

Frequently Asked Questions

Teacher Student Claiming Guidance

1. *What is Teacher Student Claiming (Roster Verification)?*

TVAAS Roster Verification (RV) is a flexible, secure web-based application embedded in the TVAAS reporting system. It enables teachers and administrators to work together to ensure that the right students are linked to the right teachers prior to TCAP testing. The software can accommodate as many teachers as necessary for each student, with each claiming a portion of the time for the student's instruction up to 100%. By enabling educators to specify proportions of instructional time for each student, this application ensures that students' academic growth is tied to individual teachers as accurately as possible.

More specifically, the RV process allows educators to:

- Assign individual student-teacher linkages
- Select different scheduling conditions and proportions of instructional time
- Accurately attribute credit for unique teaching arrangements such as team teaching, tutoring, push-in, or pull-out instruction
- Simplify the process by using the same web-based tool and login to enter linkages, verify them, and then view the results
- Have a double layer of verification where teachers are a part of the linkage process, ensuring full transparency in this first, crucial data quality step.

Note: Only licensed teachers with active TVAAS accounts are able to claim students.

2. *Why must teachers claim students?*

Teacher value-added data are used for a number of diagnostic and evaluative purposes, including teacher evaluations. The teacher student claiming process plays a crucial role in ensuring that there is accurate data for calculating teacher value-added reports and evaluation composites. Once teachers have completed and approved their claiming rosters, the rosters are used in calculating teacher value-added scores (TVAAS).

3. *What is the difference between instructional time and instructional availability?*

Instructional time is based on the percentage of instruction a given teacher provided to a given student for the instructional window.

Instructional availability is determined by the number of days a given student is available for instruction from any licensed teacher.

4. *How do I determine the percentage of instructional time for a given student?*

For many students, a single teacher is responsible for all the instruction a student receives in a given

area, therefore they will be claimed 100% by that teacher. If a student receives instruction in the same area by more than one teacher, each teacher will claim a portion of that student's instruction. For example, if a student changes teachers midway through the instructional period (i.e., after the first semester or at the mid-point of the block), each teacher would claim 50% of that student's instruction. If a student receives support from another teacher in a given subject area (i.e., inclusion or intervention), each teacher will claim the appropriate proportion of that student's instruction. One teacher might claim 70% and the other 30%. Combined percentages should total 100%.

5. *How is full or partial instructional availability determined?*

Instructional availability is based on the student's availability to receive instruction regardless of the mode of 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.

For a traditional (180 day) schedule, a student is considered full availability if he/she has been present for 150 or more days. For a modified (block) schedule, a student is considered full availability if he/she has been present for 75 or more days. Fewer days would be considered partial availability. Students with partial availability are not included in teacher value-added scores.

6. *How should a student that has moved between virtual and face-to-face instruction with various teachers employed by the district be claimed?*

The teachers in this scenario should claim appropriate percentages of instructional time based on their time with each student. Since the student was enrolled with the school/district for the entire year, all teachers involved should identify the student as F for full Instructional Availability.

7. *If a student is participating in remote learning provided by a third-party vendor (external organization), how should they be claimed?*

Districts that utilized a third-party vendor (external provider) will be provided with instructions on how to approach external organization claiming. No classroom teacher will be required to claim student instructional time spent with an external vendor.

8. *How does chronic absenteeism impact claiming?*

If a student does not meet the minimum attendance for instructional availability, that student would be designated partial and would not be included in teacher value-added scores. However, these students should be claimed as their scores will be included in the school and district composite scores.

9. *What students are included in TVAAS calculations?*

Only students that have a three-year prior testing history are included in growth calculations.

For EOC: Teachers must claim at least 10 separate students with testing history who add up to 6 full-time equivalent students to earn an individual growth score.

For TCAP: Teachers must claim at least 6 full-time equivalent students to earn an individual growth score.

More information on full-time equivalents may be found [here](#).

10. *How does partial year exemption (PYE) status impact claiming?*

Teachers that are employed for fewer than 120 days are given partial year exemption (PYE) status. As such, they will not generate an LOE. They will not receive individual TVAAS scores but should complete the claiming process. More information on PYE may be found [here](#).

11. *How should second semester teachers claim students?*

Instructional availability is a reflection of how many days a student was enrolled and in attendance for an entire instructional period (180 days for the spring). If a student was available for instruction in the given subject for 150 days or more, that student would be marked as “full” for instructional availability.

Instructional time would reflect the time a given teacher provided instruction to that student. If that teacher provided instruction from the mid-point of the instructional period, that teacher would claim 50% of the instructional time.

12. *If an educator has resigned (or is planning to resign), how should claiming be completed for that educator?*

Districts should make every effort to ensure all students are claimed at 100% and work with educators to complete claiming prior to the teacher’s last day. If a district must claim in a teacher’s absence, the district should ensure proper documentation exists to support the decision made for claiming. This documentation may include but is not limited to rosters, attendance data, and/or documents signed by the teacher agreeing to instructional availability and instructional time for the students taught.

13. *How should an interim teacher claim students?*

If the interim teacher is a licensed teacher, then that teacher will claim the percentage of instructional time in the instructional period for which he/she was responsible for instruction. For example, if an interim teacher is placed during the second nine weeks of a year-long course and completes the school year, that teacher would be responsible for approximately 75% of the instruction received by students in that class. Teachers who do not have valid licenses are not permitted to claim students.

14. Teachers were changed mid-way through the instructional period for a given course. Students were available for instruction but no single teacher provided instruction for more than half of the instructional window. How should we approach claiming?

The students must be marked as full instructional availability because they were fully available for instruction. Each teacher must claim the appropriate percentage of time for which each was responsible for instruction.

Note: In this situation, an educator may qualify for PYE status.

15. Our school is a non-traditional high school. Often, students come to our school with partial credits and need additional instruction to complete these credits. How should our teachers approach claiming?

In this situation, the duration of time that the students were both enrolled and in attendance will affect whether these students are marked as “full” or “partial” for their instructional availability. For a traditional (180 day) schedule, a student is considered full availability if he/she has been present for 150 or more days. For a modified (block) schedule, a student is considered full availability if he/she has been present for 75 or more days. Fewer days would be considered partial availability. Partial availability will exclude a student’s record from being attributed to a specific teacher.

Once a student’s instructional availability has been determined, the teacher should consider how much time he/she spent providing instruction to that student in a given subject and claim the appropriate percentage.

16. Will teachers who teach multiple subjects (i.e. math and science) have a combined TVAAS score?

The educator’s composite will include all tested subjects the educator teaches. The description of what is included in an evaluation composite score may be found on the district composite page which may be accessed from the TVAAS [website](#).

17. How are students claimed for schools engaged in block scheduling?

If students are on block scheduling, the instructional time and instructional availability standards still hold as they are based on the number of days out of the school year the student is in school and the percentage of instruction delivered by the teacher of record.

With additional questions and comments, contact Claiming.Questions@tn.gov.