

TO: Directors of schools
FROM: Paul Fleming, assistant commissioner of teachers and leaders
DATE: October 31, 2018
SUBJECT: **Guidelines for Teacher Student Claiming for Teacher Value-Added Calculations**

Shortly before the launch of fall and spring state testing, teachers will use the teacher student claiming (TSC) process to claim students they taught during the school year. Once teachers have completed and approved their claiming rosters, the rosters will be used in calculating teacher value-added scores (TVAAS). As you know, teacher value-added data are used for a number of diagnostic and evaluative purposes, including teacher evaluations. The claiming process plays a crucial role in ensuring accurate data for calculating teacher value-added reports and evaluation composites.

The two most important points to consider in the claiming process are that, in the overwhelming majority of cases:

- All students should be claimed for 100 percent of their instructional time, and
- All teachers should personally verify their claiming roster.

For each student, a teacher is required to claim two categories of information—*instructional time* and *instructional availability*. As a measure to protect teachers' growth calculations from extreme situations, the claiming information will be aggregated and will exclude any student test score outliers based on the student's testing history. (For example, if a student chooses answer choice "A" on every single test question, this student's test score will likely be excluded from the teacher's growth score.) Districts will be responsible for any grievances that are filed by teachers based on teacher student claiming and should establish those processes at the local level.

The purpose of this memorandum is to define the parameters within which teachers must claim students for teacher value-added calculations and to address common circumstances that can impact claiming decisions. While there are general state expectations for the claiming process, districts have broad discretion to make specific decisions based on local policies. The last section of this memo outlines the types of questions that could help a district arrive at a local decision across several of the most common claiming situations.

Instructional Time

Instructional time is defined as the percentage of time a certified teacher spent as the person delivering subject-area content for each student. For example, if a teacher is solely responsible for a student's subject-area content for the duration of the instructional period, the teacher claims 100 percent instructional time. If the teacher splits responsibility *equally* with another certified teacher, each would claim 50 percent. If a teacher is absent from teaching for a period of time, the appropriate percentage of instructional time must be determined *per local policy*.

Instructional Availability

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

Traditional Schedule (approximately 180 days):

- Full (F): 150 days or more
- Partial (P): 149 days or fewer

Modified Schedule (approximately 90 days):

- Full (F): 75 days or more
- Partial (P): 74 days or fewer

In EdTools, instructional availability defaults to full (F) and can be adjusted to partial (P) for any student as needed. The designation of “ineligible” has been removed from instructional availability in EdTools.

According to T.C.A. § 49-1-606(a), students must be present for at least one hundred fifty (150) days of classroom instruction per year or seventy-five (75) days of classroom instruction per semester in order to be included in teacher value-added scores and evaluation composites. In some situations, teachers will be required to calculate students’ anticipated availability from the date of claiming through the end of the instructional period based upon student availability prior to claiming.

For example:

- A teacher completes the claiming process for his or her students in the EdTools application with 10 days remaining on their district’s instructional calendar. On the day the teacher completes claiming, one of his or her students has been available for instruction for 145 days. The teacher must determine whether the student will reach the 150 day threshold. Districts should issue guidance to teachers and principals on how to address these situations.

Full time equivalent students are established based on the percentage of instructional time a teacher claims for his or her students. For fourth through eighth grade, if a teacher has at least *six full time equivalent* students claimed for a particular subject and grade, he or she will receive a teacher value-added score. For third grade (“Early Grades” where applicable based on participation in the optional grade 2 assessment) and end-of-course teachers, if a teacher has at least *six full time equivalent* students claimed for a particular subject, *and* a minimum of *10 overall* students with *at least three prior test scores*, he or she will receive a teacher value-added score.

For example:

- A fourth grade mathematics teacher claims 30 students. Ten students are claimed as partial (P) instructional availability; these students will not be included in the teacher’s value-added score. The other 20 students are claimed as full (F) instructional availability and 25 percent instructional time. The teacher will only have *five* ($20 \times .25$) *full time equivalent* students. Thus, because fourth through eighth grade teachers must have *six full time equivalent* students, the teacher will not receive a teacher value-added score.
- A Biology I teacher claims nine students. All nine students are claimed as full (F) instructional

availability and 100 percent instructional time and have *at least three prior test scores*. Because end-of-course teachers must have *six full time equivalent students and 10 overall students with at least three prior test scores*, the teacher will not receive a teacher value-added score.

Additional Claiming Decision Points

There are several circumstances that require claiming decisions at the local level. This section provides additional guidance for those circumstances.

Science and social studies

Students are required to receive science and social studies instruction and should be claimed by the teacher delivering the instruction. When it is unclear who is delivering instruction in science and social studies, claiming is a local decision. Here are questions that could inform local decisions:

- Is science and social studies curriculum embedded in other subject areas such as math and literacy?
- Who is providing instruction that will lead to student learning in science and social studies?

Students taught in co-teaching environments

For the purposes of this document, co-teaching is defined as two licensed teachers providing instruction to the same group of students at the same time. Here are a few questions that could inform local decisions on claiming for teachers in co-teaching environments:

- Are both teachers providing instruction to all students or only a subset of students in the class?
- If one of the teachers is a special education teacher, gifted consultant, or English as a second language teacher, did he or she also provide instruction to general education students in the class?
- If both teachers are claiming a percentage of a student's instructional time, what percentage of time did each teacher provide instruction to the student?

Students taught in inclusive environments

For the purposes of this document, an inclusive environment is defined as a classroom of students with and without IEPs. Here are a few questions that could inform local decisions on claiming for teachers in inclusive environments:

- Is delivery of instruction split between multiple licensed educators?
- Is a student receiving instruction within an inclusive environment from someone other than the general education teacher?
- If multiple teachers are claiming a percentage of a student's instructional time, what percentage of time did each teacher provide instruction to the student?

Students in Tier II/III academic intervention or enrichment

Here are a few questions that could inform local decisions on claiming for teachers providing intervention or enrichment:

- Which students received Tier II or III intervention and in what content areas?
- Who delivered Tier II or III interventions outside of Tier I instruction?
- Which students have spent an amount of time in Tier II and/or Tier III interventions that makes claiming that instructional time appropriate?
- Which students receive enrichment and in what content areas?
- Who provides enrichment?
- Do any students receive IEP services during a time designated for Tier II or III intervention? Please

see the Students with IEPs section below.

The following examples model the process a district/school might use to inform claiming for intervention and enrichment:

Role	Hours of Instruction	Should the Educator Claim Students?	Claiming Result
Full-time, licensed interventionist	All day; intervention for different groups of students and different content areas	If the district/school determines the hours of intervention are sufficient for each grade and content area the interventionist serves	Interventionist and classroom teacher each claim a portion of the instructional time for specific students
Full-time, licensed general education teacher	Intervention block (approximately 1 hour)	If the district/school determines the hours of intervention are sufficient for each grade and content area	Classroom teachers claim a small portion of the instructional time for the students taught during intervention block
Full-time, licensed gifted consultant serving one or more schools in the district	All day; enrichment for different students and different content areas	If the district/school determines the hours of intervention are sufficient for each grade and content area the gifted consultant serves	Gifted consultant and classroom teacher each claim a portion of the instructional time for specific students

Students with IEPs

We strongly encourage proactive discussions about student claiming decisions among district- and school-level staff—including principals and special education supervisors—prior to the beginning of the claiming process. Claiming decisions should be informed by a student’s IEP services in each content area, although some specific circumstances might necessitate additional local decision-making. Staff who manage IEPs but do not deliver instruction should not claim students. Here are a few questions that could inform local decisions:

- How many hours of instruction does the student receive from a special educator or gifted consultant in accordance with his/her IEP in a particular subject?
- How many hours of instruction does the student receive in each subject in a general education classroom?
- What proportion of the total instructional time does the student receive from a special education teacher? What proportion does the student receive from a general education teacher?
- Does the student receive any instruction in a co-teaching or inclusive environment?
- Does a student with an IEP in one content area also receive Tier II or III interventions in a different content area? Please see the Tier II/III intervention section above.

English learners

Here are a few questions that could inform local decisions on claiming for teachers who serve English learners:

- What is the English as a second language (ESL) program model used for the student? Where is the program model being delivered and by which teacher (ESL or general education)?
- How many hours of instruction in each subject area did a student receive? Who is delivering the instruction (ESL or general education teachers) for what periods or hours in the day?
- Are multiple teachers delivering instruction in the same subject area for the student (i.e., push-in or co-teaching model)? If both teachers are claiming a percentage of a student’s instructional time, what percentage of time did each teacher provide instruction to the student?
- How were a student’s hours of instruction divided among different teachers?

The following examples model the claiming process a district/school might use for two separate English learner students for the same teacher:

ESL Program Model	Hours of Instruction	Co-Teaching	Claiming Result
Push-In	1 hour per day	Yes; the ESL and classroom teacher equally share instructional time with the student in class	ESL and classroom teacher each claim a portion of the shared instructional time; classroom teacher claims remainder of time
Pull-Out	1 hour per day	No; the ESL teacher is the primary instructor of the ESL course for the student	ESL teacher claims student for total percentage of instructional time during school year; classroom teacher claims remaining time

Students in alternative schools or programs

Here are a few questions that could inform local decisions on claiming students enrolled in alternative schools or programs:

- Is a student’s *primary* enrollment in an alternative school or program or in their “home” school?
- How much time did a student spend in an alternative school?
- What is the minimum amount of time spent in an alternative school before it is appropriate for an alternative school teacher to claim a student?
- Is there a process in place that enables educators in alternative schools to claim students from multiple feeder schools?

Students in online classes

In some cases, when the online instructor is not employed by a district, claiming is not possible. Here are a few questions that could inform local decisions in cases when a district teacher might claim students in online classes:

- Is the online course part of a locally run virtual school?
- Is the educator facilitating an online course but not providing direct instruction?

As in other cases when claiming is not possible but a student is displayed on the roster for a teacher, the student may be moved to the ineligible roster in EdTools.

Students in early postsecondary opportunities (EPSOs)

Pursuant to the State Board of Education's [High School Policy 2.103](#), students participating in early postsecondary opportunities (EPSOs) with a culminating exam, such as, but not limited to, dual enrollment, Advanced Placement (AP), or International Baccalaureate (IB), are exempt from the end-of-course exam related to the course enrollment. If students enrolled in an EPSO display on a claiming roster for an end-of-course exam, those students may be moved to the ineligible roster in EdTools.

Teachers on extended leave

Sometimes, teachers take extended leave during the school year, and another teacher spends a portion of the year delivering instruction in place of the teacher on leave. Here are a few questions that could inform local decisions on claiming in these situations:

- How much instructional time did the teacher on leave spend with students?
- Was the short-term or long-term substitute teacher a certified educator who will maintain employment within the district, or was the substitute teacher uncertified or not maintaining employment within the district?
- Is it appropriate in limited situations for a student to be claimed but not claimed 100 percent?

Additional guidance is available on the TEAM website [here](#). If you have any questions, please contact Claiming.Questions@tn.gov.