

SEARCH TIP: To add several students at once, leave the student name and student ID fields blank, but select your school.

All rosters must first be assigned to a teacher before they can be marked ineligible. If needed add a teacher to the school roster verification summary list and then move them to your Ready for Review section to make additional edits. In order to make edits to an existing teacher/roster, they must be in your Ready for Review section. Next, add the appropriate roster and students to the roster.

To mark the roster ineligible, click on the teacher's name then click Manage Rosters. Then select the Edit Eligibility button where you can change the Eligible column to No. Any linkages from an ineligible roster will not be tied to a teacher when creating Teacher Reports.

Please email us at assessment@cmcss.net with any testing or RV questions.

**Scenarios**

1. **RTI, ESL, AND GIFTED –** Teachers pulling students out of class for skills-based strategies instruction (RTI), for Language Support (ESL), or for Enrichment (Gifted) will not claim a percentage of these students within RV
	1. For a teacher of ‘pull out’ students to receive a percentage of RV the students must:
		1. Be pulled out of a core content class
		2. The content taught during the pull out must consistently be the grade level content standards from the core content class
2. **INCLUSION –** Teacher A teaches science all day at School Y and has taught at this school since the first day and had no long term absences. One of Teacher A’s classes is inclusion. Teacher A and the co-teacher (Teacher B, SPED) are both responsible for teaching all students in the class every day. When they both opened RV and reviewed their ‘Student Instructional Availability’ for the inclusion class they found one student who appears to have the wrong choice selected. This student, who we will call Student A, started in their inclusion class on the first day of school and only missed three full days of school in Power School. However, in addition to the three full days missed the teachers have documented attendance showing Student A arrived late to school and missed their science class 42 additional times, due to medical issues associated with his disability/IEP.
	1. They will first want to address Student A’s Instructional Availability.
	2. Now that they have confirmed all Instructional Availability they will address Instructional Time which is under the Teacher Portion of Instruction in RV.
	3. Because they both teach all students in the inclusion class and have equal responsibility they will both claim 50% each for all students in the inclusion classroom. They will claim all at 50% no matter what Instructional Availability has been selected for any student. Once they have confirmed all students from their inclusion class has a total of 100% claimed between them they will finish checking the remainder of their classes. Because Teacher A was the only teacher teaching the remainder of her classes and because she has been at the school since the first day of school she will claim 100% for every student on all of her other rosters.

Scenarios are designed to assist you with both Instructional Availability and Instruction Time

1. **INCLUSION –** Teacher A (general education) and Teacher B (SPED teacher) teach an inclusion ELA class with 30 students (19 general education and 11 SPED). Teacher B only supports the 11 SPED students (behavior, redirection, grading, etc.) and has no responsibilities of instruction for the 19 general education students
	1. If you are unsure of your split or responsibilities, please discuss your model of instruction with your principal who is the final authority for this decision
	2. You will first determine the Instructional Availability for all students based on the number of instructional days they have with your class (see details above)
	3. For Instructional Time under Teacher Portion of Instruction in RV, Teacher A will claim 100% of the 19 general education students while Teachers A and B will each claim 50% of the 11 SPED students
	4. Please note this design is not supported by the district as an inclusion environment. Schools utilizing this model must contact their SPED level coordinator prior to its use in subsequent years.
2. **INCLUSION –** Teacher A (general education) and Teacher B (SPED teacher) teach an inclusion ELA class with 30 students (19 general education and 11 SPED). Both teachers have equal responsibilities for the instruction of all students in the class
	1. If you are unsure of your split or responsibilities, please discuss your model of instruction with your principal who is the final authority for this decision
	2. You will first determine the Instructional Availability for all students based on the number of instructional days they have with your class (see details above)
	3. For Instructional Time under Teacher Portion of Instruction in RV, both teachers will claim 50% of all 30 students.
3. **SPED PULL–OUT –** A SPED teacher pulls four students out during math class to work on skill deficits and skill based strategies.
	1. Because the SPED teacher is not instructing the students specifically on grade level math standards, this SPED teacher will not claim any portion of these four students in RV
	2. The teacher of record from the room the students are pulled from will claim 100% of these four students
	3. It is best practice not to pull students from core content classes
	4. Please note this design is not supported by the district. Schools utilizing this model must contact their SPED level coordinator prior to its use in subsequent years.

Scenarios are designed to assist you with both Instructional Availability and Instruction Time

1. **GIFTED –** Gifted Teacher A pulls students out of math instruction twice a week. During this pull out time she works with students on enriching/deepening their mathematical ability.
	1. This teacher may not claim these students in RV
	2. Because her instruction was not only based on math grade level content standards, this time may not be claimed under RV
	3. It is best practice to not pull students out during core content instruction
2. **ESL –** An ESL Teacher A works with Teacher B in her ELA classroom every day. Based on principal direction, her primary responsibilities are to support the three English Language Learner (ELL) students in this ELA class.
	1. Teacher B will first determine the Instructional Availability for all students based on the number of instructional days they each had individually in her class (see details above)
	2. ESL Teacher A and Teacher B will each claim 50% for the three ELL students in the ESL classroom. Teacher B will claim the remainder of the students at 100% for Instructional Time
3. **ESL –** An ESL Teacher A works with Teacher B in her ESL classroom every day. Based on principal direction, her primary responsibility is to support all students in a co-teaching environment while providing additional supports to three ELL students in this ESL class.
	1. Both teachers will first determine the Instructional Availability for all students based on the number of instructional days they each had individually in her class (see details above)
	2. ESL Teacher A and Teacher B will each claim 50% of all students for Instructional Time
4. **ESL –** An ESL Teacher A pulls the same four ELL students from an ESL class five times a week to provide Language Support. During this pull out she will sometimes teach with the ELA standards from students assigned class.
	1. The ESL teacher will not claim these students for RV because she did not consistently instruct the student on the grade level content standards from which the students were pulled.
5. **ESL** – An ESL teacher pulls the same three ELL students out of the same 90 minute ELA class five days a week for 30 minutes every day. The building administration has confirmed the ESL teacher is instructing the students on grade level ELA standards for the full 30 minutes every day.
	1. The ESL teacher will claim 30% of all three students for ELA and the general education ELA teacher will claim 70% of all three students for ELA.

Scenarios are designed to assist you with both Instructional Availability and Instruction Time

1. **ESL** – An ESL teacher pulls the same three ELL students out of the same 90 minute social studies class five days a week for 30 minutes every day. The building administration has confirmed the ESL teacher is instructing the students on grade level ELA standards for the full 30 minutes every day.
	1. Because the content of the instruction during the pull-out does not match the content of the class they are being pull from, the ESL teacher will not claim any percentage of these three students for any content area.
2. **MID–YEAR STUDENT CHANGE –** At school A, Teacher A has 3 classes of 5th grade math and Teacher B has 3 classes of 5th grade math. Approximately 23 instructional days before the end of the first semester, 25 students from each teacher switched classes between these two teachers. All of these 25 students have been at school A since the first day of school. All other students in Teacher A and B’s classes been with the same math teacher since their first day of class.
	1. Because the 25 students who switched classes have been at the same school all year, they will all be marked ‘Full’ for Instructional Availability.
	2. Because the 25 students who switched classes moved a few more than 18 days before the end of the first semester the two teachers will claim 40% and 60% for these students. Each teacher will claim 40% for the 25 who they taught at the beginning of the year and claim 60% for the 25 which they taught at the end of 1st semester through 2nd semester.
	3. Each teacher will then confirm the Instructional Availability for the remainder of their students and the claim the remainder of their students alone at 100% for Instructional Time
3. **SUBSTITUTE –** School A started the year without a full time Social Studies teacher. The school utilized a full time substitute for the first 22 days of instruction then a full time TN licensed teacher was hired for this position.
	1. Any student taught by the full time substitute from the first day of school will be marked ‘Teacher Ineligible’ by the school testing coordinator prior to any RV by the classroom teacher
	2. Because these students had an unlicensed teacher for more than 10% (18 **consecutive days**) none may be claimed in RV for the year, for this subject
	3. If a student was pulled out of the full time’s substitute’s classroom before the first 18 days; they may be claimed through RV if they were in a class with a TN licensed teacher from the day they were moved through the end of the year

Scenarios are designed to assist you with both Instructional Availability and Instruction Time

1. **SUBSTITUTE –** School A started the year without a full time Social Studies teacher. The school utilized a full time substitute for the first 17 days of instruction then a full time TN licensed teacher was hired for this position and began teaching on the 17th day.
	1. Because the full time substitute did not get to 10% (18 days of instruction) the students may be claimed in RV
	2. Students present all year (150 instructional days or more) will be marked as Full (F) for Instructional Availability
	3. If the same TN licensed teacher taught the students from day 17 to the end of the year, she will claim the students for Instructional Time at 100%
2. **SUBSTITUTE –** Teacher A has been at School Y for 15 years. She had to take some medical leave around spring, Christmas, and fall breaks. She missed 17 consecutive days before fall break, 15 consecutive days before Christmas break, and 14 consecutive days after spring break. Except for these and other individual days missed, she is the only teacher in all of her classes (no inclusion, etc.).
	1. She will first determine the Instructional Availability for all students based on the number of instructional days they each had individually in her class (see details above)
	2. Because she did not miss more than 18 **consecutive days** (did not reach the minimum 10%) another teacher may not claim a portion of her students in RV. She will claim 100% for Instructional Time for all of her students.
3. **SUBSTITUTE –** Teacher A started the school year and ended the school year at School Y will all of the same students. Also, she is the only teacher of her classes (no inclusion, etc.). She missed 38 consecutive days of school in the middle of the school year. For the first 8 of the 38 days an unlicensed full time substitute was teaching the class. For the remainder of the 30 days a TN licensed full time substitute taught the class.
	1. She will first determine the Instructional Availability for all students based on the number of instructional days they each had individually in her class (see details above)
	2. Because the unlicensed substitute did not get to 18 **consecutive days** (10%) she will not play a part in determining Instructional Time. Teacher A will claim 80% while the full time TN licensed substitute will claim 20%.
		1. The testing coordinator will have to complete the claiming for the substitute

Scenarios are designed to assist you with both Instructional Availability and Instruction Time

1. **SUBSTITUTE –** Teacher A started the school year and ended the school year at School Y will all of the same students. Also, she is the only teacher of her classes (no inclusion, etc.). She missed 38 consecutive days of school in the middle of the school year. For the first 18 of the 38 days an unlicensed full time substitute was teaching the class. For the remainder of the 20 days a TN licensed full time substitute taught the class.
	1. Because the unlicensed full time substitute taught for at least 18 **consecutive days** (10%) all students in these classes must be marked as Teacher Ineligible by the testing coordinator prior to RV
	2. None of these students may be claimed in RV by any teacher for Instructional Time
2. **NO CURRENT LICENSE –** School A has a full time teacher teaching mathematics but she is not licensed in mathematics
	1. Any student taught by a teacher without the appropriate TN license for 18 or more consecutive school days will be marked ‘Teacher Ineligible’ by the school testing coordinator prior to any RV by the teacher
	2. Because these students have had a teacher who is not an appropriately TN licensed teaching for more than 10% (18 days) none may be claimed in RV for the year, for this subject
	3. One example of this occurrence is when students are enrolled in SESI at the Alternative School for more than 18 consecutive instructional days with a teacher who is not licensed for the content being instructed
	4. A second example of this occurrence is when students are taught by a teacher working on an out of state license for more than 18 **consecutive days** before the license is transferred fully to a TN license in the area of instruction
3. **TRANSITIONAL LICENSE –** School A has a full time teacher teaching science all year alone to the same four groups of students. This teacher taught in the school under a transitional license until November 13th. From the first day of school until November 12th she had an out of state license and from November 13th through the end of the year she had a current TN license for science.
	1. Because this teacher did not have an active TN state license for more than 18 consecutive school days of instruction and she was the only teacher of these students during this time, these students may not be claimed this year
	2. All students in these classes who received instruction from her from the beginning of the year must be marked as ‘Teacher Ineligible’ prior to teacher RV
4. **High School Teachers on a Waiver**
	1. Teachers on a waiver may not teach courses culminating in an EOC but they may support an inclusion environment
	2. Teachers on a waiver may not claim students in RV

**Definitions**

*Continuous Enrollment*: Continuous enrollment is the number of days a student has attended a specific school without transferring out to a different school with no break in enrollment. If a student leaves a school to enroll in a different school and then returns later in the year, this student’s continuous enrollment begins on the date of his second enrollment. Placement at the CMCSS Alternative School does not count as enrollment at a different school. Time spent at the CMCSS Alternative School counts towards the student’s continuous enrollment if the student returns to the same school he left from.

*Instructional Availability*: “Instructional Availability is determined by the number of days a student is available for instruction, as defined by local policy, during the entire instructional period. The instructional period for the student may be determined using both enrollment and attendance. Instructional Availability is reported on TCAP” 1 as follows:

 Traditional Schedule (180 days)

 Full – F (150 days or more)

 Partial – P (149 days or fewer)

A student with instructional availability of partial will count toward school and district accountability but will not be part of a teacher individual growth.

*Instructional Day*: A day of instruction from the district school calendar. When computing days for RV you may not include weekends, scheduled holidays, or emergency days out of calendar such as snow days.

*Instructional Time*: “Instructional Time is defined as the percentage of time a teacher spent as the primary classroom instructor for each student. For example, if a teacher is solely responsible for a student’s classroom instruction for the duration of the instructional period, the teacher claims 100 percent Instructional Time. If the teacher splits that responsibility equally with another teacher, each would claim 50 percent. If a teacher is absent from teaching for a period of time, the appropriate percentage of Instructional Time must be determining per local policy.” 1

*Report of Irregularity* (RI): An RI is used to report a serious irregularity during testing usually associated with Potential Breaches, Medical Exemptions, and Missing Secure Test Materials. A full list of sample circumstances are contained in your Test Administration Manual (TAM). **Any** potential RI should be reported to assessment@cmcss.net who will assist you in next steps.

TNReady/Tennessee Comprehensive Assessment Program (TCAP): The Tennessee Comprehensive Assessment Program or TCAP is the name given to all Tennessee State testing. The different types of TCAP assessments include:

* TCAP Achievement: Social studies and science assessment given in grades 3 through 8
* TCAP End of Course (EOC): Social studies and science assessments given in high school
* TCAP TNReady: ELA/RLA and math assessments given at all grade levels
	+ In high school these are still sometimes referred to as EOC assessments
* TCAP World-class Instructional Design and Assessment (WIDA): Assessment given to English Language Learners (ELL) to determine levels of English proficiency
* TCAP ACCESS: Assessment given to ELL students to determine placement
* TCAP Alternative Portfolio Assessment: The science and social studies alternative assessment for Special Education (SPED) TCAP Portfolio students
* TCAP Multi-State Alternative Assessment (MSAA): The math and language arts alternative assessment (formerly, NCSC) for SPED TCAP Portfolio students

**Additional Support**

You may print a report from PowerSchool showing the instructional availability for students as they are listed in PowerSchool on the date the report is requested here:

* Under reports, Click CMCSS Custom Reports, Under Misc, Click Testing Demographic Report

If a student has missed specific content classroom instruction for more days than recorded in PowerSchool a written attendance must be verified by the building testing coordinator to change the instructional availability of a student.

Please send any questions concerning RV, questions from this document, or suggestions for this document to: assessment@cmcss.net

**References**

2 Spring 2013 RV for Teachers Power Point. (2013). State released and retrieved from tdoe.randasolutions.com (Resources/PowerPoint Training/RV for Teahers). District file name is: 2013\_Spring\_Teacher\_RV-PowerPoint

**APPENDIX A**

A teacher pulling a student out of a core content course may not automatically claim a portion of the student. Please review number 1 on page 4 of the CMCSS RV Support manual. For further clarification please refer to the scenarios on pages 3–9.

|  |
| --- |
| **Roster Verification****Connections are completed in increments of 10%** |
| **format** | **Content Time Frame** | **regular classroom teacher** | **SPED/ELL/Title** |
| Inclusion for whole content block (team teaching, does not include inclusion where the aide serves this role) | 90 minutes | 50% | 50% |
| 30 minutes per day, everyday =in class or pull out programs which are part of the content block | 90 minutes | 70% | 30% |
| 45 minutes per day, everyday =in class or pull out programs which are part of the content block | 90 minutes | 50% | 50% |
| 1 hour per day, everyday =in class or pull out programs which are part of the content block | 90 minutes | 30% | 70% |
| 30 minutes per day, everyday =pull out programs in addition to regular content block | 90 minutes | 70% | 30% |
| 30 minutes per day, 3 days per week =pull out programs in addition to regular content block | 90 minutes | 80% | 20% |
| 30 minutes per day, 2 days per week =pull out programs in addition to regular content block | 90 minutes | 90% | 10% |
| Inclusion for whole content block (team teaching, does not include inclusion where the aide serves this role) | 50 - 60 minutes | 50% | 50% |
| 30 minutes per day, everyday =in class or pull out programs which are part of the content block | 50 - 60 minutes | 50% | 50% |
| 45 minutes per day, everyday =in class or pull out programs which are part of the content block | 50 - 60 minutes | 30% | 70% |
| 30 minutes per day, everyday =pull out programs in addition to regular content block | 50 - 60 minutes | 70% | 30% |
| 30 minutes per day, 3 days per week =pull out programs in addition to regular content block | 50 - 60 minutes | 70% | 30% |
| 30 minutes per day, 2 days per week =pull out programs in addition to regular content block | 50 - 60 minutes | 80% | 20% |

Every student has 100% of their continuous enrollment time in a building available. If the student was enrolled in a teacher’s class for one day, the teacher’s instructional availability is 100% of 1 day.

Every student must be claimed at 100% under instructional time by a TN licensed teacher. Every 18 days of instruction is 10% (rounding is not permitted).

Teachers who pull a student out of instruction may only claim the student if the instruction they provide is the grade level content of the class the student is missing. For example: a Pass teacher may not claim a student if she is providing enrichment outside grade level content; a Speech teacher may not claim a student if she is providing speech services and not grade level standards instruction; and a special education teacher may not claim if she is teaching to gaps and not to current grade level content standards from the course the student is missing. Please remember, TVAAS is based solely on student mastery of current grade level content standards.

Please review the [CMCSS RV Support manual](https://docs.google.com/viewer?a=v&amp;pid=sites&amp;srcid=ZGVmYXVsdGRvbWFpbnxjbWNzc2Fzc2Vzc21lbnR8Z3g6NTRmNzA5ZGY5NmU5OGEyYw) for full definitions, directions, and scenarios.

APPENDIX B

Steps to RV Completion in the 2021 – 2022 school year:

The RV e-Learning module provides detailed videos for all user types during the verification process. Users have the option of watching the e-Learning from the beginning by clicking the Start button or using the menu to navigate to a starting point of their choosing. [https://urldefense.com/v3/\_\_https://tvaas.sas.com/videos/TVAAS/e-Learning/Roster-Verification/index.html\_\_;!!ImcAH1s!TjE4Gpi0V5N3NB3kjOJB3r9fJ2cRTv79kxcsZe1sE1IcxJ-TdNvuYGuycPk8tR-xVtc$](https://urldefense.com/v3/__https%3A/tvaas.sas.com/videos/TVAAS/e-Learning/Roster-Verification/index.html__;!!ImcAH1s!TjE4Gpi0V5N3NB3kjOJB3r9fJ2cRTv79kxcsZe1sE1IcxJ-TdNvuYGuycPk8tR-xVtc$)

The school admin account holder can assign a school user the School Roster Approver permission to one or more additional users in their school. See [https://urldefense.com/v3/\_\_https://tvaas.sas.com/support/tn/d/main/assignTheSchoolRosterApproverPermission.html\_\_;!!ImcAH1s!TjE4Gpi0V5N3NB3kjOJB3r9fJ2cRTv79kxcsZe1sE1IcxJ-TdNvuYGuycPk86nDt8yw$](https://urldefense.com/v3/__https%3A/tvaas.sas.com/support/tn/d/main/assignTheSchoolRosterApproverPermission.html__;!!ImcAH1s!TjE4Gpi0V5N3NB3kjOJB3r9fJ2cRTv79kxcsZe1sE1IcxJ-TdNvuYGuycPk86nDt8yw$) for instructions on assigning the School Roster Approver permission.

Teachers, school admins, and district admins should work together to confirm that the final verified rosters are accurate as they are the authoritative source for teacher-student linkages and instructional responsibility. Once submitted, data cannot be changed by the district, TDOE, or TVAAS. After RV ends, TVAAS uses the data in the submitted rosters to calculate teachers' value-added measures. Therefore, it is critical that the data in the rosters is accurate and that teachers personally approve their rosters instead of letting them auto-submit.

Appendix C: Teacher not present for claiming

As communicated in the October 31, 2018 Memo ‘Guidelines for Teacher Student Claiming for Teacher Value-Added Calculations’ from the Assistant Commissioner of Teachers and Leaders, when a teacher is unable to personally verify their claiming roster the school must have written permission from the missing teacher to complete their claiming process.

To help with this process we recommend having all teachers currently employed who teaches a tested subject sign the letter on page 20 of this document. If a teacher is unable to complete claiming and a school has this letter, the school may complete claiming for the teacher in 2019-2020. If a school has, a teacher or substitute no longer employed at the school who is eligible to claim please email this individual and ask for their permission. If a positive response is sent this response may be used to validate the school completing claiming for the individual teacher.

If a school completes claiming for a teacher who is not present, the written permission should be kept on file in the school for a minimum of six years.



2021–2022 School Year

Clarksville Montgomery County School System

This letter is to authorize the building administrator or their designee at the school where I am teaching during this school year, to complete Roster Verification (RV) in my place if I am not present at the time of claiming.

Sincerely,

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Signature Date

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Printed Name

The state department of education requires educators complete their own Roster Verification (RV) each year. Because you will not be present at our school during this year’s RV may we have your permission to complete this process for you?