

# Roster Verification: Key Concepts and Topics

SY2023-2024

*Responsibility and eligibility for PVAAS teacher-specific reporting is a determination made locally by the LEA. The LEA should consult with its solicitor regarding any such determination because the application of PVAAS teacher-specific data may have employment implications. The information in this document is provided for Pennsylvania’s Educator Effectiveness System, Act 13 as a resource to guide the thinking of LEAs to locally make these determinations.*

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## Purpose of Roster Verification

Roster Verification is a process in which teachers and administrators verify that students are accurately linked to teachers for each state assessment, and for the right proportion of instructional responsibility. It is the final opportunity for teachers and administrators to verify the accuracy of these data. Roster Verification enables Pennsylvania to provide PVAAS teacher-specific reporting to teachers based on accurate data.

Educators verify rosters by logging on to the Roster Verification application within PVAAS. After logging on, users accept PA policy regarding verifying rosters. All roster changes are date- and time-stamped to the specific user account to document each user's activity via an audit trail within PVAAS.

Roster Verification consists of four phases, as described on the PDE website, <https://www.education.pa.gov/K-12/Assessment%20and%20Accountability/PVAAS/Roster/Pages/default.aspx>. PVAAS account holders are notified by email when the phases associated with their roles begin; email reminders are also sent to PVAAS account holders several days prior to the closing of the phase associated with their role.

The submission of all rosters by the end of the LEA/District Verification phase indicates that all roster data has been reviewed, verified, and is true and correct to the best of all participants' knowledge. This submission also indicates that all disputes related to an individual educator's roster data have been resolved.

Once the PVAAS teacher-specific reporting is released, teachers and administrators are able to view the previously verified rosters and view the data verified during the Roster Verification process.

### Roster Verification Phases: Preview Phase

During the Preview phase, school admins ensure all teachers and rosters (state assessments) are appropriately included and set up in the Roster Verification system. Teachers and rosters can be added, copied, or removed as needed so that the appropriate teachers receive email notifications and can begin the verification of their rosters during the next phase. Many LEAs use this time to work with their teachers and get a jump start on Roster Verification.

Additionally during the Preview phase, school admins can grant appropriate school users with the permission to be a school roster approver. In this role, a school roster approver can assist the school admin in editing and verifying teachers' rosters throughout the Roster Verification process.

### Roster Verification Phases: Teacher Verification Phase

The teacher can begin making changes themselves on the rosters when the Teacher Verification phase opens. During the two-week Teacher Verification phase, the following can be done by teachers:

- Verify that the correct rosters are included, and add/remove rosters as needed
- Verify that all students are included, and add/remove students as needed
- Verify that the percentages are correct for each student, and adjust percentages as needed
- Submit all of their rosters to the school

### Roster Verification Phases: School Admin Verification Phase

After the Teacher Verification phase closes, the School Admin Verification phase begins. During this phase, a school admin can give a teacher more time to verify rosters, if needed, by sending the rosters back to the teacher. In the two-week School Admin Verification phase, the following can be done by school admins or school roster approvers:

- Verify that the correct rosters are included for all teachers and add/remove rosters as needed
- Verify that all students are included and correct on each roster and add/remove students as needed
- Verify that all percentages for each student are correct and edit percentages as needed
- Verify that underclaimed students are accurately underclaimed and edit percentages if not accurate
- Resolve any issues of overclaimed students occurring within the LEA/district
- Submit all teachers' rosters to the LEA/district

If any edits are made to teachers' rosters during this phase (only for teachers who submitted their rosters), rosters must be returned to the teachers for re-verification. The school admin is responsible for completing this verification process for any teachers who are unavailable during the Roster Verification time frame.

### Roster Verification Phases: LEA Verification Phase

During the LEA Verification phase, the following can be done by district admins or district roster approvers:

- Verify all rosters for all schools and make edits as needed
- Return rosters to school admins, if needed, for re-verification of any edits made
- Submit all schools' rosters to SAS EVAAS

During the LEA Verification Phase, district admins and district roster approvers can return rosters to a school, but users cannot return rosters to teachers. Once all school rosters are submitted to SAS EVAAS, they cannot be returned to the LEA/district even if they are submitted prior to the end of the LEA Verification phase.

### Attribution of Students to Teachers for PVAAS Teacher-Specific Reporting

Attribution of students to teachers does not follow the same rules as attribution of students to schools for school attribution/reporting. The purpose of the attribution of students to teachers for PVAAS teacher-specific reporting is to verify which teachers had instructional responsibility for which students in a state-assessed subject/grade/course during the identified school year. The attribution is a local LEA determination and does not depend on which LEA the student is from, the LEA's school the students are from, the LEA or school in which the students tested, or how the teacher's position is funded.

The teachers, students, and percentages of instructional responsibility should be reported by LEAs in the PIMS Staff Student Subtest collection for each state assessment for which the teacher has instructional responsibility. The teachers with instructional responsibility for a state assessment are provided access to PVAAS Roster Verification by their LEA/district and have rosters within that application. Each teacher and the teacher's respective school administrator and LEA/district administrator are responsible for verifying rosters during PVAAS Roster Verification process each spring.

## Definition of Content-Specific Instruction

For PVAAS teacher-specific reporting and the determination of instructional responsibility, content-specific instruction occurs when a teacher has the responsibility to plan the instruction of the assessed eligible content, provide the instruction of the assessed eligible content, and/or use the assessment information to evaluate the effectiveness of the instruction of the assessed eligible content on a PA state assessment.

Domains 1 and 3 from the Framework for Observation and Practice can provide a guide for LEAs as they make this determination. See components for specific details on the roles/responsibilities of a teacher.

### Domain 1: Planning and Preparation

1a - Demonstrating Knowledge of Content and Pedagogy

1b - Demonstrating Knowledge of Students

1c - Setting Instructional Outcomes

1d - Demonstrating Knowledge of Resources

1e - Designing Coherent Instruction

1f - Designing Student Assessments

### Domain 3: Instruction

3a - Communicating with Students

3b - Using Questioning and Discussion Techniques

3c - Engaging Students in Learning

3d - Using Assessment in Instruction

3e - Demonstrating Flexibility and Responsiveness

Content-specific instruction is a determination made locally by the LEA/district.

## LEA Participation in Act 13

The following LEA types are required to implement Act 13 for their employees:

- School Districts
- Intermediate Units
- Occupational CTCs
- Career Technology Centers

Charter Schools: Act 13 is optional for charter schools. Therefore, the PIMS collection for roster verification (the Staff Student Subtest template) is optional for charter schools. Students are often shared across LEAs during a school year (charter, districts, etc.). If a charter school submits data into the PIMS Staff Student Subtest collection, the charter school must fully complete the roster process or must delete all rosters in the PVAAS Roster Verification system. If the charter school wants to receive PVAAS teacher-specific reporting, they must fully complete PVAAS Roster Verification, including the Staff Student Subtest PIMS collection.

The following LEA types are NOT required to implement Act 13:

- State Juvenile Correctional Institutions
- Licensed, Private Academic Schools
- Nonpublic, Non-Licensed Schools

- Private Licensed Schools
- Private Residential Rehabilitation
- Special Program Jointure
- Community Colleges
- Colleges of Technology
- Private Colleges or Universities

If an LEA is required to implement Act 13 and has educators who are public school employees working in an LEA type that is not required to implement Act 13, the employing LEA would evaluate their respective professional and temporary professional employees under Act 13. For example, if an Intermediate Unit (required to implement Act 13) has professional and temporary professional employees working in a State Juvenile Correctional Institution (not required to implement Act 13), the Intermediate Unit would follow and implement Act 13 for their employees.

## Which Teachers?

### Teachers' Participation in Roster Verification

Responsibility and eligibility for PVAAS teacher-specific reporting is a determination made locally by the LEA. The LEA should consult with its solicitor regarding any such determination because the application of PVAAS teacher-specific data may have employment implications. The determining factor of a teacher's participation in roster verification is whether the teacher has instructional responsibility for students in one of the state-assessed subjects, grades, or courses. Any teacher who meets all of the following criteria should participate in Roster Verification:

- Is a permanent professional employee
- Holds a valid Pennsylvania teaching certificate
- Has full or partial responsibility for content-specific instruction of assessed eligible content as measured by the PSSA and/or Keystone exams, with or without accommodations. LEAs can use Domains 1 and 3 to assist in determining instructional responsibility.

Temporary Professional Employees (TPEs) are evaluated using observation/practice data only. A PVAAS teacher-specific growth score is not included in the final evaluation of a TPE. Although PVAAS data is not included in a TPE's evaluation, the LEA can have a TPE complete the PVAAS roster verification process and receive PVAAS teacher-specific growth reporting in the PVAAS reporting system. This is an opportunity for a TPE to become familiar with PVAAS Roster Verification, as well as the PVAAS teacher-specific growth reporting. This is also an opportunity for the LEA to receive PVAAS teacher-specific growth reporting to inform discussions and support with a TPE.

Act 13 regulations include the following language about Professional Employees: "A professional employee who provides direct instruction to students related to a specific subject or grade level." This can include teachers other than those who are the teacher of record. Pennsylvania defines the teacher of record as "a professional or temporary professional educator assigned by a school entity as the primary instructor for a group of students."

- This includes PA-certified teachers providing content-specific instruction in assessed eligible content for the PSSA and/or Keystone designated courses (with and without accommodations).

- This includes PSSA ELA and Mathematics in Grades 4-8; PSSA Science in Grades 4 and 8; and Keystone content areas (Algebra I, Biology, and Literature).
- Teachers of students in grade 3 and teachers if student taking PASA can also complete the roster process if the LEA wants to use verified roster data for the % proficient/advanced teacher specific student achievement measure for Act 13.
- Act 13 does NOT speak to only teachers instructing students who are performing at grade level.
- Act 13 does NOT speak to the inclusion or exclusion of students at specific achievement levels - at, above, or below grade level.
- Act 13 does NOT speak to the methods teachers are using to provide instruction (in-person, virtually, or hybrid).

### Types of Eligible Teachers

There can be more than one teacher planning, instructing, and assessing students; for example, co-teaching, team teaching, RtII implementation, push-in programs, pull-out programs, inclusive practices, and other models of shared instruction.

Eligible teachers can include, but are not limited to the following teacher types: General Education, Special Education, ESL, Gifted, Title I, Content Specialist (Reading/Math), and/or Intervention Specialist. LEAs determine teacher eligibility locally.

### Class Size and Roster Verification

Class size does not impact whether a teacher participates in Roster Verification. SAS EVAAS will apply Pennsylvania's business rules for student N count for PVAAS teacher-specific reporting before a report is yielded for a teacher.

### HQT and PVAAS- Not Required

Whether a teacher is the teacher of record and/or highly qualified (HQT) is not criteria for eligibility for PVAAS teacher-specific reporting. Teachers with valid PA teaching certificates who are professional employees or temporary professional employees with instructional responsibility for students in a state-assessed subject/grade/content area are eligible for PVAAS teacher-specific reporting. Each teacher meeting this criteria as determined by the LEA should verify PVAAS rosters accordingly.

### Co-Teaching and Highly Qualified

In a co-teaching situation, there might be only one teacher who is highly qualified. However, both teachers might be eligible for PVAAS teacher-specific reporting. Highly qualified is not a criteria for eligibility for Act 13. If the LEA determines that there is shared instructional responsibility for the assessed eligible content, and if there is more than one PA certified teacher who is responsible for instruction for the state-assessed subject/grade/course, then the percentage of instructional responsibility is less than 100% for each teacher. A PA certified teacher is not the same as a PA content-certified teacher.

### Temporary Professional Employees (TPEs)

Act 13 is for both professional employees and temporary professional employees (TPEs). TPEs are evaluated using observation/practice data only. A PVAAS teacher-specific growth score is not included in the final evaluation of a TPE. Although PVAAS data is not included in the TPE's evaluation, the LEA can have the TPE complete PVAAS Roster Verification and receive PVAAS teacher-specific growth reporting in

the PVAAS reporting system. This is an opportunity for the TPE to become familiar with PVAAS Roster Verification, as well as the PVAAS teacher-specific growth reporting. This is also an opportunity for the LEA to receive PVAAS teacher-specific growth reporting to inform discussions and support with the TPE.

If the rosters meet the business rules for a TPE to receive three (3) years of consecutive PVAAS reporting, a TPE will see a 3-year composite after three (3) consecutive years of PVAAS teacher-specific reporting. However, if each of the three single, consecutive years of PVAAS teacher-specific reporting are obtained while the teacher is a TPE, the 3-year composite score would not be used on a teacher's evaluation if one or more of the years were obtained while the teacher was a TPE.

Article XI of the Pa. Public School Code defines the term "temporary professional employee" (TPE) to mean any individual who has been employed to perform, for a limited time (established by the LEA), the duties of a newly created position or of a regular professional employee whose services have been terminated by death, resignation, suspension, or removal. Although Pa. Act 13 of 2020 amends the measures by which a TPE will be evaluated, the legislation does not alter the definitions of professional employees under Article XI. Administrators should check with their Human Resource personnel on how professional employees are currently classified by the LEA.

### [Inclusion of Substitutes in Roster Verification](#)

Act 13 is required for professional employees and temporary professional employees. Substitutes - whether long or short-term - do not fall under Act 13. Therefore, they would not need to participate or be included in roster verification.

The evaluation of substitutes is a local determination; LEAs can choose to evaluate substitutes if they wish and should consult with their solicitor regarding how substitutes would be evaluated.

### [Teachers of Keystone-Designated Courses](#)

LEAs identify each Keystone-designated course, the final course before a student takes a Keystone exam (Algebra I, Literature, and Biology), as an end-of-course exam. The teacher(s) of the students enrolled in a Keystone-designated course can be considered eligible for a PVAAS score. This might include the actual teachers of the Keystone-designated course, as well as any teachers who provide additional instruction or intervention of the Keystone course eligible content for a student while enrolled in a Keystone-designated course. Students should take the end-of-course Keystone exam unless they were previously at least proficient on the Keystone exam.

Attribution of students enrolled in Keystone courses is handled differently for LEA/district/school level attribution and reporting versus teacher level attribution. PVAAS Roster Verification is used to verify which students are attributed to a teacher for PVAAS teacher-specific reporting for keystones. A separate PIMS collection is used to prepopulate PVAAS rosters: the Staff Student Subtest collection. LEAs are responsible for ensuring that the correct students are attributed to each teacher. SAS EVAAS does not include a Keystone score for any student who previously took the Keystone exam and scored Proficient or Advanced.

The teachers of the students enrolled in that final Keystone-designated course can be considered eligible to receive a PVAAS score.

Example: For a sequence of courses such as Algebra I A, Algebra I B, and Algebra I C, Algebra I C is the course that will be identified as the Keystone-designated course. In this example, teachers of the



students enrolled in Algebra I C would be the teachers eligible for a PVAAS score. This might include the actual teachers of the Algebra I C course, as well as any teachers who provide additional instruction/intervention of the Keystone course eligible content for a student.

Are Keystone “remediation courses” considered Keystone courses? In other words, are the teachers of these courses eligible for PVAAS teacher-specific reporting?

The question to ask as your LEA decides which courses are identified as Keystone-designated courses is, “do ALL students receive instruction on ALL of the Keystone eligible content again?” It is an LEA decision as to which courses are Keystone-designated courses.

- If the answer to the above question is yes, then this can be a Keystone-designated course and the Keystone scores for those students are included in PVAAS teacher-specific reporting. In other words, the teachers of the students in this course can be eligible for PVAAS teacher-specific reporting.
  - An example of this type of remediation course would be a full re-take of the Keystone course where instruction might be delivered differently.
- If the answer to the above question is no, then the course cannot be considered a Keystone-designated course and students’ test scores are not included in PVAAS teacher-specific reporting.
  - An example of this type of remediation course would be one in which each student receives instruction on only the Keystone eligible content where the student needs improvement (that is, the course is “filling in the gaps”). In other words, LEAs decide whether it is appropriate to attribute these students to a teacher for PVAAS teacher-specific reporting.

### Teachers of PASA and Grade 3: Inclusion as an Option in the PIMS Staff Student Subtest Collection

PVAAS has always used PSSA Grade 3 state assessment data as part of the longitudinal assessment history for a student. Teachers who teach students assessed on the PSSA Grade 3 Math, Grade 3 ELA, and/or PASA may complete Roster Verification for the purpose of SAS EVAAS calculating the teacher-specific achievement measure for the teacher specific percentage of students Proficient/Advanced for individual teachers required in Act 13. PVAAS teacher-specific growth reporting is not provided for Grade 3 teachers nor for teachers of PASA.

This teacher specific % proficient/advanced could be used by LEAs on the Act 13 form 13-1 unless the LEA chooses to calculate it locally. This can save LEAs time from doing this calculation locally. This will also be prepopulated into PEERS for any professional employee with a 13-1 evaluation form.

### Teachers of PASA and Grade 3: PASA and Grade 3 Rosters Set Up in Roster Verification

If teachers of grade 3 and PASA were included in the LEA’s PIMS Staff Student Subtest PIMS collection, those teachers will have rosters populated in the PVAAS Roster Verification system once it becomes live. If LEAs entered zero for the percentages, the students will be placed in the Removed Students section of the roster at the bottom of the page. If the LEA wants teachers of PASA and grade 3 to verify rosters for the calculation of the Act 13 teacher-specific achievement measure (percent Proficient/Advanced), the admins and/or teachers can add the students back onto the roster by selecting the Restore button next to the students' names.

### Teachers of PASA and Grade 3: Email Notifications of PVAAS Roster Verification

Notification emails will be sent to all school users (teachers) with rosters included in the PVAAS Roster Verification application, including teachers who teach only grade 3 or teachers who only provide instruction to students taking the PASA. If teachers of PASA or grade 3 are not to verify rosters, the school admin would want to delete those rosters in the Roster Verification system. If the school admin chooses to remove them, the most beneficial time for this to occur is during the Preview phase so teachers do not receive the email notifications during the Teacher Verification phase.

### Teachers of PASA and Grade 3: Benefit of Completing Roster Verification

SAS EVAAS will calculate the teacher-specific achievement measure for the percentage of students Proficient and Advanced for individual teachers. This could be used by LEAs on the Act 13 form 13-1. This can save LEAs time from doing this calculation locally. This will also be prepopulated into PEERS for any professional employee with a 13-1 evaluation form.

PVAAS has an export feature that also enables an LEA to export linkages to use in locally determining the teacher-specific achievement measure data for the teacher evaluation system (percentage of students Proficient and Advanced). This is a local decision as to whether an LEA chooses to have teachers of PASA and teachers of grade 3 verify rosters. Your LEA can ask the school admin to verify the rosters for teachers of PASA and grade 3.

### Science Teachers of PSSA Grades 4 and 8

Science teachers of grades 4 and 8 are eligible for PVAAS teacher-specific reporting based on the PSSA-tested grade level.

The PSSA Science assessment is considered a grade level assessment as verified by PDE, Division of Assessment. It is designed to assess the grade 4 and 8 Science Standards, assessment anchors, and eligible content. PSSA grade 4 and 8 Science (using your LEA's local course name) is considered the final "course" where the student is to be prepared for the grades 4 and 8 Science assessments. PVAAS looks at the academic growth of a group of students within a school year. Please see the PVAAS Methodology link on the PVAAS login page at <https://pvaas.sas.com> for resources on how growth is determined for PVAAS Science reporting.

Concerns about growth in science often come from a concern that teachers of students in grade 4 or grade 8 science cannot meet or exceed the growth standard. Review your school's value-added reporting for science on the PVAAS public site to see how your school has performed in science in the most recent year and previous year, if available, as compared to other schools statewide. There are many schools across Pennsylvania meeting or exceeding the growth standard in science.

Science has its own set of standards and assessment anchors for grades 4 and 8. Unless there are concurrent or simultaneous science courses in a grade level using the same grade level standards, the science teachers at the 4th and 8th grade levels have the responsibility for the 4th and 8th grade Science Standards. The Science Standards state, "These standards describe what students should know and be able to do at each grade level." Therefore, the teachers of grade 4 or grade 8 science are responsible for instruction of the grades 4 and 8 eligible content.

It is a local LEA decision as to how standards are implemented. A sequenced course approach would be designed such that the students leave each of the courses with the required skills for that specific grade

level. The students' assessment scores for PVAAS teacher-specific reporting are attributed to the teachers of the final course of the sequence for that grade-level/subject-specific state assessment.

This same approach is used for all grade-level state assessments. The same line of thinking is also taken, for example, in sequences of courses for Keystone Algebra I. The teachers of students in the final Keystone-designated course are eligible for PVAAS teacher-specific reporting. For example, in a sequence of courses such as Algebra I A, Algebra I B, and Algebra I C, it is the Algebra I C course that will be identified as the Keystone-designated course. In this example, the teachers of the students enrolled in Algebra I C are eligible for a PVAAS teacher-specific score.

### Teachers of English and Reading- PSSA ELA Assessment

There can be scenarios where both the Reading and the ELA teachers are eligible for PVAAS teacher-specific reporting. Each LEA must carefully consider how the curriculum and instruction is delivered for each subject/grade for ELA. It is an LEA decision as to which teachers have instructional responsibility for the assessed eligible content at each tested grade level. In other words, LEAs determine which teachers are eligible for a PVAAS teacher-specific score for PSSA ELA.

For each student, the LEA and teachers should discuss who has provided the instruction toward the assessed eligible content. For some students, this might be only the English teacher and for other students, this might be only the Reading teacher. For another group of students, both teachers might provide the instruction of the assessed eligible content for the PSSA ELA.

An LEA will determine which teachers provide content-specific instruction of the assessed eligible content on the PSSA ELA assessment. In some cases, there might be additional teachers who also provide instruction of the assessed eligible content, such as a Learning Support teacher and/or intervention specialist.

For students where both (or even three or more) teachers provide the instruction, the LEA and teachers should discuss the percentage of Full or Partial Instruction provided by each teacher for each student.

This is a local LEA decision as to how the 100% of a student's instruction is shared between the multiple teachers who provide instruction. The LEA and teachers know how the instructional responsibility is shared across multiple teachers. Some LEAs make these determinations system-wide by grade ranges and the instructional service delivery model where there are multiple teachers, such as those implementing MTSS.

### Teachers for Reading and Literature- Keystone Literature Exam

There are situations where more than one course is aligned to a single state assessment's eligible content. For example, there might be a student taking Reading and Literature, and both courses are identified by the LEA as Keystone-designated courses. Each might be taught by a different teacher. LEAs determine which teachers have students attributed to them for the Keystone exam based on their local curriculum. LEAs determine which teachers are providing content-specific instruction of the assessed Keystone Literature eligible content. In other words, LEAs determine which teachers are eligible for a PVAAS teacher-specific score for Keystone Literature.

### Teachers of English Language Arts Across Content Areas

Many teachers who provide instruction in non-state assessed grades/subjects/courses, such as Social Studies, integrate English Language Arts (PSSA ELA) across the content areas. These teachers are not eligible for PVAAS teacher-specific reporting. The Building Level Score for Act 13 reflects the influence of all teaching staff on school-wide academic performance.

### Teachers and Standards for Literacy in History/Social Sciences, Science, and Technical Subjects

The PA Core Standards include Standards for Literacy in History/Social Sciences, Science, and Technical Subjects, which are not assessed on the PSSA and/or the Keystone exams. PVAAS teacher-specific reporting is intended for teachers providing content-specific instruction of the assessed eligible content on PSSA and Keystone exams. The Building Level Score for Act 13 reflects the influence of all teaching staff on school-wide academic performance.

### Teachers with One Section of a Keystone Course

Teachers of only one section of students in a state-assessed subject/grade/content area are eligible for PVAAS teacher-specific reporting. However, PDE developed business rules regarding PVAAS teacher-specific reporting. The business rules address a “minimum number of student scores (11)” necessary to yield PVAAS teacher-specific reporting. Teachers should complete and verify rosters for these students for the appropriate Keystone content area. SAS EVAAS applies the business rules for the N count, as well as additional business rules.

### Teachers of Keystone Content Areas with Students in a PSSA-tested Grade

This situation occurs when students take a PSSA along with a Keystone exam as they are enrolled in a Keystone-designated course. A teacher who taught students taking both the PSSA and the Keystone exams might need a roster for each if they are the teacher responsible for ensuring that the student is prepared for the specific PSSA assessment, as well as the Keystone exam. Most often, this scenario occurs in middle schools where grade 8 students are also enrolled in an Algebra I Keystone-designated course.

In this scenario, the middle school Math teacher who taught the 8th grade students in Algebra I might need two rosters, one roster for PSSA grade 8 Math and one for Keystone Algebra I. In this type of situation, grade 8 Math does not need to be taught as a separate course.

For example, there might be scenarios where the teacher has both grade 7 and grade 8 students in a Keystone Algebra I course. In this scenario, the teacher might need three rosters: one for PSSA grade 7 Math, one for PSSA grade 8 Math, and one for Keystone Algebra I.

The teacher will receive PVAAS teacher-specific reporting for the PSSA subject/grade area assessments and the Keystone course separately. LEAs determine eligibility.

### Teachers of PASA Students

Pennsylvania’s Alternate System of Assessment (PASA) is not included in PVAAS growth analyses as there are very small numbers of students tested statewide. A significant number of students are needed for each grade level and subject to build a statistical model to yield value-added measures for teachers from

this assessment. Pennsylvania has previously been involved in national forums to discuss the feasibility of measuring growth with students who take the PASA.

Students taking the PASA are not included in the analyses for PVAAS district, school, or value-added teacher-specific reporting. A teacher who has instructional responsibility for ONLY students who take the PASA may verify rosters if the LEA wants SAS EVAAS to calculate the teacher-specific achievement measure (percentage of students Proficient/Advanced). A teacher who has students taking the PASA and has instructional responsibility for a subject/grade/content area assessed by the PSSA or Keystone exam should include students for the appropriate percentages of instructional responsibility on the respective PSSA and/or Keystone rosters. SAS EVAAS removes students who take the PASA before the value-added analyses. When SAS EVAAS sees a PASA score for a student in the data, the student is removed prior to any PVAAS analyses. In this way, all students are accounted for and not accidentally excluded.

The benefit to including teachers of PASA students is the time savings from LEAs calculating the teacher-specific achievement measure (percentage of students Proficient/Advanced) locally. This is also prepopulated into PEERS for any professional employee with a 13-1 evaluation form. PVAAS has an export feature that also enables an LEA to export linkages to use in locally determining the teacher-specific achievement measure data for the teacher evaluation system (percentage of students Proficient and Advanced).

### Teachers Providing Instruction in Multiple LEAs or Schools

Teachers who provide instruction to students from multiple schools or LEAs are eligible for PVAAS teacher-specific reporting. This can occur in situations including, but not limited to, teachers with instructional responsibility for students in programs operated by an Intermediate Unit, cyber schools, online learning courses, and/or LEA/district consortiums (e.g., special education consortium).

A teacher might have a roster in a specific state assessed subject/grade/course with students from multiple LEAs or schools.

Teachers might be employed by an LEA to provide instruction to students from multiple LEAs, such as:

- A multi-LEA/district special education consortium
- A multi-LEA/district online course consortium
- An IU providing services to students from multiple LEAs/districts

If the instruction provided by the employee is for performance on a state assessment, the teacher is eligible for PVAAS teacher-specific reporting. The PVAAS reporting would include the students from all LEAs/districts instructed by the teacher in the specific subject/grade/course. The employer of the teacher then reports the students in PIMS Staff-Student-Subtest collection. Next, the teacher, school admin, and district admin from the teacher's employer verify the rosters for the teacher.

A teacher who is employed by two LEAs simultaneously should complete and verify the rosters at each school in each LEA. The teacher will receive PVAAS teacher-specific reporting from each LEA.

If a teacher taught at multiple schools within the same LEA, the teacher would receive one PVAAS teacher-specific report for each state assessment across the entire LEA/district. This report will be surfaced in the school where the teacher has the largest number of students.

## Teachers in Multiple Schools within the Same LEA in a School Year

There are teachers who provide instruction in more than one school within an LEA/district in a given school year. Teachers will complete a roster for each state assessment by school. This approach is necessary so that the school admin for each school can verify the teacher's students for that assessment in that school. One PVAAS teacher-specific report per LEA will be provided for each state assessment, across schools, within the one LEA. This report will be surfaced in the school where the teacher has the largest number of students.

## Teachers at Charter Schools

Charter schools fall under some different requirements than Pennsylvania public school districts, and as a result, have different requirements in terms of teacher evaluation. Charter schools are not subject to Act 13. However, charter schools may elect to use, in part or in whole, the resources provided in order to evaluate their certificated personnel. Some charter schools have aligned their evaluations primarily for two reasons:

1. ESSA reporting (which is aligned to Educator Effectiveness metrics)
2. Transitioning level I staff to level II requires evaluation (and the form has been aligned to Educator Effectiveness metrics, historically)

In general, the following is a list of the requirements versus non-requirements for charter schools as related to the type of data used in Pennsylvania's Educator Effectiveness system. Charter schools are:

- Not required to implement the Act 13 Educator Effectiveness System
- Can choose to implement some or all parts of the Act 13 Educator Effectiveness System
- Are required to administer state assessments to their students
- Are required to submit data in PIMS
- Are required to have 75% certified teachers (Note: If this 75% requirement is met, the charter school does not need to be concerned about certification requirement for teachers if they choose to participate in PVAAS Roster Verification and PVAAS teacher-specific reporting.)
- Receive PVAAS school reporting (when available) and student projection data via PVAAS
- Are eligible to participate in PVAAS Roster Verification and PVAAS teacher-specific reporting if they choose to do so

If the charter school does not want to receive PVAAS teacher-specific reporting for use in local continuous improvement work, the charter should not submit the PIMS Staff Student Subtest Collection and would therefore not complete the online PVAAS Roster Verification process.

If the charter school does want to receive PVAAS teacher-specific reporting for use in local continuous improvement work, the charter would need to submit the PIMS Staff Student Subtest Collection each spring and would complete the online PVAAS Roster Verification process.

If your charter school submitted the PIMS Staff Student Subtest Collection in the Spring (but does NOT want PVAAS teacher specific reporting), rosters will be populated in the PVAAS Roster Verification system unless they are removed. Someone from the charter needs to go into the PVAAS Roster Verification system during the initial LEA Preview phase and remove all rosters. It is critical for rosters to be removed as LEAs may share instructional responsibility across LEAs for a student. This is a quick process. If there are any rosters in the system at the end of the rostering window, SAS EVAAS will provide teacher-specific

reporting for those rosters and teachers would receive emails about the available reporting in the online PVAAS system.

### Intermediate Unit (IU) Employed Teachers

If an IU has PA-certified teachers (professional employees), who have either full or partial responsibility for the content-specific instruction of the assessed eligible content as measured by PSSA and/or Keystone exams, these teachers are eligible for a PVAAS teacher-specific score.

A teacher needs to meet the minimum N count (actual N count of 11, active N count of 6) on a roster (subject/grade/course) to receive PVAAS teacher-specific reporting for that state-assessed subject/grade/course. This would be used as part of a teacher's final rating form once a PVAAS three-year rolling average is available.

IUs might need to work with their respective LEAs if an IU teacher shares instructional responsibility for a student with an LEA/district employed teacher.

### Teachers of Non-Public Students

Some LEAs have professional employees who provide instruction only to non-public students. LEA teachers who provide instruction only to non-public school students in non-public schools are not eligible to receive PVAAS teacher-specific data for non-public school students.

Non-public students are not required to take the state assessments. This is the choice of each non-public school. Non-public students are also not required to have a PAsecureID. The PAsecureID is the only unique student identifier in PA. The PAsecureID is used in the PVAAS Roster Verification system.

### Homebound Instructors

"Homebound Instruction" is the instruction a district or charter school can provide when a student has been excused from compulsory attendance under 22 Pa. Code §11.25 due to temporary mental or physical illness or other urgent reasons. (PDE BEC "Instruction Conducted in the Home")

"Instruction conducted in the home" is included in the definition of special education located in the federal regulations (34 CFR §300.39(a)(i)) and is recognized as a placement option on the continuum of alternative placements for students with disabilities (34 CFR §300.115). The use of instruction conducted in the home is restricted to students whose needs require full-time special education services and programs outside the school setting for the entire day. Ordinarily, these are students who, because of a severe medical condition or mobility impairment, are unable to leave home to attend school. (PDE BEC "Instruction Conducted in the Home")

Act 13 is for professional and temporary professional employees. When considering the inclusion of teachers of student received homebound instruction in PVAAS Roster Verification and eligibility for a PVAAS teacher-specific score, the question to consider is, "Who are the teachers responsible for the content-specific instruction of the student?" If the teacher who is responsible is a professional employee or temporary professional employee, then they would fall under Act 13 and may be eligible for participation in PVAAS Roster Verification. This may include teachers of students who are homebound and who have full or partial responsibility for the content-specific instruction of the assessed eligible content as assessed by the PSSA and/or Keystone exam. Based on the role of the instructor, LEAs make this determination.



Key questions to ask include:

- Is the homebound teacher the “teacher of record,” defined in PA as the primary instructor?
- Is the homebound teacher the only instructor with the responsibility for the content-specific instruction of the student (Domains 1 & 3)?
- Does the homebound instructor share responsibility for instruction toward a state-assessed subject/grade/course with another teacher?
- Is this work within the scope of the teacher’s employment? Or, is the work completed under a supplemental contract? For the situation where an employee also holds a supplemental contract, the LEA determines whether the supplemental work is reflected in the teacher’s evaluation.

The % of Student+Teacher Enrollment (concurrent enrollment) should accurately reflect for the non-homebound teacher the percentage of days the teacher is concurrently enrolled with each student, from day one of the state-assessed subject/grade/course to the last day before the LEA’s testing window opens for that state assessment. Hence, if a homebound teacher “takes over responsibility” for another teacher, the percentage of concurrent enrollment for that other teacher would be reduced accordingly, to reflect the percentage of concurrent enrollment.

### Instructional Coaches

If the role of the instructional coach is to provide support and consultation only to PA-certified educators (that is, the adults), then this does not meet the criteria for PVAAS teacher-specific reporting.

PVAAS teacher-specific reporting is provided for professional employees who provide the content-specific instruction to the students (see Framework for Teaching, Domains 1 and 3, see specific Domains and Components).

### Teachers Providing Interventions

Some LEAs use pre-developed, scripted intervention programs. Some are delivered using a face-to-face approach, but others are delivered via an online or technology-enhanced approach. LEAs determine whether the certified teacher for the intervention is eligible for PVAAS teacher-specific reporting.

The questions below are intended to serve as a guide for LEAs making this determination for each teacher.

- Do you have Domain 1 and 3 expectations for the role of the certified teacher to ensure that students learn the intended assessed eligible content?
- Does the teacher function like a room monitor or study hall monitor, where the teacher might be monitoring behaviors while also grading papers, working on lesson plans, and preparing work for the next class? Or is the role of the teacher to circulate around the room, making sure that students are engaged in the work, helping and instructing students when they need support or have questions, stopping students to show them and instruct them in another way to approach the task, or explain why the answer that they chose is incorrect?
- Is the teacher using assessment data to ensure that the students are working on the correct module (the module and/or lesson that targets their specific areas of need), and is the teacher expected to adjust as needed based on the students’ needs?



- Does the teacher communicate and/or discuss student needs and progress with other teachers who have responsibility for these students in the same subject/grade/course, thereby assisting in the planning for the student?
- Is the teacher reviewing, assessing (either formative or summative), grading, and re-assigning students to complete, repeat, or redo certain portions of the program?
- Does the teacher use assessment data embedded in the program to determine and/or plan which module and/or lesson the student should do next? (For example, the student takes a pre-test and the teacher uses pre-test data to determine and/or plan what level to place a student, or what module and/or lesson will serve as the starting point or next step.)
- Does the teacher intervene and/or instruct as students are working and help them understand and/or instruct them on their mistakes or address their misconceptions?
- If the student continues to struggle with the eligible content, does the teacher have a role to instruct the student?

### AP (Advanced Placement) and IB (International Baccalaureate) Teachers

Since AP and IB courses have different standards and are not directly tested with state assessments, teachers of AP and IB courses typically do not complete rosters for those courses – unless an LEA/district has identified an AP or IB course as a Keystone-designated course for Keystone Algebra I, Keystone Literature, and/or Keystone Biology. LEAs determine which courses are Keystone-designated courses. Rosters are to be included in the PVAAS Roster Verification application for teachers of students enrolled in Keystone-designated courses and thereby receiving the full Keystone eligible content. Keystone-designated courses result in students taking Keystone exams as end-of-course exams.

If students are enrolled in an AP or IB course that has been identified by the LEA as a Keystone-designated course, they would be included in the PVAAS Roster Verification application by the state assessment associated with that Keystone identified course (for example, Keystone Summer-Tested, Keystone Winter-Tested, and Keystone Spring-Tested).

### Career and Technical Education Program (CTE) Teachers

If a CTE has PA-certified teachers (professional employees), who have either full or partial responsibility for the content-specific instruction of the assessed eligible content as measured by PSSA and/or Keystone exams, these teachers are eligible for PVAAS teacher-specific scores. This would be used as part of a teacher's final rating form once a PVAAS three-year rolling average is available.

### Teachers of Online or Technology-Enhanced Instruction

LEAs can develop and/or purchase online courses or online content from private providers (units, lessons, and/or assessments). In addition, LEAs provide instruction to students using a range of approaches and resources including instruction via online courses and/or instructional technologies. Face-to-face instructors and online instructors often use purchased or pre-developed curriculum materials for instructional purposes.

Responsibility and eligibility for PVAAS teacher-specific reporting is a determination made locally by the LEA. The LEA should consult with its solicitor regarding any such determination because the application of PVAAS teacher-specific data has employment implications. The Act 13 legislation makes no distinction on how the instruction is provided (for example, cyber school or virtual courses).

In making this local determination related to online course content, the LEA might want to consider the following questions:

- Who is the teacher of record for this online or technology-enhanced instruction for the state assessment?
- What are the roles and responsibilities of your online teachers related to state-tested eligible content (See specific Domains and Components of the Framework for Observation and Practice)?
- Who is responsible for ensuring that students are making progress toward the eligible content for the state assessment?
- What happens if a student is not successful on a lesson or unit? What is the role of the teacher of record or primary instructor?
- Who is responsible for issuing the final grade the student receives for the instruction toward the state assessment?
- Who is responsible for addressing any questions or concerns raised by families of individual students related to a student's performance in the online program/instruction?

Content-specific instruction is a determination made locally by the LEA. Visit the PDE SAS portal to review examples for online educators.

### Teacher on Leave During Roster Verification

For any teachers who are unavailable during the Teacher Verification phase, the school admin or school roster approver will need to verify the roster(s) for those teachers. The school admin or school roster approver will need to take control of the teacher's rosters; they can then make any changes to the roster(s) if necessary and verify and submit the roster(s) on the teacher's behalf.

For more information on how to do this, please view the school admin actions segment of the Roster Verification Implementation and System Actions e-Learning, available within PVAAS. This resource can be accessed by clicking on the e-Learning button found in the blue menu bar at the top of the screen, or clicking on the e-Learning link on the PVAAS login page <https://pvaas.sas.com> under Professional Learning and Support.

## Which Students?

### Students Who Enrolled in School, But Did Not Attend

There are situations where a student is enrolled in the school, but never actually attended the subject/course. If the teacher never had any responsibility for the student's instruction, the LEA makes the decision about the inclusion of a student on a teacher's roster. Responsibility is an LEA decision.

### Students Who Enrolled in School, But Unenrolled from Grade/Subject/Content Area

There are situations where a student is enrolled in the school/subject/course but has not returned to school for an extended period. LEAs might want to ensure that their LEA enrollment policies are being implemented as written and make sure documentation of student enrollment/un-enrollment is occurring consistently in the local LEA Student Information System (SIS).

LEAs must follow state policies regarding student truancy. Some LEAs have implemented an enrollment policy where a student can be un-enrolled from a tested subject/grade/content area after a specified

number of days while continuing to be enrolled in the school/LEA. Enrollment policies are determined locally within the guidelines of state requirements.

### [Inclusion of Students from Various Program Types on Teachers' Rosters](#)

PDE recognizes that many students are being provided instruction in non-traditional classroom placements or approaches. These could include, but are not limited to, programs such as cyber programs, alternative education placements, and private residential rehabilitation. If your LEA/district employs a professional employee who is responsible for the instruction of students, including those in these types of non-traditional classroom placements or approaches, the teacher falls under Act 13 and would be eligible for PVAAS teacher-specific reporting. It is important for administrators to work with those teachers to determine the percentages of instructional responsibility the teacher has for each student in the assessed subjects/grades/courses in which the teacher provided instruction.

If the students are in facilities run by the school district, it is important for all teachers, both temporary and professional employees, who provide instruction to determine percentages of instructional responsibility. Teachers who are co-teaching or sharing the instruction of the students must also determine percentages of instructional responsibility.

If the students are in outside placements in private facilities with privately employed teachers (both criteria must be true), the LEA does not need to report these students in the PIMS Staff Student Subtest collection for PVAAS. The LEA does, however, have the responsibility to report the teacher of record and course data in PIMS. Note that this is separate and different from the PIMS Staff Student Subtest collection for PVAAS.

### [Inclusion of Students Retaking Keystone Exams](#)

Students retaking Keystone exams would be included on a teacher's rosters only if the student is enrolled in a Keystone-designated course in the school year for which roster verification is taking place.

If the student is not enrolled in a Keystone-designated course in the school year for which roster verification is taking place and is only re-taking the Keystone exam, then the student should not be included.

It is a local LEA decision on which courses are considered Keystone-designated courses.

## [Which Rosters?](#)

### [Determining PSSA Rosters](#)

Teachers have one roster for each PSSA subject/grade for which they have instructional responsibility.

For example, an elementary teacher who has instructional responsibility for grade 4 students in math, ELA, and science would have three rosters – grade 4 ELA, grade 4 Math, and grade 4 Science.

Similarly, a middle school math teacher who has instructional responsibility for students in grades 6, 7, and 8 would have three rosters – grade 6 Math, grade 7 Math, and grade 8 Math.

### [Determining Keystone Rosters](#)

Teachers can have more than one roster for keystones; they can have Summer-tested, Winter-tested, and/or Spring-tested rosters.

Keystone Summer-tested is an option in Roster Verification. Summer-tested keystones would be considered the first administration of Keystone for a school year – followed by Winter administration and then Spring administration. The school year is July 1 through June 30. Many summer courses do not provide instruction on the full eligible content for a Keystone exam. LEAs decide whether Summer-tested keystones meet the criteria for full Keystone-designated courses.

As Keystone exams are not grade-specific, students in various grades can be on the same Keystone roster for a teacher within Roster Verification.

If a teacher provides instruction in a semester-long course (versus a year-long course), it is important for that teacher to have the appropriate roster (Summer-Tested or Winter-Tested versus Spring-Tested Keystone roster). This ensures the information is accurately captured on the semester in which a student is enrolled in a Keystone-designated course and linked to the specific Keystone test score from the correct testing window. Consider the following examples:

**Teacher of Year-Long Biology Course:** Consider teacher Jackson who teaches a year-long Biology course in his high school. Throughout the school year, teacher Jackson teaches four periods of this year-long course. In this case, teacher Jackson needs only one roster that includes students from all four periods who are concurrently enrolled with him at any point during the Spring-Tested Biology course. This roster appears in Roster Verification as Biology (Spring-Tested) as those students test in the Spring testing window at the end of the year-long course.

**Teacher of Two Semester-Long Biology Courses:** Consider teacher Jones who teaches two semester-long Biology courses in her high school. Throughout semester 1, teacher Jones teaches four periods of this semester-long course. Throughout semester 2, teacher Jones teaches only two periods of the semester-long course. In this case, teacher Jones needs two rosters. The first roster appears in Roster Verification as Biology (Winter-Tested) and includes all students from all four periods of the Semester 1 course who were concurrently enrolled with her at any point in the Semester 1 course and consequently tested in the Winter testing window at the end of the semester-long course. The second roster appears in Roster Verification as Biology (Spring-Tested) and includes all students from the two periods of the Semester 2 course who were concurrently enrolled with her at any point in the Semester 2 course and consequently tested in the Spring testing window at the end of the semester-long course.

**Teacher of Year-Long Biology Course and Two Semester-Long Biology Courses:** Consider teacher Smith who teaches a year-long Biology course, as well as two semester-long courses (one in semester 1 and one in semester 2). In this case, teacher Smith needs two rosters. The first roster appears in Roster Verification as Biology (Winter-Tested) and includes all students from all periods of the Semester 1 course who were concurrently enrolled with teacher Smith at any point in the Semester 1 course and consequently tested in the Winter testing window at the end of the semester-long course. The second roster appears in Roster Verification as Biology (Spring-Tested) and includes all students from all periods of the Semester 2 course who were concurrently enrolled with teacher Smith at any point in the Semester 2 course and consequently tested in the Spring testing window at the end of the semester-long course. Also, this Spring-tested roster would include all students from all periods of the year-long course who were concurrently enrolled with Teacher Smith at any point in the year-long course and consequently tested in the Spring testing window at the end of the course.

When considering students who are to be reported on a teacher's roster, it is important to remember that students should be included on a teacher's roster only if the student is concurrently enrolled with the teacher at any point while the student is enrolled in the Keystone-designated course. The student's score on the Keystone exam at the end of that course will be used in the analyses for PVAAS teacher-specific reporting.

## What is Instructional Responsibility?

### Definition of Instructional Responsibility

The percentage of instructional responsibility represents the proportion that each student is weighted in the value-added analyses for PVAAS teacher-specific reporting.

PVAAS teacher-specific reporting is intended to fairly represent the proportion of instructional responsibility for each student with each teacher for each state assessment. This percentage can vary by student. Students with less than 100% instructional responsibility are weighted less in a teacher's PVAAS value-added reporting than students for whom a teacher has claimed 100% instructional responsibility.

Instructional responsibility is comprised of two pieces of information, Percentage of Student+Teacher Enrollment and Percentage of Full/Partial Instruction. The percentage of instructional responsibility is calculated by multiplying the percentage of Student + Teacher Enrollment by the Full or Partial % of Instruction.

Student + Teacher Enrollment and Full or Partial % of Instruction together (in other words, Instructional Responsibility) are used to determine how much each student is weighted in individual teacher value-added measures.

Both columns of teachers' rosters within the Roster Verification system are prepopulated based on data the LEA/district submits to the Pennsylvania Information Management System (PIMS). Neither PVAAS (SAS EVAAS or PDE) nor PIMS can make changes for LEAs. For example, LEAs start school on different days, start semesters on different days, have different calendars overall, and have different testing windows.

Some LEAs use their Student Information System to generate reports with the % of Student+Teacher Enrollment based on changes in testing windows. LEAs provide these reports to administrators and teachers, so they can have them on hand when they verify or make changes to these percentages in the Roster Verification system.

PVAAS teacher-specific reporting excludes students from PVAAS analyses if the total percentage of instructional responsibility is less than 10%.

### Determining Instructional Responsibility

There are two pieces of information used to determine the total percentage of Instructional Responsibility for each student instructed by a teacher for a state assessment.

#### Part 1 of 2: Percentage of Student + Teacher Enrollment

The percentage of days in which a student and a teacher are concurrently enrolled in instruction for a state assessment together.

## Part 2 of 2: Full or Partial Percentage of Instruction

The percentage of content-specific instruction for a state assessment that a teacher is responsible for providing to a specific student. The percentage of instruction is 100% if there is only one PA-certified teacher who is fully responsible for the instruction while the teacher is concurrently enrolled with the student. The percentage of instruction is less than 100% if there is more than one PA-certified teacher who is responsible for the instruction, such as co-teaching and team teaching.

### Definition of Percentage of Student + Teacher Enrollment

The percentage of Student + Teacher Enrollment is defined as the following:

The percentage of days in which a student and a teacher are enrolled together (concurrently enrolled) for the instruction for a state assessment, from day one of the instruction (subject/grade/course) for the state assessment, up to and including the last school day before the LEA's testing window opens for that state assessment.

Student + Teacher Enrollment is equal to (Total # Days Student + Teacher Concurrently Enrolled) divided by (Total # Days for Course/Subject/Grade).

Total # Days Student + Teacher Concurrently Enrolled = Number of school days for instruction (subject/grade/course) in a state assessment in which student and teacher are enrolled together, from day one of the subject/grade/course up to and including the last school day before the LEA's testing window opens for that state assessment. The examples below are provided to assist LEAs in making consistent local decisions.

Examples of days that can decrease this number for a teacher and/or student:

- Student and/or teacher enroll part way through a subject/grade/course
- Student and/or teacher un-enroll from a subject/grade/course
- Change in placement for the student, such that the responsibility for the instruction has changed to one or more other teachers (for example, hospitalization or alternative education program)
- Extended LEA-approved or board-approved leave of absence for student and/or teacher

Examples of days that cannot decrease this number:

- Teacher and/or student absent for sick day or vacation (this is not referring to the use of days as part of extended or board-approved leave, such as using sick days as part of maternity leave or extended medical leave)
- Instruction provided by student teacher and/or paraprofessional
- Student out for extracurricular activity
- Teacher out for meeting, professional learning, or coaching

Total # Days for Course/Subject/Grade = Number of days for a course/subject/grade, from day one of the subject/grade/course up to and including the last school day before the LEA's testing window opens in that subject/grade/course.

The following days are not included, as all students are not in school:

- Holidays
- Student-Parent-Teacher Conferences

- Professional Development Days
- Weather-related Closings

### Definition of Full or Partial % of Instruction

The "Full or Partial % of Instruction" is defined as the percentage of content-specific instruction for a state assessment that the teacher is responsible for a student, while concurrently enrolled with the student.

This cannot be greater than 100%. A student cannot be claimed for more than 100%.

If a teacher is the only PA-certified educator providing the content-specific instruction of the assessed eligible content while concurrently enrolled with the student, the percentage of instruction is 100%. In many situations the percentage of instruction might equal 100% for a teacher and a student.

If the teacher shares the responsibility for the content-specific instruction of the assessed eligible content with another PA-certified teacher (for example: co-teaching, team teaching, MTSS/RtII, push-in/pull-out programs, and inclusive practices), the percentage of Instruction should be adjusted accordingly (less than 100%) by the teacher and/or administrators.

The percentage of instruction is not adjusted based on enrollment or attendance. It is based on which PA-certified teachers have responsibility for instruction in a state assessment (subject/grade/course) for a student and determining the proportion of instruction they each have for each student while concurrently enrolled with the student for that state assessment.

### Student + Teacher Enrollment- Not Attendance

The percentage of student and teacher enrollment is specific to the percentage of school days that a student and a teacher are concurrently enrolled in instruction for a state assessment (subject/grade/course) while the teacher is responsible for content-specific instruction for the course/grade/subject. This is not the same as student or teacher attendance. Teachers should not adjust their data to account for student and/or teacher absenteeism.

Chronic absenteeism reflective of a particular home environment is related to concerns about high-poverty students or other socioeconomic or demographic factors that are related to low achievement. To the extent that these factors are likely to be similar from year to year and affect student test scores, then using all available prior test scores on each student enables each student to serve as their own control and the growth expectation indirectly takes these factors into account. This is because students' previous performance and entering achievement are taken into account. In other words, if a student has had a history of attendance issues and it has impacted their prior performance, such as lower scores on previous state assessments, then this lower achievement is taken into account when determining growth for a teacher's group of students.

LEAs might want to ensure that their LEA enrollment policies are being implemented as written, making sure documentation of student enrollment/un-enrollment is occurring consistently in the LEA's Student Information System (SIS). LEAs must follow state policies regarding student truancy. Some LEAs have discussed an enrollment policy where a student can be unenrolled from a tested subject/course after a specified number of consecutive absences while continuing to be enrolled in the school/LEA. Enrollment policies are determined locally within the guidelines of state requirements.

## Rationale for Enrollment Instead of Attendance

The district, school, and individual teachers each have a role in preventing and intervening with student attendance issues. The Building Level Teacher Effectiveness Evaluation score reflects the effectiveness of the school's efforts to address student attendance.

The use of enrollment in PVAAS teacher-specific reporting reflects the responsibility of individual teachers in preventing and intervening with student attendance issues. Teachers are responsible for the education of each student in a subject/grade/course, which results in a subject/course grade, as well as performance on state assessments. Teacher-specific strategies include areas such as high expectations, relevant, meaningful, and engaging instruction, relationship building with students, mentoring, parent communication, group and individual incentive programs, and continuity of instruction (teacher attendance).

Students can be dropped or un-enrolled from a subject/grade/course based on local LEA enrollment policies.

## Student Pulled from State-Tested Subject/Grade/Course

For scheduling scenarios where a student is pulled from a state-tested subject/grade/course (that is, missing instructional time) for some other consistently scheduled non-state tested commitment, such as individual instrument or music lessons or a sporting event, the following discussions and questions are suggested. A discussion with teachers, school administrators, and/or district administrators is encouraged to ensure consistency across classrooms and schools in your LEA/district.

Here are some questions and information to think about during your local discussions, putting the discussion of PVAAS teacher-specific reporting aside for a moment.

- Are there also concerns regarding students who consistently miss classes due to other school commitments and their impact on student progress?
- If that is true, what has occurred so far to balance and address this scheduling scenario for these students in your school?
- What is done overall when any student in the school misses instruction?
- What has been done previously when students in this scenario missed instruction?
- Has it worked to meet the needs of the students who miss instruction?
- How have you and your LEA/district/school assured parents and students the full delivery of the curriculum?
- As a district administrative team looking at PVAAS teacher-specific reporting for your LEA/district/school, do all schools and teachers having students who miss instruction for the scenarios described yield yellow or red PVAAS results?
- How does this inform your plans for supporting the needs of students in the current year?

## Determining Full/Partial % of Instruction with Multiple Teachers

It is important to remember that the total percentage of instructional responsibility for a student consists of two separate percentages:

- % Student + Teacher Enrollment
- Full or Partial % of Instruction



These two separate percentages are multiplied together for each student to determine the overall Total Percentage of Instructional Responsibility for that student. This is used to determine how much a student is weighted in a teacher's value-added analyses and reporting.

Student + Teacher Enrollment is the proportion of the instruction for the state assessment (subject/grade/course) in which the student and teacher are concurrently enrolled. That is not the percentage discussed here.

The Full or Partial % of Instruction is defined as the proportion of instruction for which a teacher was responsible during the time in which the student and teacher were enrolled together in the subject/grade/course.

If there is only one teacher who is solely responsible for the content-specific instruction for the student while concurrently enrolled, then the Full or Partial % of Instruction would equal 100%.

If there is more than one teacher responsible for the content-specific instruction for the student, then the Full or Partial % of Instruction for each student is less than 100%. This can occur in situations like the following:

- Co-teaching
- Team teaching
- Multi-tiered Systems of Support (MTSS) or Response to Instruction and Intervention (RtII)
- Push-in or Pull-out programs
- Shared instruction between General Education Teacher and, including, but not limited to Special Education Teacher, Intervention Specialist, Reading/Math Specialist, Gifted Teacher, Title I Teacher, and ESL Teacher

When calculating the Full or Partial % of Instruction for each student where the content-specific instruction is provided by multiple teachers, the questions to ask might be:

- How much of the responsibility for instruction (Domains 1 and 3) belongs with Teacher 1?
- How much of the responsibility for instruction (Domains 1 and 3) belongs with Teacher 2? With Teacher 3 (if applicable), etc.?

Some LEAs use "time instructing" to determine the Full/Partial % of Instruction. Other LEAs use the proportion of the eligible content. LEAs locally determine the proportion of instructional responsibility, including the % of shared instruction between more than one teacher for an individual student.

It is important to remember that the Full or Partial % of Instruction can vary for each student for each state assessment. Hence, it is vital that teachers and administrators work together to decide how the Full or Partial % of Instruction is shared for each student, as a student cannot be claimed for more than 100%.

Teachers do not have to be Highly Qualified to share in the Full or Partial % of Instruction for a student for PVAAS teacher-specific reporting.

### Minimum Instructional Responsibility to Claim a Student

All students are to be included and verified on a roster if a temporary or permanent professional employee is responsible for the instruction in a state-assessed subject/grade/course (PSSA and/or

Keystone). Any student claimed less than 10% overall (Student+Teacher Enrollment multiplied by % Full or Partial Instruction) is excluded from teacher value-added analyses and removed by SAS EVAAS from the roster before analyses for PVAAS teacher-specific reporting. Teachers can drill down in their PVAAS teacher-specific reporting to see which students were included (“Y”) and excluded (“N”) from the analyses and reporting.

### Students who are Removed or “Zeroed Out” on a Roster

When a student is removed or has a zero entered for one of the Instructional Responsibility columns, they will appear at the bottom of the roster in the Removed Students section. This section does not have any crossover with the underclaimed students. The list of underclaimed students are claimed at less than 100%, but at more than zero.

Students are grayed out when they have been removed from a roster. To restore a removed student:

1. Click the roster's name to open the roster.
2. Find the table of "Removed Students" at the bottom of the roster.
3. Click "Restore" next to the student's name.

### Overclaimed Students within an LEA/District/School

All over-claiming within an LEA/district must be resolved. School administrators work with other school administrators within the same LEA/district to correct the overclaiming of any student across schools within the same LEA/district. Any teacher’s roster that is modified is returned to the teacher by the school admin for review during the school admin phase, and then is resubmitted to the school admin.

In the Teacher Value-Added reports, the total percentage of instructional responsibility claimed for an individual student cannot exceed 100% across all teachers in a subject, grade, and year. If the percentage claimed exceeds 100% and is not resolved during Roster Verification, then each teacher's instructional responsibility is re-allocated proportionally so that the total percentage equals 100% for the student.

For example, if Teacher A claims a student for 75% of the 5th grade PSSA Math instruction and Teacher B claims the same student for 50% of the 5th grade PSSA Math instruction, then Teacher A's claim is re-allocated to 60% (75/125) and Teacher B's claim is re-allocated to 40% (50/125).

### Overclaimed Students across LEAs/Districts

It is not realistic to expect LEAs/districts to contact other LEAs/districts regarding students who are overclaimed across the LEAs. However, some LEAs/districts have chosen to do this. LEAs/districts are expected to resolve over-claiming across LEAs/districts only if they share a student with another LEA simultaneously, for example, co-teaching between a district-employed teacher and an IU-employed teacher or co-teaching in a type of district consortium service.

In the Teacher Value-Added reports, the percentage of instructional responsibility claimed for an individual student cannot exceed 100% across all teachers in a subject, grade, and year. There can be situations when both LEAs have correctly determined the percentage of Instructional Responsibility, but the student remains over-claimed (>100%). This can occur when LEAs/districts operate on different calendars. If the percentage claimed does exceed 100% and is not resolved during Roster Verification, then each teacher's instructional responsibility is re-allocated proportionally so that the total percentage equals 100% for the student.

For example, if Teacher A in LEA #1 claims a student for 75% of the 5th grade PSSA Math instruction and Teacher B in LEA #2 claims the same student for 50% of the 5th grade PSSA Math instruction, then Teacher A's claim is re-allocated to 60% (75/125) and Teacher B's claim is re-allocated to 40% (50/125).

### Examples of Appropriate Underclaiming

If the total Instructional Responsibility claimed across all teachers in the state is less than 100%, the student is underclaimed. In some cases, underclaiming is appropriate and expected.

Example: If a student moved into Pennsylvania part of the way through the grade/subject/course, then some portion of the student's instruction cannot be claimed by any Pennsylvania teachers from any Pennsylvania LEA.

Example: If a student moved in or out of a public school to or from a private school part of the way through the grade/subject/course, then some portion of the student's instruction cannot be claimed by any teacher from a public LEA.

Example: The student is taught by a teacher who is not subject to ACT 13 for part of the instruction for a grade/subject/course. This can include anyone who is NOT a temporary or permanent professional employee of an LEA who is subject to Act 13. Often this occurs with day-to-day substitutes, long-term substitutes and/or staff who are teaching on a supplemental contract (not a temporary or permanent professional employee).

Example: The student is taught for part of the grade/subject/course by a teacher from a charter/cyber charter who decided NOT to participate in PVAAS Roster Verification/teacher-specific reporting/Act 13. Charter schools fall under different mandates than Pennsylvania public school districts, and as a result, can have different requirements. In general, the following is a list of the general requirements versus non-requirements related to charter schools and Act 13:

- They are not mandated by Act 13 to participate in the Educator Effectiveness System.
- They are encouraged to participate in the Teacher Evaluation System.
- They are eligible to participate in PVAAS Roster Verification and PVAAS teacher-specific reporting if they choose to do so.

### Examples of Claiming Instructional Responsibility

#### Example 1 of Claiming Instructional Responsibility: Teacher Absent on Extended Leave

Scenario: Mrs. Walters is a grade 6 teacher who had a baby and was on maternity leave for 20% of the state-assessed subject/grade. A long-term substitute filled in for Mrs. Walters while she was out with her new baby. Mrs. Walters was the only certified PA educator providing content-specific instruction for her students while she was concurrently enrolled with students. The long-term substitute is not employed with the LEA/district; he will not receive an evaluation nor teacher value-added reporting through PVAAS.

#### Calculating Instructional Responsibility for Mrs. Walters

Student + Teacher Enrollment: Mrs. Walters and all her students were concurrently enrolled together for 80% of the state-assessed grade/subject/course. Enter 80% in the Student + Teacher Enrollment column for each student.

Full or Partial % of Instruction: Of the time they were enrolled together, Mrs. Walters was the only certified PA educator providing content-specific instruction (Domains 1 and 3) of the assessed eligible content in the state-assessed grade/subject/course. Enter 100% in the Full or Partial % of Instruction column for each student.

Because the long-term substitute is not receiving an evaluation or teacher value-added reporting, no one claims instructional responsibility for the substitute. This means Mrs. Walters' students are underclaimed for a justifiable reason.

### Example 2 of Claiming Instructional Responsibility: Student Reassigned to a New Teacher Mid-year

Scenario: A student named Johnny has been enrolled since the first day of school at his elementary school. Mrs. Jones has Johnny in her class, and she notices that he is having challenges with learning in reading and writing (PSSA ELA). For the first 40% of the reading/writing class (PSSA ELA), Mrs. Jones tried everything possible to meet Johnny's needs. Johnny was evaluated and now has an IEP. He receives services for reading/writing (PSSA ELA) from a different teacher. He was moved from Mrs. Jones' reading/writing class to Mr. Apple's class for reading/writing (PSSA ELA) within the same school. Mr. Apple provided reading/writing instruction for the remaining 60% of the reading/writing class (PSSA ELA).

#### Calculating Instructional Responsibility for Mrs. Jones

Student + Teacher Enrollment: Mrs. Jones and Johnny were enrolled together for the first 40% of the reading/writing class (PSSA ELA). Enter 40% in the Student + Teacher Enrollment column for Johnny for reading/writing (PSSA ELA).

Full or Partial % of Instruction: Of the time they were enrolled together, Mrs. Jones was the only certified PA educator providing content-specific instruction (Domains 1 and 3) of the assessed eligible content in reading/writing (PSSA ELA) for Johnny. Enter 100% in the Full or Partial % of Instruction column for Johnny.

#### Calculating Instructional Responsibility for Mr. Apple

Student + Teacher Enrollment: Mr. Apple and Johnny were enrolled together for the remaining 60% of the reading/writing class (PSSA ELA). Enter 60% in the Student + Teacher Enrollment column for Johnny.

Full or Partial % of Instruction: Of the time they were enrolled together, Mr. Apple was the only certified PA educator providing content-specific instruction (Domains 1 and 3) of the assessed eligible content in the grade/subject/course in reading/writing (PSSA ELA) for Johnny. Enter 100% in the Full or Partial % of Instruction column for Johnny.

### Example 3 of Claiming Instructional Responsibility: Student Enrolls at a School Later in the Year

Scenario: For the first 20% of 8th grade math, Tony was not enrolled in Mrs. Johnson's grade 8 math class (PSSA Grade 8 Math). He attended school in a different LEA/district. For the last 80% of grade 8 math, Tony was enrolled in Mrs. Johnson's class. Mrs. Johnson was the only certified PA educator providing content-specific instruction (Domains 1 and 3) of the assessed eligible content in 8th grade math (PSSA Grade 8 Math).

#### Calculating Instructional Responsibility for Mrs. Johnson

Student + Teacher Enrollment: Mrs. Johnson and Tony were enrolled together for 80% of 8th grade math. Enter 80% into Student + Teacher Enrollment.

Full or Partial % of Instruction: Of the time they were enrolled together, Mrs. Johnson was the only educator providing content-specific instruction for Tony for 8th grade math. Enter 100% into Full or Partial % of Instruction column.

#### Example 4 of Claiming Instructional Responsibility: Late Enrolled Student with Multiple Teachers

Scenario: For the first 25% of the reading/writing (PSSA ELA) class in this LEA/district, Mary was not enrolled in Mr. Jackson's reading/writing class. She attended school in another LEA/district. For the remaining 75% of the reading/writing class (PSSA ELA) in this LEA/district, Mary was enrolled in Mr. Jackson's regular classroom reading/writing class. She also received instruction in a pull-out program two days a week from a special education teacher, Mrs. Davis, who also provided content-specific instruction (Domains 1 and 3) of the assessed eligible content in reading/writing (PSSA ELA).

#### Calculating Instructional Responsibility for Mr. Jackson

Student + Teacher Enrollment: Mr. Jackson and Mary were enrolled together for three fourths or 75% of the reading/writing class (PSSA ELA) in this LEA/district. Enter 75% into Student + Teacher Enrollment column.

Full or Partial % of Instruction: Of the time they were enrolled together, Mr. Jackson was not the only PA certified educator providing content-specific instruction for Mary. Mr. Jackson provided reading/writing instruction three out of five days a week ( $3 \div 5 = 0.6$ ). Enter 60% in the Full or Partial % of Instruction column for Mary.

#### Calculating Instructional Responsibility for Mrs. Davis

Student + Teacher Enrollment: Mrs. Davis and Mary were enrolled together for three-fourths or 75% of the reading/writing class (PSSA ELA) in this LEA/district also. Enter 75% in the Student + Teacher Enrollment column.

Full or Partial % of Instruction: Of the time they were enrolled together, Mrs. Davis was not the only PA certified educator providing content-specific instruction of the assessed eligible content in reading/writing (PSSA ELA). Mrs. Davis provided pull-out reading/writing instruction two out of five days a week ( $2 \div 5 = 0.4$ ). On her own roster, Mrs. Davis should enter 40% in the Full or Partial % of Instruction column for Mary.

#### Example 5 of Claiming Instructional Responsibility: Open Campus/Consortium

Scenario: Mrs. Rodriguez teaches an online Keystone Literature class. The class is part of an open campus/consortium program and is open to students from neighboring partner districts. Mrs. Rodriguez teaches three students: Tim, Jessica, and Laura.

Tim comes from a neighboring district. Jessica and Laura are from Mrs. Rodriguez's employing LEA/district. All students and the teacher are enrolled for the entire course, from day one until the last day before Mrs. Rodriguez's testing window opens in her LEA/district.

### Calculating Instructional Responsibility for Mrs. Rodriguez

Student + Teacher Enrollment: Mrs. Rodriguez and all three students were enrolled together for 100% of the entire course. Enter 100% in the Student + Teacher Enrollment column.

Full or Partial % of Instruction: Of the time they were enrolled together, Mrs. Rodriguez was the only certified PA educator providing content-specific instruction (Domains 1 and 3) of the assessed eligible content in the Keystone Literature course. Enter 100% in the Full or Partial % of Instruction column for all three students.

### Example 6 of Claiming Instructional Responsibility: Student Repeating a Keystone Exam

Scenario: Michael took Keystone Algebra I in the first semester in Mr. Taylor's first semester Keystone Algebra I class. He did not pass the course nor the winter-tested Algebra 1 Keystone exam. In the spring, Michael took the Keystone Algebra I course again along with the spring-tested Keystone exam for Algebra 1. For the fall and spring semesters, Michael had different teachers, but all were concurrently enrolled with him for the entire semester of instruction for a state assessment.

In the fall, Mr. Taylor was the only certified PA educator providing content-specific instruction (Domains 1 and 3) of the assessed eligible content in Keystone Algebra I. However, in the spring, Mrs. Clark, the regular Algebra I classroom teacher, and Mr. Steed, the Math Specialist, were co-teachers and equally shared instructional responsibility for all students who were enrolled in the spring tested Keystone Algebra I course.

### Calculating Instructional Responsibility for First Semester Algebra I/Winter-Tested Keystone Exam for Teacher, Mr. Taylor

Student + Teacher Enrollment: Mr. Taylor and Michael were enrolled together for 100% of the fall semester. Enter 100% in the Student + Teacher Enrollment column.

Full or Partial % of Instruction: Of the time they were enrolled together, Mr. Taylor was the only certified PA educator providing content-specific instruction (Domains 1 and 3) of the assessed eligible content in Keystone Algebra I for Michael. Enter 100% in the Full or Partial % of Instruction column on the Algebra I (Winter-tested) roster.

### Calculating Instructional Responsibility for Spring Algebra I/Spring Tested Keystone Exam for Teachers, Mrs. Clark and Mr. Steed

Student + Teacher Enrollment: Both Mrs. Clark and Mr. Steed were enrolled 100% of the semester (instruction for state-assessed course) with Michael. Each teacher would enter 100% in the Student + Teacher Enrollment column on their own individual class roster.

Full or Partial % of Instruction: Of the time they were enrolled together, Mrs. Clark was not the only certified PA educator providing content-specific instruction (Domains 1 and 3) of the assessed eligible content in Keystone Algebra I for Michael. Mr. Steed provided content-specific instruction in a true equal co-teaching situation. Each teacher would enter 50% in the Full or Partial % of Instruction column on their own Keystone Algebra I (Spring-tested) roster.

## Resources

For help with accessing Roster Verification resources, contact the PVAAS Statewide Team at [pdepvaas@iu13.org](mailto:pdepvaas@iu13.org).

### Roster Verification Checklist

For more information about the roles and responsibilities of teachers, school admins, and district admins for each phase of Roster Verification, see the Roster Verification Checklist. This checklist is available on the PDE PVAAS Roster Verification webpage, <https://www.education.pa.gov/K-12/Assessment%20and%20Accountability/PVAAS/Roster/Pages/default.aspx>

### Roster Verification e-Learning

Go to <https://pvaas.sas.com>

1. Click e-Learning which is the 2nd link found under the section Professional Learning and Support
2. On the e-Learning page, select Roster Verification Implementation and System Actions

### Roster Verification Guide to Implementation

For an overview of the PVAAS Roster Verification purpose and process, information about each phase, and a detailed implementation checklist to help you prepare for Roster Verification, please see the Roster Verification Guide to Implementation. This guide is available on the PDE website on the PVAAS Roster Verification webpage, <https://www.education.pa.gov/K-12/Assessment%20and%20Accountability/PVAAS/Roster/Pages/default.aspx>

### Roster Verification Training and Support

Statewide webinars are offered and recorded each year about the implementation of Roster Verification. Information about joining the sessions can be found on the PDE PVAAS Roster Verification webpage, <https://www.education.pa.gov/K-12/Assessment%20and%20Accountability/PVAAS/Roster/Pages/default.aspx>

Please email [pdepvaas@iu13.org](mailto:pdepvaas@iu13.org) for additional information.

### Additional Support for Roster Verification

For support with the web-based Roster Verification application, click on Contact Us within PVAAS, and then select the link for PVAAS Technical Support. Use this resource for help with logging on and accessing features, managing accounts, usernames, and passwords, and technical issues with the web-based application.

For support with policy questions, contact the PVAAS Statewide Team for PDE by sending an email to [pdepvaas@iu13.org](mailto:pdepvaas@iu13.org). This includes assistance related to guidelines and implementation of Roster Verification.