

# Teacher Student Data Link

## Legislative Authority Overview



## Introduction

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The purpose of this document is to provide local education agencies with information regarding the CDE authority to collect Teacher Student Data Link (TSDL) data as well as how the data are used once finalized. A mandatory collection is defined by the Education Data Advisory Committee (EDAC) as a statutorily required collection to be completed by all appropriate agencies. Based on this definition, the TSDL is considered a mandatory collection.

**Overview:** This collection captures the data from the TSDL interchange for each course with an employed instructor during the reported school year. Collecting such information enables CDE to combine TSDL data with other data available in the warehouse enabling potential comprehensive data reports for districts/BOCES.

The TSDL collection consists of two files: enrollment (student), and instructor (teacher). The collection is open year round with a “snapshot” that is taken when both files are uploaded and error free in pipeline. District and BOCES staff are required to officially submit by the end of August.

### Legislation:

- Concerning Statutory Changes to K-12 Education, House Bill 13-12-19:22-2-116.5
- Course Participation and Student Proficiency Reports, House Bill 14-1376: 22-11-503.5
- Monitoring of Written Evaluation System, C.R.S. 22-9-106 (1.5) (a-b)
- Rules for administration of a statewide system to evaluate the effectiveness of licensed personnel employed by school districts and boards of cooperative services 1 CCR 301-87(6.04) (i), (A), (C) (2) (b, d, and e), and (C) (3)(a).
- Commissioner Duties - reviewing the content of educator preparation programs in Colorado, C.R.S. 22-2-112 (p-q)

### Reports/Uses:

- Civil Rights Data Collection (CRDC) report for the Office of Civil Rights
- Course Participation and Student Proficiency Reports
- Monitoring educator effectiveness
- Educator Preparation Program reports (in development)
- EDFacts (federal reporting)



Legislative Citation	Colorado Revised Statute(s)   State Board Rule(s)	CDE Shall:
<p><a href="#">House Bill 13-1219</a> Concerning Statutory Changes to K-12 Education 22-2-116.5</p>	<p>22-2-116.5. Department of education - student-level course completion data. Beginning with the 2014-2015 school year, the department shall annually collect student-level course completion data, consistent with state and federal privacy laws, from each local education agency in the state. The department shall establish a definition of course completion that may be consistently understood and applied and that must be periodically revised as appropriate. In developing the definition, the department shall work with interested parties to consider issues, including but not limited to whether students should be included in the database if they have enrolled in a course after a specified date or dropped a course before a specified date and whether course completion must be determined based on the receipt of particular grades or other criteria.</p>	<p>Annually collect student-level course completion data, consistent with state and federal privacy laws, from each local education agency in the state.</p>
<p><a href="#">House Bill 14-1376</a> Course Participation and Student Proficiency Reports 22-11-503.5</p>	<p>C.R.S. 22-11-503.5 (I-II) Student Performance by Course Level</p> <p>(I) Providing public schools and school districts with data concerning course participation and subsequent performance on statewide assessments will facilitate conversations at the school and school-district levels to identify those courses that result in the greatest number of students demonstrating proficiency, to place more students in those courses, and to eliminate or drastically modify courses that are not yielding long-term success for students who take the courses; and</p> <p>(II) Providing schools and school districts with this data will also facilitate conversations regarding the demographics of students enrolled in each course level and lead schools and school districts to examine and modify course placement and instructional grouping policies and decisions.</p> <p>(2) As used in this section, unless the context otherwise requires:</p> <p>(a) "Core course" means a course in English, mathematics, science, or social studies.</p> <p>(b) "Course level" means the degree of difficulty or complexity of the content of a course in a specific subject area, such as an honors level course.</p> <p>(3) (a) No later than November 1, 2014, and no later than each November 1 thereafter, for each academic year the department shall create a core course level participation and performance report for each school district and public school in the state. At a minimum, the report must include:</p> <p>(I) The participation of students in each core course level disaggregated by student groups; and</p> <p>(II) When available, the proficiency levels that the students enrolled in each core course level achieve on the statewide assessment that corresponds to the course subject disaggregated by student groups.</p>	<p>Create a core course level participation and performance report for each school district and public school in the state.</p>



<p><a href="#">C.R.S. 22-9-106</a> (1.5) (a-b) Monitoring of Written Evaluation Systems</p>	<p>(1.5) (a) A local board or board of cooperative services may adopt the state model performance evaluation system established by the rules promulgated by the state board pursuant to section 22-9-105.5 or may develop its own local licensed personnel evaluation system that complies with the requirements established pursuant to this section and the rules promulgated by the state board. If a school district or board of cooperative services develops its own local licensed personnel evaluation system, the local board or board of cooperative services or any interested party may submit to the department, or the department may solicit and collect, data related to said personnel evaluation system for review by the department.</p> <p>(b) The department shall monitor school districts' and boards of cooperative services' implementation of the requirements for local licensed personnel evaluation systems. If, upon initial review by the department, the data submitted or collected pursuant to paragraph (a) of this subsection (1.5) indicates that a school district or board of cooperative services is unable to implement a local licensed personnel evaluation system that meets the objectives of this article, the department shall conduct a more thorough review of the school district's or board of cooperative services' processes and procedures for said evaluation system to ensure that it is professionally sound; results in fair, adequate, and credible evaluations; satisfies the quality standards established by rule of the state board in a manner that is appropriate to the size, demographics, and location of the local board or board of cooperative services; and is consistent with the goals, objectives, and intent of this article.</p>	<p>Monitor the implementation of licensed personnel evaluation systems across Colorado.</p>
<p><a href="#">1 CCR 301-87</a> (6.01): Rules for administration of a statewide system to evaluate the effectiveness of licensed personnel employed by school districts and boards of cooperative services.</p>	<p>6.01 Monitoring and Reporting on Implementation of Requirements for Local Evaluation Systems. The Department shall monitor School Districts' and BOCES' implementation of the requirements for local personnel evaluation systems as described in these rules and as otherwise required by federal or state statute and regulation. The intent of monitoring these systems shall be to understand whether they are implemented in a manner that provides Educators with evaluations using multiple, fair, transparent, timely, rigorous and valid methods and ensures that Educators receive adequate feedback and professional development support to provide them a meaningful opportunity to improve their effectiveness...</p> <p>... Additional methods that the Department may use to monitor local personnel evaluation systems are (i) integrating information about evaluation systems into accountability and improvement efforts, including, if applicable, the school and District performance reports, required pursuant to section 22-11-503, C.R.S.</p> <p>6.01 (A) School Districts and BOCES shall submit data, as requested by the Department, to allow said monitoring to occur and the Department will report this data on the SchoolView data portal. In order to report required data to the Department, School Districts and BOCES shall categorize all Teachers they employ as a Teacher of record and/or contributing professional, using the statewide definitions of those terms that are established by the Department.</p> <p>6.01 (C) The Department shall publish online the results of these monitoring efforts. At a minimum, monitoring efforts shall focus on the following objectives and include the following analysis:</p>	<p>Collect data to enable monitoring and reporting. Methods for monitoring may include analyzing the correlation between student performance and performance evaluation ratings requiring the collection of data at the course/subject level.</p>



	<p>(2) Analyze the correlation between student performance outcomes and the assignment of educators to performance evaluation ratings, which may be evaluated using the following data:</p> <ul style="list-style-type: none"> <li>(b) Student performance data, organized according to academic subjects and grades, and data concerning the number of Educators assigned to each Performance Evaluation Rating, organized according to academic subjects and grades;</li> <li>(d) Information concerning the correlation of Measures of Student Academic Growth used and student performance on Statewide Summative Assessments;</li> </ul> <p>(3) Analyze the equitable distribution of effective and highly effective educators, which may be evaluated using the following data:</p> <ul style="list-style-type: none"> <li>(a) the number of educators assigned to each performance evaluation rating, disaggregated by common course code, educator demographics, student demographics, and school demographics.</li> </ul>	
<p><a href="#">C.R.S. 22-2-112</a> (p-q) Commissioner Duties</p>	<p>(p) To establish and maintain an educator identifier system to assign unique identifiers to educators employed in a school district or local education agency. Each educator's identifier must be unique. The identifier must not use any personal identifying information, such as social security numbers or contact information, except for alignment purposes in data processing. Any personal identifying information that is collected must be linked in a secure data location so data sets can be matched based on the personal identifying information when the identifier is not included.</p> <p>(q) (I) To assist the state board in reviewing the content of educator preparation programs offered by institutions of higher education within the state. In so doing, the commissioner shall direct the department to collaborate with the department of higher education to prepare an annual report on the effectiveness of educator preparation programs.</p> <p>(II) For purposes of this paragraph (q), the department shall use data collected from an educator in his or her first three years of placement as the educator of record.</p> <p>(III) The report required pursuant to this paragraph (q) must include, but need not be limited to, the correlation between different educator preparation programs in the state, including alternative educator preparation programs, and student academic growth, educator placement, educator mobility and retention, and educator performance evaluation ratings.</p>	<p>Collaborate with the Colorado Department of Higher Education, to use data collected from educators during their first three years teaching including student academic growth to assist the state board in reviewing the content of educator preparation programs in Colorado.</p>