



## 2013-14 Pennsylvania Information Management System *Course/HQT* Collection Tips and Frequently Asked Questions

### Instructional Responsibility

The 2013-14 Pennsylvania Information Management System (PIMS) *Course/HQT* collection is introducing a new concept, Instructional Responsibility. Instructional Responsibility refers to a professional or temporary professional educator charged with planning, instructing, and assessing the effectiveness of instruction within a course of study. Instructional Responsibility is a critical part of attributing student growth to teachers when developing Educator Effectiveness evaluations. PIMS collects data for Instructional Responsibility in two parts:

- **Instructional Relationship Weight** – The percentage of course days when a student and a teacher are enrolled together (concurrently enrolled) in a course, from day one of the course up to and including the last school day before the local education agency's applicable testing window opens.
  - This percentage is used to appropriately weight student growth in teacher Pennsylvania Value-Added Assessment System (PVAAS) scores, given that a student and/or teacher may not be enrolled for an entire course.
  - Teachers, school administrators and chief school administrators should note, in the July 2013 Pennsylvania Department of Education (PDE) professional development sessions for *PVAAS Roster Verification and PVAAS Teacher Specific Reporting* webinar, the PVAAS term used was “% **Student + Teacher Enrollment.**” In the PIMS, the term “**Instructional Relationship Weight**” is used to represent the same data and variable.
- **Instructional Responsibility Weight** – The percentage of instruction for which an individual teacher is responsible in the course by individual student. The Instructional Responsibility Weight will account for multiple instructors sharing instruction of a student in a course.

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- This percentage is used to appropriately weight student growth in teacher scores, given that multiple teachers may be simultaneously providing direct instruction of course material within a course.
- This percentage is dependent on Instructional Relationship Weight. It answers the question: "Of the time this student and teacher were concurrently enrolled in this course, how much instructional responsibility did this teacher have for the course?"
- Teachers, school administrators and districts administrators should note that PDE provided professional development sessions for *PVAAS Roster Verification and PVAAS Teacher Specific Reporting* the term used was "**% Full/Partial Instruction.**" In the PIMS, the term "**Instructional Responsibility Weight**" is used to represent the same data and variable.

PIMS will export the Instructional Responsibility data to SAS, Inc. (PVAAS/Educator Value-Added Assessment System vendor) and for the PVAAS roster verification system for local education agency's staff to use as part of the roster verification process. Ultimately, PVAAS will multiply the two percentages together to obtain a single percentage of Instructional Responsibility.

$$\begin{array}{rcl} \text{Instructional} & & \text{Instructional} & & \text{Teacher's} \\ \text{Relationship} & & \text{Responsibility} & & \text{Instructional} \\ \text{Weight per Student} & \times & \text{Weight per Student} & = & \text{Responsibility} \\ & & & & \text{per Student} \end{array}$$

### Frequently Asked Questions

**1. Q: How will highly qualified teachers be affected by the updates to the *Course/HQT* collection?**

A: The updates to the PIMS *Course/HQT* data collection do not change the highly qualified teachers process itself. Teachers of record will continue to be reported in the *Course Instructor* template as they have in past years; instructors reported in the *Staff Student Course* template are not used in the highly qualified teacher's logic. There may only be one teacher of record per course section and there must be at least one student enrolled in a course section for that section to count for highly

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qualified teachers federal/state reporting. Manual review processes will continue to be applied.

- Highly qualified teachers results are reflected in the Pennsylvania School Performance Profile as a fast fact. It is not included as part of the overall calculation for the School Performance Profile score.
- 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.” (Source: *Highly Qualified Teacher Guidelines* on the Pennsylvania Department of Education’s website)

### **2. Q: Which courses should be mapped to Keystone Exam State course codes?**

A: Keystone Exams are end-of-course exams. This means that local education agencies must decide which courses within their curriculum “trigger” students to take the applicable Keystone Exam. All students in a Keystone-related course are to take the related Keystone Exam. Only these courses should be mapped to Keystone Exam course codes. There may be more than one Keystone-related course for any of the Keystone Exam content areas (Algebra I, Literature, and Biology) within a local education agency.

**Example:** Algebra I, Algebra IB, Integrated Math 2 could all three be Keystone-related courses in a local education agency for the Algebra I Keystone Exam.

### **3. Q: Which course code should be reported, if a student is taking a course for Pennsylvania System of School Assessment testing and Keystone Exams?**

A: The Keystone course code should be reported when a student is taking a course that will “trigger” a Keystone Exam. SAS, the Educator Value-Added Assessment/PVAAS vendor, will also link students and teachers to the Pennsylvania System of School Assessment content areas, when appropriate, using student’s reported grade levels.

### **4. Q: Does an intervention teacher/supplemental instruction teacher need to be reported with instructional responsibility?**

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A: This question will be answered separately for the Pennsylvania System of School Assessment and for the Keystone Exams to ensure clarity of language as it applies to each assessment.

- For teachers providing additional instruction/intervention of the Pennsylvania System of School Assessment-assessed eligible content:
  - These teachers are providing instruction in addition to the core program. The intervention is focused on students reaching proficiency on grade level standards/eligible content.
  - These teachers are eligible for a PVAAS score if they are responsible for content specific instruction of the assessed eligible content of the respective Pennsylvania System of School Assessment (Domains 1 and 3 of the Framework for Teaching).
  - Hence the teachers are to be reported in the PIMS with Instructional Responsibility for each student for which they are responsible for the content specific instruction.
- For teachers providing supplemental instruction for the Keystone-assessed eligible content to be included in the PVAAS teacher-specific reporting:
  - If a student is receiving supplemental instruction while enrolled in a Keystone-related course, students would be attributed to the teacher providing the supplemental instruction. In this case the local education agency can report supplemental instruction teachers as additional teachers in the existing Keystone-related course sections.
  - Supplemental instruction courses should only be reported as Keystone related courses if they are, in fact, complete Keystone-related courses. (courses aligned to the complete eligible content of that Keystone content area)
  - In all of the prior scenarios, consider whether or not the remedial teacher has responsibility for Domains 1 and 3 of the Framework for Teaching related to assessed eligible content for the Keystone Exam content area.
  - For teachers providing supplemental instruction to students with no concurrent enrollment in a Keystone-related course (not repeating Algebra I), but retaking the Keystone Exam, the teacher would not be eligible for a PVAAS score for these students

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**5. Q: Do courses taught by a partnering vendor's employees need to be reported in the *Course/HQT* collection?**

A: Yes. All core-content courses taught to public local education agency students for elementary or secondary credit are to be reported to the PIMS, even when those courses are taught by partnering vendors or Institutes of Higher Education.

**Note:** Teachers employed by vendors and teachers employed by Institutes of Higher Education are not subject to receive PVAAS scores. They may be reported with fictitious staff IDs 9999999 and 8888888 respectively. See the attached document entitled *PIMS Course Level Data Reporting Guidance for LEA* for more details regarding the PIMS reporting responsibility.

**6. Q: Some students participating in a course taught by local education agency's staff come from other local education agencies. Which local education agency is responsible for reporting course data for those students?**

A: The local education agency employing the teacher who is responsible for the instruction is always responsible for reporting all related course data. This includes all students enrolled in the course, regardless of the student's home local education agency.

**Example:** There could be teachers from two local education agencies who are both responsible for the instruction for a student. An intermediate unit and a district have each employed a teacher for the same student. In these situations both local education agencies could report the *Course*, *Course Instructor*, and *Staff Student Course* templates to the PIMS.

**Note:** See the document entitled *PIMS Course Level Data Reporting Guidance for LEA* for more detailed guidance regarding PIMS reporting responsibility.

**7. Q: A student is taking two courses simultaneously that cover eligible content assessed by a single Keystone Exam. How should this be reported in the PIMS to ensure teachers from both courses are attributed for student growth?**

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A: Keystone Exams are end-of-course exams. This means that local education agencies must decide which courses within their curriculum will culminate in students taking the applicable Keystone Exam(s). Only teachers with Instructional Responsibility for these courses will have student growth scores attributed to them.

**8. Q: Local education agencies may have an integrated math program. How should the local education agencies map these courses to Keystone Exam course codes?**

A: Keystone Exams are end-of-course exams. This means that local education agencies must decide which courses within their curriculum will “trigger” students to take the applicable Keystone Exam. This includes integrated math programs that determine which course in the sequence of integrated courses is a “trigger” for students to take the Keystone Exam.

**Example:** A local education agency may determine that Integrated Math 2 is the Keystone-related course in a sequence of: Integrated Math 1, Integrated Math 2 and Integrated Math 3. All students would take the Algebra I Keystone Exam after Integrated Math 2, if that was determined to be the Keystone-related course.

**Note:** Instructional Responsibility factors should only consider time from the first day of the Keystone-related course to the last day before the local education agency’s state testing window begins for that Keystone Exam administration.

**9. Q: A local education agency may elect to not divide *English/Language Arts* courses into *Reading/Writing*. Instead, the local education agency’s staff teaches a single *English/Language Arts* course. This course prepares students for both the reading and writing Pennsylvania System of School Assessments. How should the local education agency report this to the PIMS?**

A: *English/Language Arts* courses should be mapped to *English/Language Arts* state course codes. *English/Language Arts* state course codes will be mapped, when applicable, to both reading and writing Pennsylvania System of School Assessments. Reading state course codes will only be mapped to the reading Pennsylvania System of School

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Assessments. Writing state course codes will only be mapped to the writing Pennsylvania System of School Assessments.

**10.Q: Some local education agencies teach both *English/Language Arts* courses and reading courses at the middle school levels. Both are aligned to eligible content of the state assessments. How will PIMS map these courses to the Pennsylvania System of School Assessment content areas for the purposes of the attribution of students to teachers for the PVAAS teacher specific reporting?**

A: PDE utilizes the *National Forum on Education Statistics' School Codes for the Exchange of Data* to define *Language Arts* courses to "include the four aspects of language use: reading, writing, speaking, and listening." When applicable, the PVAAS/Educator Value-Added Assessment vendor will map all language arts courses to both reading and writing Pennsylvania System of School Assessments. State course codes for reading will only be mapped to the reading Pennsylvania System of School Assessments. State course codes for writing will only be mapped to the writing Pennsylvania System of School Assessments.

**11.Q: A local education agency teaches Algebra I in a sequence of full courses, such as Algebra IA and Algebra IB. How should these courses be mapped to state course codes?**

A: Keystone Exams are end-of-course exams. This means local education agencies must decide which courses within their curriculum, are a "trigger" for students to take the applicable Keystone Exam. This is also true when subjects are split into a series of sequential courses. Only the course in the sequence that serves as a "trigger" for students to take the applicable Keystone Exam should be mapped to a Keystone course code.

**Example:** Only Algebra IB should be mapped to a Keystone-related course code for Algebra IA and IB. Only the teachers associated with the instruction of Algebra 1B will be eligible for a PVAAS score.

**12.Q: May students take a Keystone Exam without being reported in a Keystone-related course?**

A: Yes, for example, in the following cases:

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- Many students in the graduation classes of 2014 2015, and 2016 are taking the exam for accountability purposes and actually took the Keystone related course in the past.
- Students who are retesting and are not enrolled in a Keystone related course.
- In some rare instances students, in the graduating classes of 2017 and beyond, may take a Keystone Exam without the related coursework. Students interested in taking the Keystone Exam without the coursework have the following two options to demonstrate the needed mastery of the content. First, students scoring at the “advanced” level on the most recent Pennsylvania System of School Assessments (per Chapter 4 § 4.23). Second, students transferring into Pennsylvania from out of state, providing the student achieved a score comparable to the Pennsylvania System of School Assessments’ advanced level on the Keystone subject (per Chapter 4 § 4.23).
  - (I) “A school district, AVTS or charter school, including a cyber charter school, shall allow a student to take a Keystone Exam prior to taking the course associated with the Exam’s content, provided that the student achieved a score of advanced on the most recent associated Pennsylvania System of School Assessments assessment administered to the student.
  - (II) A school district, AVTS or charter school, including a cyber charter school, shall allow a student who transfers from another state to take a Keystone Exam prior to taking the course associated with the exam’s content, provided that the student achieved a score comparable to the Pennsylvania System of School Assessments’ advanced performance level on a comparable assessment administered by another state”
- Guidance is being developed for students with an IEP and Keystone Exam administration. Future guidance will establish if a student with an IEP may be tested for accountability purposes but not necessarily enrolled in a Keystone related course.

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**Note:** Local education agencies should not administer Keystone Exams for practice or diagnostic purposes. PDE Classroom Diagnostic Tools are intended to serve those purposes.