

**MCESA  
REIL DSRS Project  
24981 – REILSLDS13**

**REIL Decision Support and Reporting  
System (DSRS) Project Requirements**



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## 1 Purpose & Background

By working in collaboration, ADE and MCESA will design, develop and deploy an application which will display evaluation/observation performance related data on Educators and Administrators, Value Added Student Growth data, student-teacher connection, roster verification, Teacher, Leader, Superintendent and HR access to view REIL Score personnel classifications and component scores, including audit/management of workflow completion.

### 1.1 Purpose

The Maricopa County Education Service Agency (MCESA) has undertaken a five-year initiative aimed at improving student learning and achievement by increasing the effectiveness of teachers and principals. Several alliance school districts in Maricopa County are engaged in the Rewarding Excellence in Instruction and Leadership (REIL) initiative, which is funded by a Teacher Incentive Fund grant from the U.S. Department of Education.

The purpose of this project is to provide integration and visibility of data from multiple sources, both within the ADE family of applications and hosted vendor solutions, to meet the needs of the REIL initiative. The DSRS must meet 2012-2013 end of school year teacher data and student roster validation requirements and 2013-2014 beginning of school year payout requirements in order to provide educators visibility into certain components of their overall evaluation process.

\* \* \* \* \*

The original requirements were collected and defined in their respective Business Requirements Document (BRD) as a result of a series of meetings and follow-up interviews with MCESA business owners and stakeholders that occurred in late winter and early spring of 2012 and then again in the fall; reviewing and analyzing previously created project documentation posted on the MCESA REIL SharePoint site; additional follow-up email correspondence, and multiple ADE internal reviews of the BRD. A number of these relevant requirements were included in this document. Additional requirements were identified and documented in November in subsequent meetings and discussions with MCESA personnel.

The check marked option below indicates the type of requirements and overall purpose of this documentation:

- Requirements for major enhancements to an existing application
- Requirements for new application development
- Requirements for replacement application development
- Requirements for a request for information (RFI)
- Requirements for a request for proposals (RFP)

### 1.2 Background

In 2010, the state of Arizona passed legislation to create a new statewide data system known as the Arizona Education and Learning Accountability System (AELAS). A central component of this new statewide system is an Instructional Improvement System (IIS) which is being implemented first in



MCESA to use data to increase educator effectiveness and student achievement. IIS is comprised of a Content Management System, Learning Management System, Assessment System, Observation System, and Professional Development System.

The IIS will also play a key role in supporting statewide implementation of Arizona's Common Core Standards (ACCS) which requires a massive realignment of student content to these new standards, creation of new PD content for educators, development of new lesson plans, and expanded curriculum resource management needs. The key to enabling an effective IIS is the development of DSRS to consume instructional-related data from multiple IIS systems and make it available in meaningful ways to groups of users such as teachers, principals, superintendents, and county level administrators.

This project continues the build-out and progression from the "Track A Project" delivered during the summer of 2012 for demonstration purposes only to the U.S. DOE.

## 2 Problem Definition & Scope of Work

### 2.1 Problem Definition

There is no integrated data management system solution currently in place today to collect and store the data from multiple systems that provides visibility to performance and assessment data analytics for Education Professionals as well as determining their classifications and incentive pay awards as mandated by the REIL Grant Program. The systems requiring integration with DSRS are described visually in [Figure 1 - Proposed DSRS Environment](#). The purpose of the DSRS project is to provide integration and visibility of data from multiple sources, both within the ADE family of applications and hosted vendor solutions, to meet the needs of the REIL initiative. The DSRS must meet 2012-2013 end of school year teacher data and student roster validation requirements and 2013-2014 beginning of school year payout requirements in order to provide educators visibility into certain components of their overall evaluation process.

In addition to REIL, there is one other driver of organizational change. [Note: See Appendix B thru D for further details](#). It is legislative mandate known as SB 1040/HB2823 (Educator Observation and Evaluation). There is a close alignment between the grant program and the legislation. In order to remain in compliance with each, it is necessary to deliver the capabilities as outlined in this document for 100% of the participating REIL School Districts in order to achieve the following objectives:

#### **REIL Grant Program**

- A data management system so that ALL Education Professionals will use data to inform and improve instruction (Objective 1.1)
- Performance pay for effective Education Professionals by providing differential and substantial compensation based on demonstrated performance (Objective 2.1)

#### **Arizona SB 1040 & HB 2823**

- Improve Educator performance



## 2.2 Scope of Work

The deliverables and work products for this project are identified and listed in either of the following two sections “in scope” or “out of scope.”

### 2.2.1 In Scope

- The deliverables produced by this project are expected to satisfy a portion of the REIL grant requirements that are due covering the 2012-14 school years.
- Implementation for 14 REIL Alliance school districts (REIL, REIL-TNG, REIL Extend) in Maricopa County, except where noted in out of scope.
- The capabilities delivered by this project will be made available to Teachers, Coaches, SPED Teachers, and Building Administrators at the schools, Superintendents and HR Administrators at the LEAs, as well as Agency Administrators at MCEA and System Administrator at the ADE unless otherwise noted in out of scope.
- A method built to automatically collect and display data from a “single-source of truth” for each system that has been identified as a data source for DSRS into a centralized state-hosted repository. The known systems are:
  - HQT, and other ADE systems (for educator demographic/identity information),
  - HR/Payroll systems (for HR related demographic data),
  - Teacher-Data Verification system (not currently available),
  - SRM (Student-Teacher-Course Connection for roster verification),
  - Observation Data Capture Tool and Truenorthlogic (observations),
  - Assessment (AIMS, AZELLA, Galileo, MCEA Group B),
  - BASIS Research (3rd Party Vendor Service Provider), and
  - SLDS/ODS data warehouse for Assessment data and reports
- Features and capabilities supported generally includes:
  - Single sign-on/interoperability and role management (IMS),
  - System configuration and administration,
  - Integration with systems and/or databases for data collection and dissemination
  - Business process workflows, as well as
  - Usage and performance analytics for DSRS system.
- Reporting/Visibility on individual, school, district and program participants for:
  - Observation/performance data
  - Student growth information
  - Student-Teacher-Course connection and resulting Roster data
  - Calculated REIL Score (Value-added and observation score summative findings)
  - Human Resources information about financial incentive payment to districts and educators
  - Data Analytics, Leadership and Audit Reports
- A solution architecture that involves consuming all requirements and providing work-in-progress artifacts (e.g., implementation document) to direct product evolution using a phased approach.
- Compliance with Data Governance and CEDS/Ed-Fi data standards that have been adopted by the ADE.
- Collect and pass payment authorization data for Education Professional performance awards from DSRS to LEA HR/Payroll department



### 2.2.2 Out of Scope

- REIL grant requirements due outside of the 2012-14 school years.
- REIL Alliance school districts Laveen and Arizona Department of Juvenile Corrections and all non-REIL school districts for 2012-13 school years.
- Calculation of REIL score which will be performed by BASIS Research. Note: For the 2014-2015 school years, this becomes “In Scope” as Basis will no longer be doing this calculation.
- Visibility to the REIL scores calculation formula.
- The capabilities delivered by this project will be made available to Coaches after phase 1.
- A method built to automatically collect data from a “single-source of truth” for each system that has been identified as a potential future data source is out of scope for the initial release:
  - Professional Development including Educator Goal Plan
  - Content Management
  - Learning Management System
- A method to automatically collect and provide raw data to BASIS Research. Instead, data is to be provided manually in the form of spreadsheets or other mutually-agreeable file format.
- In future non-REIL Districts may pay for access to DSRS. Paying for access is out of scope for this release.
- The following known requirements were included from the DMAR and PD BRD’s for continued visibility but are out of scope for the initial release:
  - Ad-hoc data analysis reporting tools
  - User-customization of dashboards and reports
  - Setup of new school year
  - Viewing a video from rubric



3 Team Members

Type	Name	Role	Contact Information
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4 Project Description

4.1 Description

The key capabilities to deliver in DSRS are the following:

- System Setup and Configuration
- User Account, Access, & Permissions Management (From IMS)
- Create data integration to exchange information between ADE and other systems
- Reports:
  - Performance and student growth information
  - Student roster data
  - Calculated REIL Score (Value-added and observation score)
- Human Resources information about financial incentive payment to districts
- Data Analytics & Ad-Hoc Reports
- Connection to each participating District's SIS and/or HR system

4.2 Rationale

As previously mentioned there are three drivers for organizational change: the closely aligned REIL grant program, Proposition 301, and SB 1040. The REIL grant program has three overarching goals and nine aligned objectives which guide the alliance members' efforts to implement a sustainable Performance-Based Management System. Three of the nine objectives will contribute towards the realization of the goals of the REIL grant program:



- Ensure students graduate college- and career-ready by increasing student achievement and growth in all content areas.
- Enhance careers for effective teachers and principals by implementing a fiscally sustainable Performance-Based Compensation System.
- Develop talent in teaching and leading through a sustainable, comprehensive program of performance-based evaluation and support.

The rationale and benefit of implementing DSRS is that it will provide LEAs with the tools and capabilities by which they can view integrated data from several systems that will aid in the effective achievement of the REIL grant program objectives. But DSRS alone cannot achieve the overall objectives, as it needs to interface with other systems to deliver a total solution as articulated in the REIL grant.

#### **4.3 Critical Success Factors**

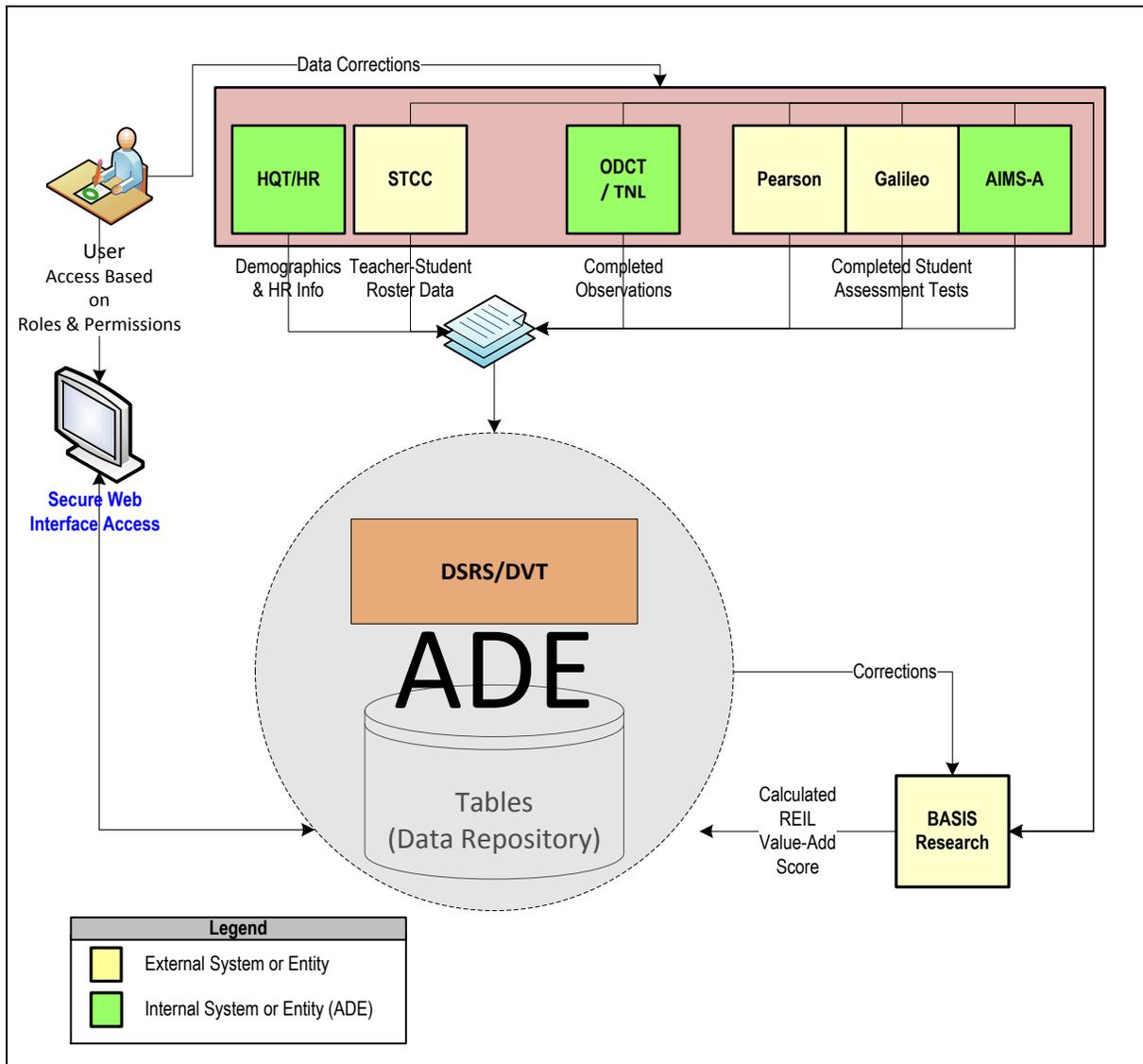
For the project to be successful, the new product solution must at a minimum deliver on the following:

1. Evaluatee's are able to view the REIL scores.
2. Evaluatee's are able to view data used to calculate their performance.
3. Leaders are able to view data for the personnel they manage.
4. Data is collected and consolidated within the ADE infrastructure.
5. Workflow completion is monitored for payment authorization by LEA's.

#### 4.4 Environment

The diagram in the figure below depicts a high-level view of the DSRS environment based upon the scope of this project and the context of the internal and external interfaces with other systems. The diagram also provides limited insight into some of the fundamental user interactions and data exchanges between systems.

Figure 1 - Proposed DSRS Environment





#### 4.5 User Characteristics

The following is a list of known user types that are expected to interact with DSRS. This may not be an exhaustive list.

The Users may be physically located in schools, district offices, as well at the MCESA office. An Education Professional is expected to have limited access to the features and functions available on the site as opposed to an Administrator. Generally speaking, it is expected that the Administrators will require a higher-level and more extensive training program in the use of this new application.

The following table describes the Users identified, a description of the anticipated interactions and/or permissions, the skill level and their expected role. Skill level for each User is ranked high for requiring a significant amount of knowledge and skill to interact with the functionality; medium for a mid-level knowledge, to low, for a relatively small amount of knowledge and skill. The reason for the skill level rating is to aid in the planning and definition of a system training program as well as define a help system to adequately cover all of the Users that will potentially interact with the system.

Super Users are expected to require more system training as compared to the other users. Each User in the table below is grouped by role ranging from the least to the most access to features and functions available.

User(s)	Description	Skill Level	Role(s)
			<b>BASIS Admin</b>
BASIS Research Employee	<ul style="list-style-type: none"> <li>Receives student assessment test data from TNL, Galileo, etc. as well as other data to calculate the REIL scores</li> <li>Processes adjustments to data used to calculate the REIL score and provides file to DSRS</li> </ul>	Low	
			<b>Education Professional</b>
<ul style="list-style-type: none"> <li>Teacher</li> <li>SPED Teacher</li> </ul>	<ul style="list-style-type: none"> <li>View my demographics including career pathway designation and teaching team</li> <li>View my course/section assignments</li> <li>View my student roster data including instructional time and teacher teams</li> <li>View my REIL Score and components</li> <li>View DSRS reports as applicable for their role or position</li> </ul>	Low	
<ul style="list-style-type: none"> <li>Coach</li> </ul>	<ul style="list-style-type: none"> <li>View my demographics including career pathway designation and teaching team</li> <li>View teachers assigned to me to coach</li> <li>Views data for teacher's assigned to me:               <ul style="list-style-type: none"> <li>Demographics</li> <li>Student Roster Data</li> </ul> </li> </ul>	Medium	



User(s)	Description	Skill Level	Role(s)
	<ul style="list-style-type: none"> <li>○ REIL score and components</li> <li>• View DSRS reports as applicable for their role or position</li> </ul>		
<ul style="list-style-type: none"> <li>• Building Administrator</li> </ul>	<ul style="list-style-type: none"> <li>• View my demographics including career pathway designation</li> <li>• View teachers assigned to my school</li> <li>• View data for teacher's assigned to my school:               <ul style="list-style-type: none"> <li>○ Demographics</li> <li>○ Student Roster Data</li> <li>○ REIL score and components</li> </ul> </li> <li>• View DSRS reports as applicable for their role or position</li> <li>• Manage inquiries queue</li> </ul>	Medium	
<ul style="list-style-type: none"> <li>• Superintendent</li> </ul>	<ul style="list-style-type: none"> <li>• View data for education professionals assigned to my LEA:               <ul style="list-style-type: none"> <li>○ Demographics</li> <li>○ Student Roster Data</li> <li>○ REIL score and components</li> </ul> </li> <li>• View DSRS reports as applicable for their role or position</li> <li>• Manage inquiries queue</li> <li>• Access analytics data for their LEA</li> </ul>	Medium	
			<b>LEA Admin</b>
<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• HR Admin</li> </ul>	<ul style="list-style-type: none"> <li>• Views data for a subordinate:               <ul style="list-style-type: none"> <li>○ Demographic Data</li> <li>○ Roster Data</li> <li>○ REIL score</li> </ul> </li> <li>• View DSRS reports as applicable for their role or position</li> <li>• Access and view analytics data for their LEA</li> </ul>	High	
			<b>Agency Admin</b>
Educational Service Agency Employee or equivalent	<ul style="list-style-type: none"> <li>• Manage overall site setup and configuration options</li> <li>• View DSRS reports as applicable for their role or position</li> <li>• Access and visibility to the following items are subject to the level of the organization hierarchy for the logged in User:               <ul style="list-style-type: none"> <li>○ Manage user accounts, roles and permissions</li> <li>○ Visibility to any User Account in the</li> </ul> </li> </ul>	High	



User(s)	Description	Skill Level	Role(s)
	<ul style="list-style-type: none"> <li>○ system including reports</li> <li>○ Open/Close evaluation periods</li> <li>○ Close inquiry items</li> <li>○ Manage Inquiry queue</li> <li>● Access and view analytics data</li> </ul>		
			<b>Super User</b>
ADE Administrator	<ul style="list-style-type: none"> <li>● View DSRS reports as applicable for their role or position</li> <li>● Archive data</li> </ul> <p>Note: It is highly recommended that the assignment of this role should be very limited.</p>	High	

4.6 General Constraints

ID	Constraint
4.6.1	Current up-to-date data that is collected from various systems and made available to DSRS is dependent upon its collection frequency.
4.6.2	The product solution should provide the minimum level of Section 508 Compliance (Rehabilitation Act of 1973) that is sufficient for its potential User's. The level has not yet been determined.
4.6.3	Changing the rubric will affect downstream reporting, year over year reporting, and dashboards. Rubric changes affect how calculations are made within the system. If the rubric changes, it may require significant re-build downstream systems including those in the AED <sup>3</sup> S. Below are a few examples of changes to be completed if the rubric changes: A. If the rubric changes then it may complicate year over year analysis since the values may not be aligned.
4.6.4	The capability to categorize schools by type (e.g., elementary, high school, etc.) is not possible at present.



## 4.7 Assumptions and Dependencies

### 4.7.1 Assumptions

This section describes major assumptions that were made for this project at this point in time.

ID	Assumption	Implications
4.7.1.1	Any system identified in this document as a “single source of truth” will need to be confirmed by the Enterprise Architecture team.	Without confirmation by the EA team, it would not be possible to be 100% certain that the correct data is being collected.
4.7.1.2	Any reports from DSRS required by end of May 2013 will need to have data made available by mid-April 2013 from the source systems.	Without the full implementation of DSRS capabilities and data then it will not be possible to begin the rollout of the new workflow and reports to manage the approval and disbursement of REIL performance awards.
4.7.1.3	The maintenance of the accuracy of data is managed by the system (e.g., TDV, ODCT/TNL, AIMS, etc.) that masters the data as its “single source of truth” rather than by DSRS.	If the accuracy of data is not managed within the originating system, then any data issues identified in DSRS will require correction in the originating system anyway and then feeding the corrected data to DSRS thus delaying the approval process. Additionally, without accurate and current data, any analysis and calculations using this data will likely lead to incorrect conclusions. Incorrect data may also impact the REIL Score and REIL Payment.
4.7.1.4	An accurate, reliable, and certified link between each Student, Teacher, and Course combination will be provided by schools from STCC which is stored in the SRM database.	If the student-teacher-course link is not created then the student-roster data cannot be verified for each course assignment and nor can the teaching teams and instructional time be recorded.
4.7.1.5	Initial phase 1 development will utilize the existing MCESA infrastructure.	If the solution design recommends capacity uplift, then additional infrastructure will need to be made available for the rest of the phases.
4.7.1.6	Usage tracking of login/logout will be enabled for DSRS.	Without usage tracking it will not be possible to monitor user access and use of the system.



<b>4.7.1.7</b>	REIL Score component breakdown calculation for teachers for school years: <ul style="list-style-type: none"><li>• 2012-13:<ul style="list-style-type: none"><li>- 75%: Observation</li><li>- 25%: School Growth</li></ul></li><li>• 2013-14:<ul style="list-style-type: none"><li>- 50%: Observation</li><li>- 40%: Individual Growth</li><li>- 5%: Team Growth</li><li>- 5%: School Growth</li></ul></li></ul>	In order to satisfy the requirements of the REIL grant the component breakdown percentages must be delivered.
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**4.7.2** Dependencies

This section describes dependencies between the DSRS for which these requirements are written and other systems, databases, and/or processes.

ID	Dependency
4.7.2.1	An Identity Management System (IMS) solution is in place that supports the management of User accounts, roles, permissions; tracking of site usage; as well as single sign-on interoperability.
4.7.2.2	DSRS will rely on a periodic collection and load/refresh of the most current educator demographics data that must be provided by the HQT or other system that is identified as its “single source of truth.”
4.7.2.3	DSRS will rely on a periodic collection and load/refresh of the most current teacher student roster data that must be provided by Student Teacher Course Connection via the SRM database, Teacher Data Verification and/or other system that is identified as its “single source of truth.”
4.7.2.4	DSRS will rely on a periodic collection and load/refresh of the most current observation and evaluation data that must be provided by the Teacher Observation Data Capture Tool and/or Truenorthlogic system that is identified as its “single source of truth.”
4.7.2.5	DSRS will rely on a periodic collection and load/refresh of the most current student assessment test data that must be provided by Pearson and AIMS A as well as from an outside vendor such as Galileo that is identified as its “single source of truth” via the ODS. <i>Note: AIMS historical data is already been collected.</i>
4.7.2.6	DSRS will rely on a periodic collection and load/refresh of the most current value-added and REIL score data that must be calculated and provided by BASIS Research, a 3 <sup>rd</sup> party vendor service provider, that is identified as its “single source of truth.” <i>Note: The raw data collected by the various systems is also provided to Basis Research in order for the service provider to calculate the REIL scores.</i>
4.7.2.7	DSRS may rely on a periodic collection and load/refresh of the most current HR and personnel data if it is determined that such information is required or not collected from another source. It may be provided by each LEA HR system or other system that is identified as its “single source of truth.”
4.7.2.8	DSRS will rely on a periodic collection and load/refresh of the most current organizational hierarchy structure data that must be provided by the ADE Enterprise and/or other system that is identified as its “single source of truth.”
4.7.2.9	The vendor selection & product availability needs to be in place before for the data can be collected for the Professional Development including Educator Goal Plan and Content



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ID	Dependency
	Management capabilities.
<b>4.7.2.10</b>	Observation data for Leaders, Special Ed Teachers will be available as and when the TNL solutions are implemented, through TODCT, or through other electronic file formats as mutually agreed upon.



#### 4.8 Project Risks

This section describes the identified risks to success as determined during the course of requirements gathering and definition. The business may already be aware of some of these, but they will be listed here as a reminder and confirmation of DSRS and ADE Information Technology teams' awareness, even if the current status is "Retired".

ID	Project Risk	Implications	Severity	Status
4.8.1	DSRS Integration and infrastructure	If the hardware, infrastructure and integration are not in place, then it will need to be built.	High	Open
4.8.2	IMS not implemented	If IMS is not implemented then project delivery will be delayed.	High	Open
4.8.3	This is the first project of this magnitude to be delivered by ADE IT	ADE IT will need to continue to improve in its efforts to use "best practices" standards and processes to ensure an on-time, in budget, high quality delivery of DSRS.	High	Open
4.8.4	Data governance	If the following general data aspects are not presented and approved by the Data Governance Board, then DVT cannot be built and delivered: Transaction, staging, operational and business intelligence related data (internal and external); enterprise-wide data naming convention and standards; data planning; data quality: availability, timeliness/latency definition, etc.; data attribute/metric management; data delivery vehicle/performance management; data user/access management; data storage; as well as data standards, ownership and compliance.	High	Open
4.8.5	Current data	If the data collected from various systems via DSRS and made available to DVT is not current or not available at all, then this could delay the start of the data verification process.	Medium	Open
4.8.6	TNL Integration	If the new vendor product is not implemented in time then there will be no observation data feed to DSRS.	High	Open



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ID	Project Risk	Implications	Severity	Status
4.8.7	New data feed to ODS (e.g. Galileo)	If a new data feed is required from Galileo (i.e., LEA-facing system), then a service will need to be built otherwise there will not be any data available for DSRS.	High	Open



5 Business Requirements

The priority definitions used in the business requirements are listed below.

Priority	Description
Critical	A requirement with this priority must be included in the initial release of the project.
High	A requirement with this priority should be included in the next release after the initial launch of the project.
Medium	A requirement with this priority is considered a “nice to have” item for inclusion within a future release of the project.
Low	A requirement with this priority meets criteria to be excluded from initial releases of project, but should be tracked as a potential enhancement to be vetted with business owners and stakeholders for possible inclusion within a future release of the project.

Refer to [Appendix E thru G for further details](#) regarding the process flow diagrams that provides context for many of the requirements defined in this section.

5.1 Teacher/SPED Teacher Evaluatee Requirements

5.1.1 View Demographics

<b>Priority:</b>	Critical
<b>Release:</b>	Phase 1
<b>User Story:</b>	As Teacher I need demographics data, in order to view my current information.
<b>Description:</b>	The system shall provide the capability to allow the logged-in User to view their demographic information. <b>(See Visualization 1)</b>
<b>Exceptions:</b>	None identified at this time.
<b>Reference:</b>	<b>A1</b> (The “A” indicates that this report appears in Juncture A of Process Flow diagram)
<b>Rules:</b>	The following business rules apply to this requirement:
<p><b>5.1.1.1 DATA:</b> The system shall display the following demographics data fields: Years of Experience, Years in District, Attendance (%), Hire Date, Certification(s), Date of Birth, Leave Status, Contract Status (Continuing, Non-continuing), Team Assignment, Type of Assessment Used, Salary Augmentation (amount), and Career Pathway Designation. Other fields that may need to be included are School District Name, School Name, the Employee Name, and Job Code or Position depending upon availability.</p> <p><b>5.1.1.2 RULE:</b> The system shall display the most current demographics information available along with the date that it was last updated, if available.</p>	



Figure 2 - Demographics (Visualization 1)

### ~~Teacher~~ Demographic Information: Deborah Wong

Years of experience <del>in teaching</del>	4
Years in District	3
<del>Teacher</del> Attendance	86%
Hire Date	7/8/2009
Certifications	Elementary
Date of Birth	7/1/1976
Leave Status	None
Contract Status	Continuing (non-continuing)
Team Assignment	TBD
Type of Assessment Used	AIMS (Galileo)
Salary Agmentation	(amount goes here)
Career Pathway Designation	Master Teacher, Turnaround School, Hard-to-staff

"Last Updated Date"

Confirm      Launch Inquiry



5.1.2 View REIL Dashboard

<b>Priority:</b>	Critical
<b>Release:</b>	Phase 1
<b>User Story:</b>	As a Teacher, I need to be able to view my REIL Scorecard with its summary data for all the components, of which the score is comprised, in order to determine whether or not a monetary award is forthcoming.
<b>Description:</b>	<p>The system shall provide the capability to allow the logged-in User to view their REIL Scorecard with its summary data for all the components, of which the score is comprised.</p> <p>This report serves as the default home page/dashboard. It should reveal the current cumulative REIL score by breaking down the evaluatee's components using three data pods (report sections/boxes with data charts and tables in them). Drilling into this report's elements should lead to detail reports containing the supporting entries for these items.</p> <p>The report is comprised of four sections (<b>See Visualization 2</b>):</p> <ul style="list-style-type: none"> <li>A. The upper left quadrant should display quick links to key reports such as Observation Cycle Report, Summative Cycle Report, Scoring Conversion Chart, Scoring Rubrics, and Comparison Reports</li> <li>B. The upper right quadrant should display the REIL score card, laid out as it is in the MCESA REIL guide book. This score card contains line-item data that reveals REIL Points Earned, Pct. LOI Elements Rated 3 or Higher, Value Added (and Galileo Growth Measure where/if applicable and available)</li> <li>C. The lower left quadrant should display a chart detailing the completed observation cycles to date and latest resulting cumulative observation component score</li> <li>D. The lower right quadrant should display a chart detailing the most current value added assessment data available.</li> </ul>
<b>Exceptions:</b>	None identified at this time.
<b>Reference:</b>	Report is required in juncture B of process flow diagram
<b>Rules:</b>	None identified at this time.



Figure 3 - Teacher REIL Dashboard (Visualization 2)



A - Report Quick Links

B - REIL Scorecard

C - Observation Cycles

D - Value Added Data



5.1.3 View Observation Cycle Evaluations

<b>Priority:</b>	Critical
<b>Release:</b>	Phase 1
<b>User Story:</b>	<p>As a Teacher, I need Observation Cycle data in order to view a compilation of my completed evaluations and progress.</p> <p>Additionally, I should be able to drill down and view my detailed observation reports.</p>
<b>Description:</b>	<p>The system shall provide the capability to allow the logged-in User to view their Observation Cycle data including points earned over each completed evaluation cycles and associated performance score. <b>Note: Accurate display of Total REIL Points earned and associated performance score is dependent upon accurate entry of Observation data in the system that is its “single source of truth.”</b></p> <p><b>(See Visualization 3)</b></p> <ul style="list-style-type: none"> <li>A. Up to Five Observation Cycles should be listed. Completed cycles should show data, cycles that are not yet complete should display a symbol to indicate that no data is available.</li> <li>B. LOI Points earned in each cycle should be displayed. By clicking on the LOI Points in a particular cycle, user should see the Observation Cycle Report which shows details of the scoring for each element in each of the five rubrics and the resulting scores by rubric.</li> <li>C. Total LOI Points to Date should be visible on the Dashboard, with a cumulative running total LOI Points graph showing the data at a glance.</li> <li>D. Percent LOI Elements Rated 3 or Higher should be displayed along with the associated Performance score and should be clickable to take the user to an Observation Overview Report showing all element ratings, and highlighting the ratings that are three or higher.</li> <li>E. Graphic displaying the rubric element scores for each observation cycle should be shown, and clicking on the graphic for a particular cycle should open the observation element report.</li> </ul>
<b>Exceptions:</b>	None identified at this time.
<b>Reference:</b>	Report is required in juncture B of process flow diagram
<b>Rules:</b>	None identified at this time



Figure 4 - Observation Data on Teacher Dashboard (Visualization 3)





Figure 5 - Observation Cycle Report (Visualization 4)

CONTENT RUBRIC									
RUBRIC	SESSION DATE	10/11/2012	10/11/2012	10/18/2012		TOTAL	SCORE	COMMENTS	
CONTENT RUBRIC	Element	Pre	Obs	Post	Sum	Points Possible			
	Conceptual Understanding		3		3	5			
	Task Analysis	3	3		6	10			
	Connections to Content		3		3	5			
	Content Accessibility	3			3	5			
FORMATIVE ASSESSMENT RUBRIC									
RUBRIC	SESSION DATE	10/11/2012	10/11/2012	10/18/2012		TOTAL	SCORE	COMMENTS	
FORMATIVE ASSESSMENT RUBRIC	Element	Pre	Obs	Post	Sum	Points Possible			
	Real-Time (during & end-of-lesson) Assessment	missing			0	5			
	Student Progress			3	3	5			
	Correct Level of Difficulty	missing			0	5			
INSTRUCTIONAL STRATEGIES RUBRIC									
RUBRIC	SESSION DATE	10/11/2012	10/11/2012	10/18/2012		TOTAL	SCORE	COMMENTS	
INSTRUCTIONAL STRATEGIES RUBRIC	Element	Pre	Obs	Post	Sum	Points Possible			
	Teacher Role		4		4	5			
	Instructional Approach		5		5	5			
	Practice/ Aligned Activity		3		3	5			
	Feedback (during the lesson)			missing		0			5
	Monitor and Adjust (use of real-time assessment)			5		5			5
Analysis of Instruction				3	3	5			
LEARNER ENGAGEMENT RUBRIC									
RUBRIC	SESSION DATE	10/11/2012	10/11/2012	10/18/2012		TOTAL	SCORE	COMMENTS	
LEARNER ENGAGEMENT RUBRIC	Element	Pre	Obs	Post	Sum	Points Possible			
	Student-to-Student Interaction		4		4	5			
	Teacher-to-Student Interaction		3		3	5			



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## Decision Support System

Home

Cycle 1	LOI Pts	Pscore	3+%	Pscore2
Me	97		80	4
School	125		85	4
District	90		75	3
REIL District	120		80	4
Cycle 2				
Me				
School				
District				
REIL District				
Cycle 3				
Me				
School				
District				
REIL District				
Cycle 4				
Me				
School				
District				
REIL District				
Cycle 5				
Me				
School				
District				
REIL District				
TOTAL				
Me	400	5	100	5
School	390	4	85	4
District	390	4	85	4
REIL District	300	3	75	3

LOI Points

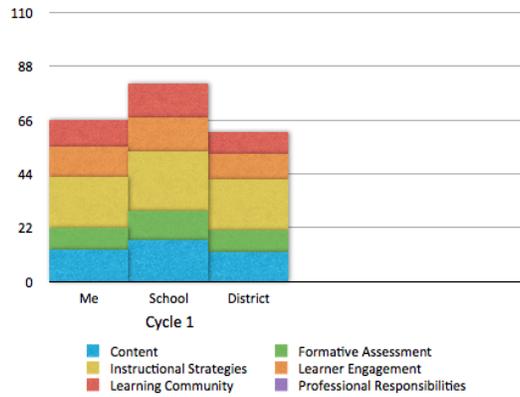




Figure 6 - Observation Summary Report (Visualization 5)



Cycle	Content				Formative Assessment			Instructional Strategies				Learner Engagement			Learning Community			Total LOI Pts	3+%					
	Conceptual Understanding	Pre-Conf Task Analysis	Task Analysis	Connections to Content	Content Accessibility	Real-time Assessment	Student Progress	Correct Level of Difficulty	Teacher Role	Instructional Approach	Practice/Aligned Activity	Feedback	Monitor & Adjust	Analysis of Instruction	Student-to-Student Interaction	Teacher-to-Student Interaction	Authentic Engagement			Critical Thinking	Routines & Procedures	Responsibility for Learning	Monitoring Student Behavior	Relationships
1	3	3	4	2	3	3	4	3	3	2	3	3	2	3	3	3	3	2	3	3	4	4	66	81%
2	3	3	4	3	3	3	4	3	4	4	4	4	4	4	3	4	4	4	4	4	4	4	81	100%
3	3	3	4	3	3	3	4	3	3	3	4	5	3	4	3	4	2	3	4	4	3	3	74	95%
4	4	3	4	4	3	3	4	4	4	3	5	5	4	4	3	4	3	3	4	4	4	4	83	100%
5	5	4	5	5	4	3	4	5	4	4	5	5	4	4	4	4	3	3	4	4	4	5	92	100%
																						396		



5.1.4 View Scoring Rubrics

<b>Priority:</b>	Critical
<b>Release:</b>	Phase 1
<b>User Story:</b>	As a Teacher, I need to be able to view the scoring rubric details in order to understand the criteria by which I have been evaluated and measured.
<b>Description:</b>	<p>The system shall provide the capability to allow the logged-in User to view scoring rubric details. <b>(See Visualization 17)</b></p> <p>The scoring rubric for a Teacher should include the following areas:</p> <ul style="list-style-type: none"> <li>• Content</li> <li>• Formative Assessment</li> <li>• Instructional Strategies</li> <li>• Learner Engagement</li> <li>• Learning Community</li> </ul>
<b>Exceptions:</b>	None identified at this time
<b>Reference:</b>	None identified at this time
<b>Rules:</b>	The following business rules apply to this requirement:
<p><b>5.1.4.1 The Scoring Rubric displayed shall be consistent with the rubric selected.</b></p> <p><b>5.1.4.2 The Scoring Rubrics shall be consistent for all users evaluated with the same Scoring Rubrics.</b></p>	



Figure 7 - Scoring Rubric Sample (Visualization 17)

**REIL** Rewarding Excellence in Instruction & Leadership  
 Learning Observation Instrument (classroom teachers)

**CONTENT RUBRIC**

Aligns with In-TASC Standard 2 (Learning Differences), 4 (Content Knowledge), 5 (Application of Content), 7 (Planning for Instruction), and 8 (Instructional Strategies)

The Content rubric is designed to support teacher understanding and implementation of effective learning experiences that make content accessible and meaningful for learners to assure mastery of the content. These experiences are facilitated through teacher understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

		5	4	3 Proficient	2	1	0
		Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.				
Element	Descriptors						
Conceptual Understanding	<p>Guides all students to create or select their own representations and explanations of concepts; ensures students demonstrate understanding of concepts through multiple ways/examples.</p> <p>Utilizes questions at essential sub-objectives with increasing complexity or depth of content that are differentiated according to student cognitive level. (2a, 2c, 4a, 8i)</p>	<p>Utilizes effective representations and explanations of concepts throughout the lesson that capture key ideas and details that build conceptual understanding in the discipline; prompts students to demonstrate understanding of concepts through multiple ways/examples.</p> <p>Utilizes questions at essential sub-objectives with increasing complexity or depth of content; surface learner misconceptions that may interfere with learning. (2a, 4a, 4e, 8i)</p>	<p>Utilizes representations and explanations of concepts (e.g., comparisons, analogies, examples, TPR, realia, manipulatives, anchor charts, graphic organizers) that capture key ideas and details that build conceptual understanding in the discipline.</p> <p>Utilizes questions at essential sub-objectives that support student understanding in the discipline and stimulate discussion for a specific purpose (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, encouraging students to question and analyze ideas from diverse perspectives). (4a, 4b, 8i)</p>	<p>Utilizes representations and explanations of concepts that capture key ideas essential to build understanding of the lesson outcome.</p> <p>Utilizes questions within the lesson to probe for learner understanding related to the lesson outcome. (4a, 8i)</p>	<p>Utilizes representations and/or explanations of concepts that capture some key ideas to build understanding of the lesson outcome.</p> <p>Utilizes questions within the lesson to stimulate discussion. (4a, 8i)</p>		
Pre-Conf.							
Observation							
Post-Conf.							



**5.1.5** Compare Percent LOI Elements +3 & Performance Scores

<b>Priority:</b>	Medium
<b>Release:</b>	Phase 3
<b>User Story:</b>	As a Teacher, I need to be able to view my Percent LOI or COI Elements +3 score and Performance score in order to compare my performance with others in the same employee group in my school, school district, and within my county.
<b>Description:</b>	The system shall provide the capability to allow the logged-in User to compare their Percent LOI Elements +3 and Performance Score with others with the same job. <b>(See Visualization 6)</b>
<b>Exceptions:</b>	<ul style="list-style-type: none"> <li>• Performance Scores are not assigned until all Observation Elements have been completed. This comparison would only be available after the REIL scores are calculated.</li> <li>• For a Teacher it is Percent LOI</li> </ul>
<b>Reference:</b>	None identified
<b>Rules:</b>	The following business rules apply to this requirement:
<p><b>5.1.5.1</b> RULE: A User in an employee group may only perform comparisons with others in the same employee group (i.e., Teachers can compare scores with other Teachers, Coaches with other Coaches, Building Administrators with other Building Administrators, etc.).</p> <p><b>5.1.5.2</b> RULE: In order for a User to compare their score with other employees within their school and/or district, there must be 10 or more within their school and/or district with scores.</p> <p><b>5.1.5.3</b> RULE: A User may compare their score with others across other districts.</p> <p><b>5.1.5.4</b> RULE: The scores for the comparison shall be aggregated to prevent the identification of a particular teacher and/or student during comparisons. If and when viewing detail data, then teacher and/or student names should be masked if it is outside of my school district or school, as the case may be.</p>	



Figure 8 - LOI Elements +3 and Performance Score Comparison (Visualization 6)

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# REILize

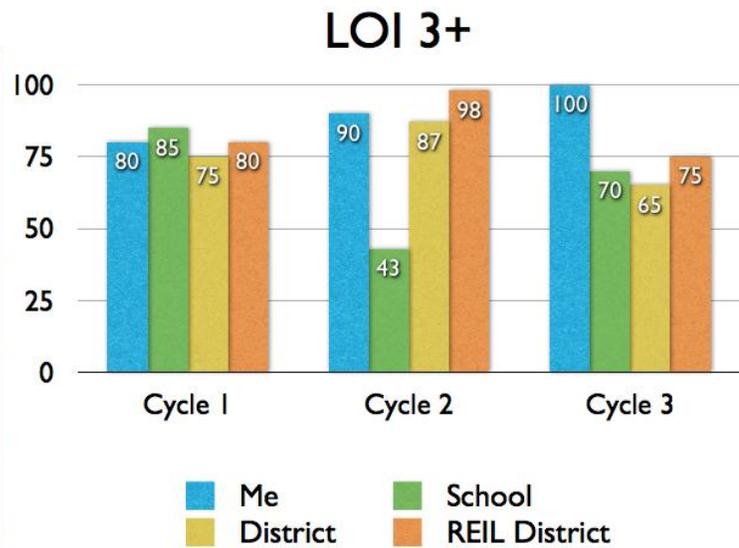
Decision Support System

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Home

Cycle 1	LOI Pts	Pscore	3+%	Pscore2
Me	97		80	4
School	125		85	4
District	90		75	3
REIL District	120		80	4
Cycle 2				
Me				
School				
District				
REIL District				
Cycle 3				
Me				
School				
District				
REIL District				
Cycle 4				
Me				
School				
District				
REIL District				
Cycle 5				
Me				
School				
District				
REIL District				
TOTAL				
Me	400	5	100	5
School	390	4	85	4
District	390	4	85	4
REIL District	300	3	75	3





5.1.6 View Value Added Measures

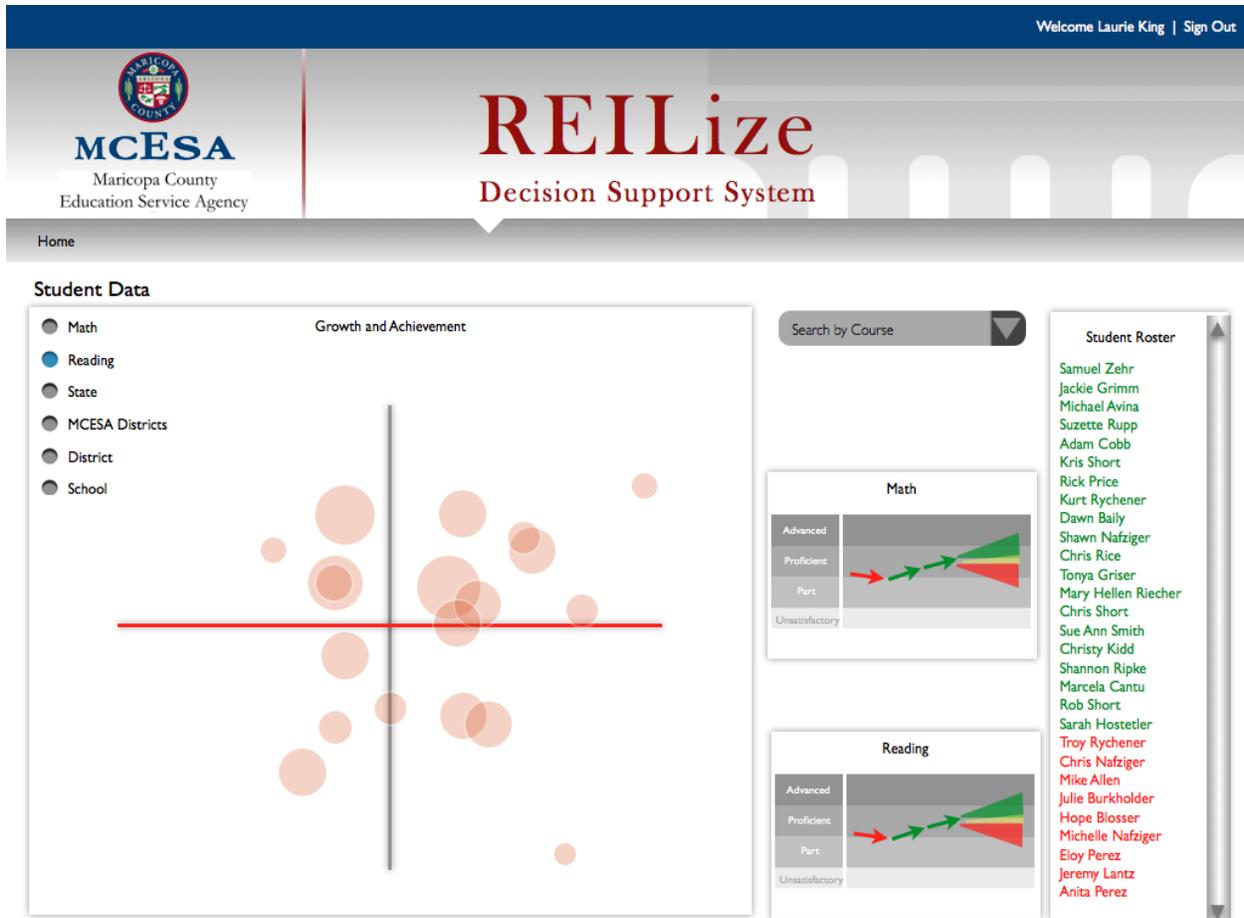
<b>Priority:</b>	High
<b>Release:</b>	Phase 2
<b>User Story:</b>	As a Teacher, I want to view my REIL Assessment Value Added score, the Value Added score for my team, and the Value Added score for my School, as applicable in order to gauge my performance. Additionally, I also need to drill down into the detailed data that was used to calculate the Value Added scores that contribute to my REIL score.
<b>Description:</b>	<p>The system shall provide the capability to allow the logged-in User to view their Assessment Value Added score based on their own students, as well as those for their based on their team and school. <b>(See Visualization 7)</b></p> <ul style="list-style-type: none"> <li>• The User should be able to access the student level assessment data for their students from a clickable link on the REIL Dashboard. <b>(See Visualization 9)</b></li> <li>• The User should be able to click on either the School Value Added data or the individual teacher Value Added data, or the Team Value Added data to drill into a report showing the detail that was used to calculate the Value Added Scores.</li> <li>• REIL Dashboard should display a graphic showing how the relative values of the Teacher Value Added Score, the Team Value Added Score, and the School Value Added Score. Clicking on a section of the graphic should drill in to a report showing the same data as described in the previous bullet.</li> </ul>
<b>Exceptions:</b>	<ul style="list-style-type: none"> <li>• For the 2012-2013 schoolyear, only the school level value-added data will be used in the REIL Score calculation.</li> </ul>
<b>Reference:</b>	None identified
<b>Rules:</b>	The following business rules apply to this requirement:
<p><b>5.1.6.1 Value Added data will not be available until after all assessments are complete and results are received and calculations to measure growth are completed.</b></p> <p><b>5.1.6.2 The User must have a REIL Assessment Value Added score calculated in order for the score to display. If a teacher, coach, or building administrator does not have a REIL Assessment Value Added score available, display the text, "No data exists."</b></p>	



Figure 9 - Value Added Score (Visualization 7)



Figure 10 - Value Added Data (Visualization 7)



5.1.7 Compare Value Added Measures

<b>Priority:</b>	Low
<b>Release:</b>	Phase 4
<b>User Story:</b>	As a Teacher, I need to be able to view my REIL Assessment Value Added score in order to compare my performance with others in my employee group, in my district, and in other districts. <b>(See Visualization Options 10a and 10b)</b>
<b>Description:</b>	The system shall provide the capability to allow the logged-in User to compare their REIL Assessment Value Added score with others in the same employee group.  Access to the comparison data for REIL Value Added Assessment Scores should be available to Users from the landing page dashboard.
<b>Exceptions:</b>	Due to school scores being used this year instead of individual scores, the user will only



	view comparisons at the county level. In the 2013-2014 school years, the school and district level rules will apply in addition to the county.
<b>Reference:</b>	None identified
<b>Rules:</b>	The following business rules apply to this requirement:
<p><b>5.1.7.1 RULE:</b> A User in an employee group may only perform comparisons with others in the same employee group (i.e., Teachers can compare scores with other Teachers, Coaches with other Coaches, Building Administrators with other Building Administrators, etc.).</p> <p><b>5.1.7.2 RULE:</b> In order for a User to compare their score with others within their school and/or district, there must be 10 or more Users within their school and/or district with scores.</p> <p><b>5.1.7.3 RULE:</b> In order to be included in comparisons, the User must have a REIL Assessment Value Added score.</p> <p><b>5.1.7.4 RULE:</b> The scores for the comparison shall be aggregated to prevent the identification of a particular teacher and/or student during comparisons. If and when viewing detail data, then teacher and/or student names should be masked if it is outside of my school district or school, as the case may be.</p>	

Figure 11 - Visualization Option 10a

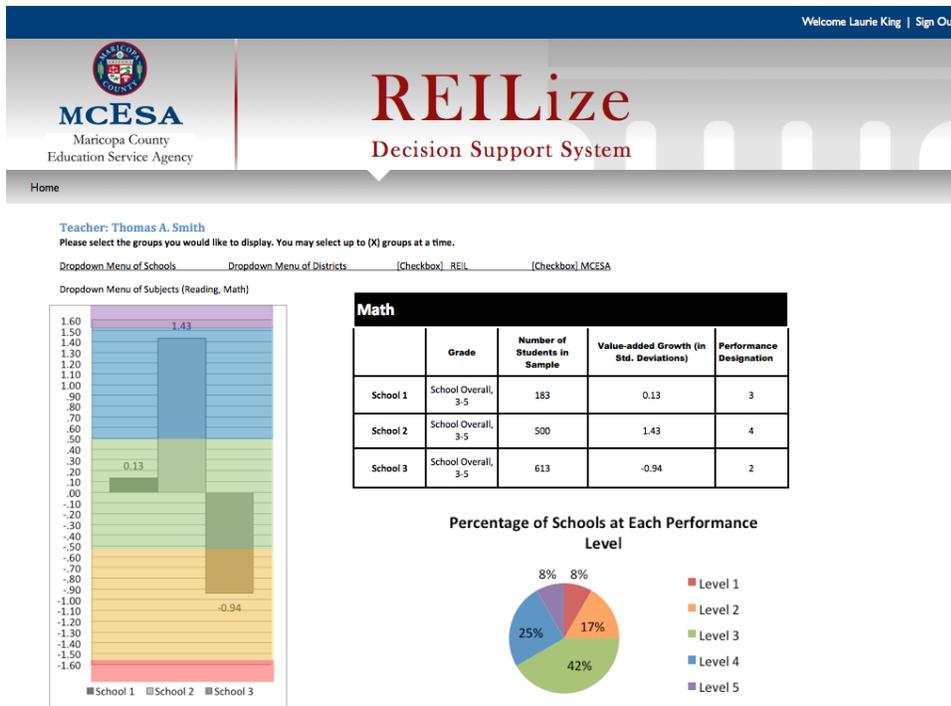
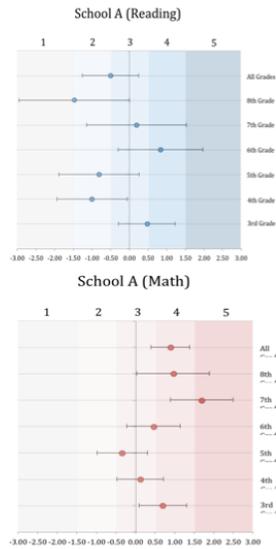




Figure 12 - Visualization Option 10b



School	School	Subject	Grade	Year	No. Stu	Esti mat	St. Err	95 CI- Lower	95 CI	Perf orm
1	School	Reading	3rd	2012-1	82	0.47	0.39	-0.29	1.23	3
1	School	Reading	4th	2012-1	88	-1.00	0.48	-1.94	-0.06	2
1	School	Reading	5th	2012-1	85	-0.81	0.55	-1.88	0.26	2
1	School	Reading	6th	2012-1	73	0.83	0.58	-0.30	1.96	4
1	School	Reading	7th	2012-1	60	0.19	0.68	-1.14	1.52	3
1	School	Reading	8th	2012-1	62	-1.48	0.75	-2.95	0.00	2
1	School	Reading	All Grade	2012-1	450	-0.51	0.38	-1.26	0.24	2
1	School	Math	3rd	2012-1	82	0.69	0.31	0.09	1.29	4
1	School	Math	4th	2012-1	88	0.12	0.30	-0.47	0.72	3
1	School	Math	5th	2012-1	85	-0.35	0.33	-0.99	0.29	3
1	School	Math	6th	2012-1	73	0.46	0.35	-0.22	1.15	3
1	School	Math	7th	2012-1	60	1.69	0.41	0.89	2.49	5
1	School	Math	8th	2012-1	62	0.96	0.47	0.03	1.89	4
1	School	Math	All Grade	2012-1	450	0.89	0.25	0.40	1.37	4



5.1.8 View REIL Score

<b>Priority:</b>	High
<b>Release:</b>	Phase 2
<b>User Story:</b>	As a Teacher, I need the calculated REIL Score in order to view my overall performance.
<b>Description:</b>	<p>The system shall provide the capability to display the calculated REIL Score for the logged in User.</p> <p>For the following items see <b>Visualization 12:</b>          Additionally, they should be able to drill down to the various observation and value added components that were used to calculate their REIL Score from the summary values that are displayed on the scorecard. If they agree with the score based on the data they view, they must be able to click a link on the REIL Dashboard to approve the score. If they do not agree with the score or have questions, they must be able to click an Inquiry link on the REIL Dashboard.</p> <p>A. The REIL Scorecard on the Teacher Dashboard should display the REIL Score components, the weight that is applied to each component, and the resulting</p>



	<p>REIL Points. Categories include – Total REIL Points Earned, Percent LOI Elements Rated 3 or Higher, and AIMS/SAT-10 School Value-Added Measure, and (optional) Galileo Value-Added Measure.</p> <p>B. The REIL Scorecard on the Teacher Dashboard should compare the calculated, weighted points earned for each REIL component with the total points possible for the component.</p> <p>C. Clicking on the REIL Score should open the REIL Component Score Conversion Chart with the cells highlighted that correspond to the REIL Component scores.</p> <p>D. Clicking on the highlighted score cell in the Scoring Conversion Chart for Total LOI Points Earned should open the Summative Cycle Report.</p> <p>E. Clicking on the highlighted score in the Scoring Conversion Chart cell for Pct. LOI Elements Rated 3 or Higher should open the Observation Summary Report (<b>See Visualization 5</b>)</p> <p>F. Clicking on the highlighted score in the Scoring Conversion Chart for the AIMS/SAT-10 Data and/or the Galileo data should open the Value Added Score Report (<b>See Visualization Option 10a and 10b</b>)</p>
<b>Exceptions:</b>	None identified at this time.
<b>Reference:</b>	None identified
<b>Rules:</b>	The following business rules apply to this requirement:
<p><b>5.1.8.1 DATA:</b> The system shall display the following fields: REIL Score, and for each measure (which may vary by the user type), performance score, weight, REIL pointed earned, and total possible REIL points.</p> <p><b>5.1.8.2 RULE:</b> The REIL score will not be calculated until all of the observation cycles and assessments are complete for the school year. Prior to that time, the only data that would display on the scorecard would be Observation Data for each completed cycle.</p> <p><b>5.1.8.3 RULE:</b> The system should always display the most current REIL Score along with the date that it was last updated since corrections may be made to the component data and the REIL Score is recalculated. <b>Note:</b> Visibility to previous REIL Score history may only be through DSRS and limited to when the new REIL score is accepted.</p>	

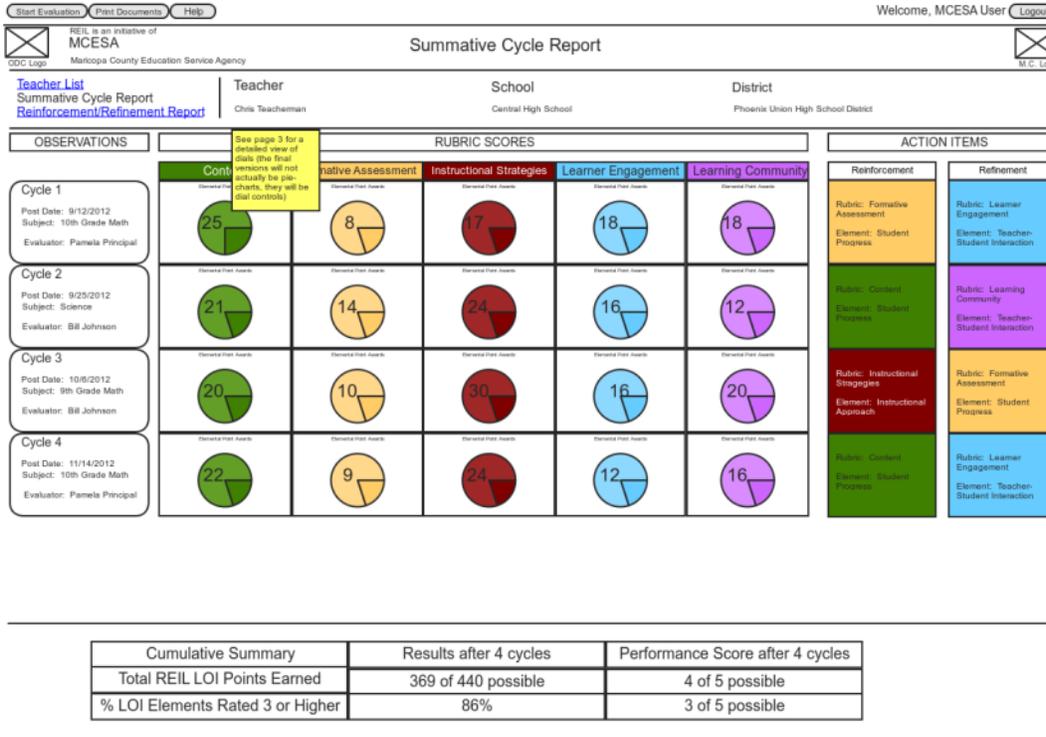


Figure 13 - REIL Score (Visualization 10)





Figure 14 - Summative Cycle Report (Visualization 11)



5.1.9 Compare REIL Score

<b>Priority:</b>	Medium
<b>Release:</b>	Phase 3
<b>User Story:</b>	As a Teacher, I need my REIL Score in order to compare my performance with others in the same employee group from their school, from other schools in their district, and from other districts.
<b>Description:</b>	The system shall provide the capability to allow the logged-in User to compare their REIL Score with others in the same employee group from their school, from other schools in their district, and from other districts. (See Visualization 12)
<b>Exceptions:</b>	None identified at this time
<b>Reference:</b>	None identified
<b>Rules:</b>	The following business rules apply to this requirement:



**5.1.9.1 RULE:** A User in an employee group may only perform comparisons with others in the same employee group (i.e., Teachers can compare scores with other Teachers, Coaches with other Coaches, Building Administrators with other Building Administrators, etc.).

**5.1.9.2 RULE:** In order for a User to compare their score with others within their school and/or district, there must be 10 or more Users within their school and/or district with scores.

**5.1.9.3 RULE:** The scores for the comparison shall be aggregated to prevent the identification of a particular teacher and/or student during comparisons. If and when viewing detail data, then teacher and/or student names should be masked if it is outside of my school district or school, as the case may be.

Figure 15 - Compare REIL Score (Visualization 12)



DISTRICT	SCHOOL	REIL Score	CGM	AIMS VAM	Pcr LOI Elements 3+	Total REIL Pts
A	ME	440	40	75	125	200
	My School	365	40	75	100	150
	2	340	30	60	100	150
	3	375	30	45	100	200
	4	320	50	45	75	150
	5	390	30	60	100	200
B	1	400	40	60	100	200

5.1.10 Navigate Quick Links

<b>Priority:</b>	Critical
<b>Release:</b>	Phase 1
<b>User Story:</b>	As a Teacher, I need to quickly access key reports in order to directly navigate to key reports rather than viewing aggregate reports and then navigating to the key reports. <b>Note: Only reports that need to be delivered in a given phase will have a quick link.</b>
<b>Description:</b>	The system shall provide the capability to allow the logged-in User to quickly access various DSRS reports (e.g., key Observation reports) that are available from the landing page. <b>(See Visualization 13)</b>  Key reports to be included in the quick links are Observation Cycle Report, Scoring Conversion Dashboard, and Summative Cycle Report.
<b>Exceptions:</b>	Other User Types may have a comparable set of quick links as applicable.
<b>Reference:</b>	None identified
<b>Rules:</b>	None identified at this time.

Figure 16 - Quick Links on REIL Dashboard (Visualization 13)

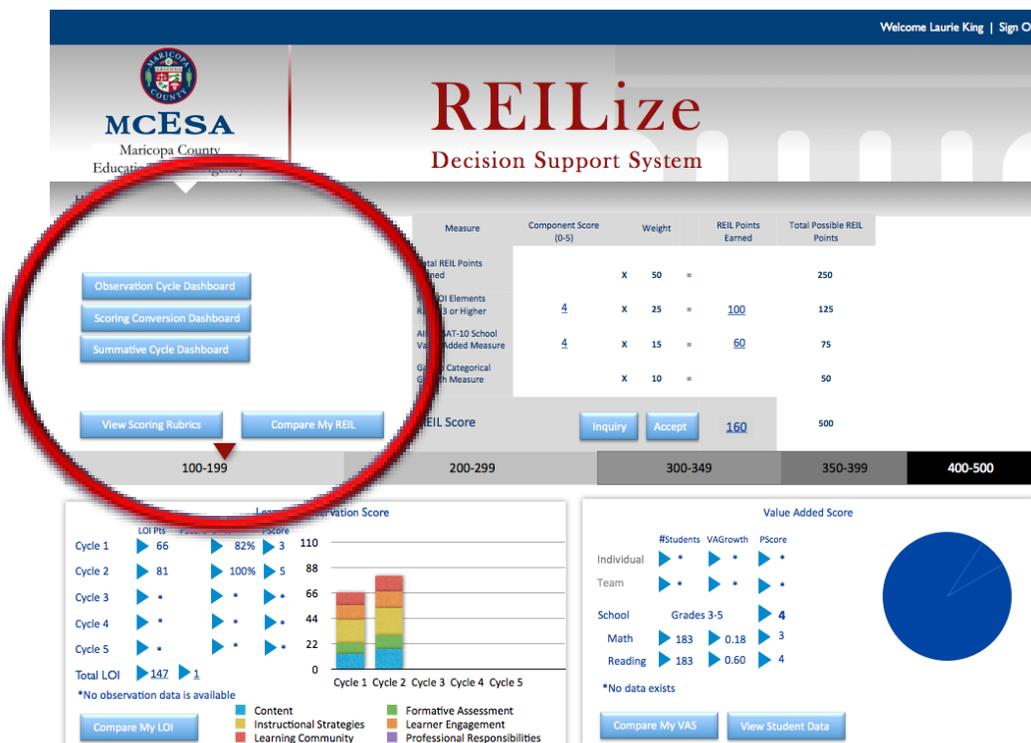




Figure 17 - Observation Cycle Report (Visualization 14)

Observation Cycle Report

Page 1

Observation Cycle Report – Cycle 1

Teacher: **Wally Wolkstein** School: **North High School** [Return To Teacher Selection](#)

Assignment: **Math** District: **Phoenix Union High School District**

Grade/Class: **Third Grade**

Subject Observed: **Mathematics**

MEASURE	SECTION DATE	FINISHED	NOT FINISHED	NOT STARTED	Sum	TOTAL	SCORE	COMMENTS
<b>CONTENT KNOWLEDGE</b>	Conceptual Understanding	Yes	No	Not Started	2	1	4	4 25
	Task Analysis	Yes	No	Not Started	2	1	4	
	Connections to Content	Yes	No	Not Started	2	1	4	
	Content Accuracy	Yes	No	Not Started	2	1	4	
<b>TEACHING PERFORMANCE</b>	Classroom Management	Yes	No	Not Started	2	1	6	6 25
	Instructional Strategies	Yes	No	Not Started	2	1	6	
	Classroom Environment	Yes	No	Not Started	2	1	6	
	Classroom Organization	Yes	No	Not Started	2	1	6	
<b>TECHNICAL SKILLS</b>	Teacher Role	Yes	No	Not Started	2	1	0	0 25
	Instructional Approach	Yes	No	Not Started	2	1	0	
	Assessment Alignment	Yes	No	Not Started	2	1	0	
	Instructional Strategies	Yes	No	Not Started	2	1	0	
	Assess and Adjust Use of the Data	Yes	No	Not Started	2	1	0	
	Analysis of Assessment	Yes	No	Not Started	2	1	0	
<b>LEARNER ENGAGEMENT</b>	Classroom Management	Yes	No	Not Started	2	1	0	0 25
	Student on Student Interaction	Yes	No	Not Started	2	1	0	
	Teacher to Student Interaction	Yes	No	Not Started	2	1	0	
	Assessment Engagement	Yes	No	Not Started	2	1	0	

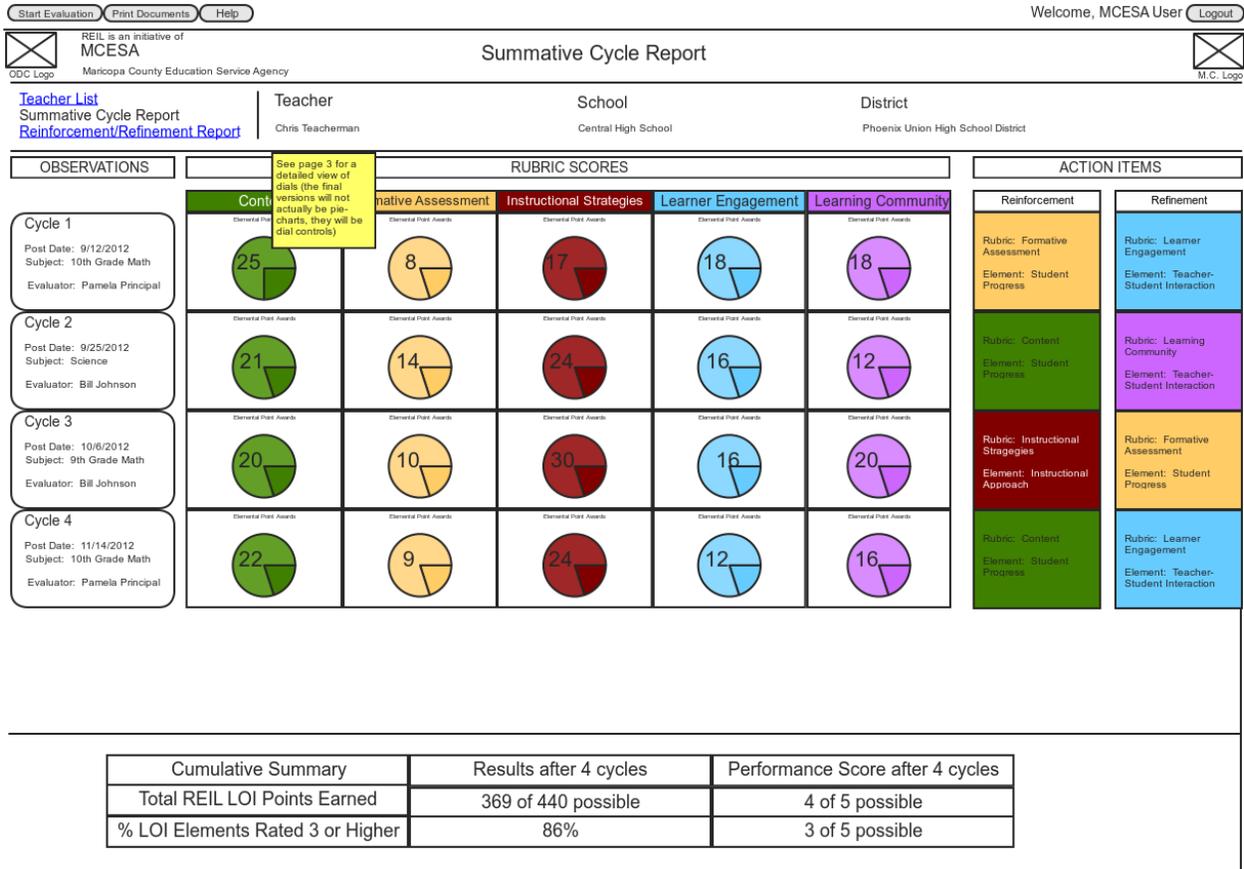
Figure 18 - Scoring Conversion Chart (Visualization 15)

REIL Component Score Conversion Chart: 2012-13

Measure	Score Criteria				
	5	4	3	2	1
<b>Total LOI Points Earned</b>	Total LOI points earned over 5 observation cycles is between 470 and 550	Total LOI points earned over 5 observation cycles is between 386 and 469	Total LOI points earned over 5 observation cycles is between 290 and 385	Total LOI points earned over 5 observation cycles is between 165 and 289	Total LOI points earned over 5 observation cycles is between 0 and 164
<b>Pct. LOI Elements Rated 3 or Higher</b>	100% of LOI element ratings are greater than or equal to 3	90% to 99% of LOI element ratings are greater than or equal to 3	60% to 89% of LOI element ratings are greater than or equal to 3	25% to 59% of LOI element ratings are greater than or equal to 3	0% to 24% of LOI element ratings are greater than or equal to 3
<b>AIMS/SAT-10 School Value-Added Measure (Reading &amp; Math)</b>	Average student growth is well above expectations (More than 1.5 standard deviations above the state average)	Average student growth is above expectations (More than 0.5 standard deviations above the state average)	The school's average growth meets expectations (Within 0.5 standard deviations (plus or minus) of the state average)	The school's average growth is below expectations (More than 0.5 standard deviations below the state average)	Average student growth is well below expectations (More than 1.5 standard deviations below the state average)
<b>Galileo K-12 Categorical Growth (Composite All Subjects)</b>	Large increase in the proportion of students achieving standards mastery. Average CGA score between 2.6 and 3.0	Increase in the proportion of students achieving standards mastery. Average CGA score between 2.3 and 2.5	No change in the proportion of students achieving standards mastery (mastery maintained). Average CGA score between 1.8 and 2.2	Reduction in the proportion of students achieving standards mastery. Average CGA score between 1.5 and 1.7	Large reduction in the proportion of students achieving standards mastery. Average CGA score between 1.0 and 1.4



Figure 19 - Summative Cycle Report (Visualization 16)



5.1.11 View Student Roster

<b>Priority:</b>	High
<b>Release:</b>	Phase 2
<b>User Story:</b>	As a Teacher I need student roster data including instructional time, and team teaching, if applicable, for each of my course/section assignments in order to view the most current information available.
<b>Description:</b>	The system shall provide the capability to display the student roster including instructional time, and team teaching, if applicable for each course assignment that the logged in User is currently teaching. <b>(See Visualization 30)</b>
<b>Exceptions:</b>	None identified at this time.
<b>Rules:</b>	The following business rules apply to this requirement:



**5.1.11.1 DATA:** The system shall display the following fields: Field data should include fields for student name, ID, Grade, Gender, Ethnicity, ELL, Homeroom Number, Homeroom Teacher, Instructional Time, and Teaching Team. The header should clearly define which students are included in the roster.

Figure 20 - Student Roster - Visualization 30

Student Name	ID	Grade	Gender	Ethnicity	ELL	Homeroom Number	Homeroom Teacher
Test 1, Student		3	M	Code		17	Star, Teacher
Test 2, Student		3	F	Code		17	Star, Teacher
Test 3, Student		3	F	Code		17	Star, Teacher
Test 4, Student		3	M	Code		17	Star, Teacher
Test 5, Student		3	M	Code		17	Star, Teacher
Test 6, Student		3	F	Code		17	Star, Teacher





5.2 Building Administrator/Coach Evaluatee Requirements

5.2.1 View Demographics

<b>Priority:</b>	Critical
<b>Release:</b>	Phase 1
<b>User Story:</b>	As a Building Administrator, or Coach, I need demographics data, in order to view demographics for myself or any of my subordinates.
<b>Description:</b>	The system shall provide the capability to allow the logged-in User to view their personal or a subordinate’s demographics. <b>(See Visualization 18)</b>
<b>Exceptions:</b>	None identified at this time.
<b>Reference:</b>	<b>A1</b> (The “A” indicates that this report appears in Juncture A of Process Flow diagram)
<b>Rules:</b>	The following business rules apply to this requirement:
<p><b>5.2.1.1 DATA:</b> The system shall display the following demographics data fields: Years of Admin Experience, Years in District, Hire Date, Certification(s), Status (Continuing, Non-continuing), Leave Status, Team Assignment, Type of Assessment Used, and Salary Augmentation (amount). Other fields that may need to be included are School District Name, School Name, the Employee Name, and Job Code or Position depending upon availability.</p> <p><b>5.2.1.2 RULE:</b> The system shall display the most current demographics information available along with the date that it was last updated, if available.</p>	

Figure 21 – Building Administrator/Coach Demographics (Visualization 18)

Administrator Demographic Information:  
Deborah Wong

Years of Admin Experience	4
Years in District	3
Hire Date	7/1/2008
Certifications	Secondary Principal
Status	Continuing
Leave Status	None
Team Assignment	TBD (what are the options here?)
Type of Assessment Used	AIMS (Galileo)
Salary Augmentation	(amount goes here)

"Last Updated Date"  
Confirm      Launch Inquiry



5.2.2 View REIL Dashboard

<b>Priority:</b>	Critical
<b>Release:</b>	Phase 1
<b>User Story:</b>	As a Building Administrator, or Coach, I need to be able to view the REIL Scorecard for myself or any of my subordinates with its summary data for all the components, of which the score is comprised, in order to determine whether or not a monetary award is forthcoming.
<b>Description:</b>	<p>The system shall provide the capability to allow the logged-in User to view their personal or a subordinate's REIL Scorecard along with its summary data for all the components, of which the score is comprised.</p> <p>This report serves as the default home page/dashboard when they log in. It should reveal the current cumulative REIL score by breaking down the evaluatee's components using four data pods (report sections/boxes with data charts and tables in them). Drilling into this report's elements should lead to detail reports containing the supporting entries for these items. <b>(See Visualization 19)</b></p> <p>The report is comprised of four sections:</p> <ul style="list-style-type: none"> <li>A. The upper left quadrant should display quick links to key reports such as the Scoring Conversion Chart and Scoring Rubrics</li> <li>B. The upper right quadrant should display the REIL score card, laid out as it is in the MCESA REIL guide book. This score card contains line-item data that reveals REIL Points Earned, and Value Added (and Galileo Growth Measure where/if applicable)</li> <li>C. The lower left quadrant should display a chart detailing rubric ratings and performance scores</li> <li>D. The lower right quadrant should display a chart detailing the most current value added assessment data available.</li> </ul>
<b>Exceptions:</b>	None identified at this time.
<b>Reference:</b>	Report is required in juncture B of process flow diagram
<b>Rules:</b>	The following business rules apply to this requirement:
None identified at this time.	



Figure 22 - REIL Dashboard (Visualization 19)



5.2.3 View Observation Cycle Evaluations

<b>Priority:</b>	High
<b>Release:</b>	Phase 2
<b>User Story:</b>	As a Building Administrator, or Coach, I need to be able to view the completed observations for myself or any of my subordinates in order to view a compilation of completed evaluations and progress.  Additionally, I should be able to drill down and view detailed observation data and reports.
<b>Description:</b>	The system shall provide the capability to allow the logged-in User to view their personal or a subordinate's observation cycle data including points earned, and associated rubric and element scores. <b>Note: Accurate display of Total REIL LOI Points earned and associated performance score is dependent upon accurate entry of Observation data in the system that is its "single source of truth."</b>

	<ul style="list-style-type: none"> <li>Completed Observation elements should have data displayed. Observation elements that have not yet been evaluated should display a symbol to indicate that there is no data available.</li> <li>LdOI Points earned for each element should be displayed. By clicking on the LdOI Points, the user should see the Observation Elements Report which shows details of the scoring for each element in each of the five rubrics and the resulting scores by rubric. <b>(See Visualization 21)</b></li> <li>Total LdOI Points to Date should be visible on the Dashboard, with a cumulative total LOI Points graph showing the data at a glance. <b>(See Visualization 20)</b></li> </ul>
<b>Exceptions:</b>	None identified at this time
<b>Reference:</b>	Report is required in juncture B of process flow diagram
<b>Rules:</b>	The following business rules apply to this requirement:
None identified at this time.	

Figure 23 - LdOI Points Earned Dashboard (Visualization 20)

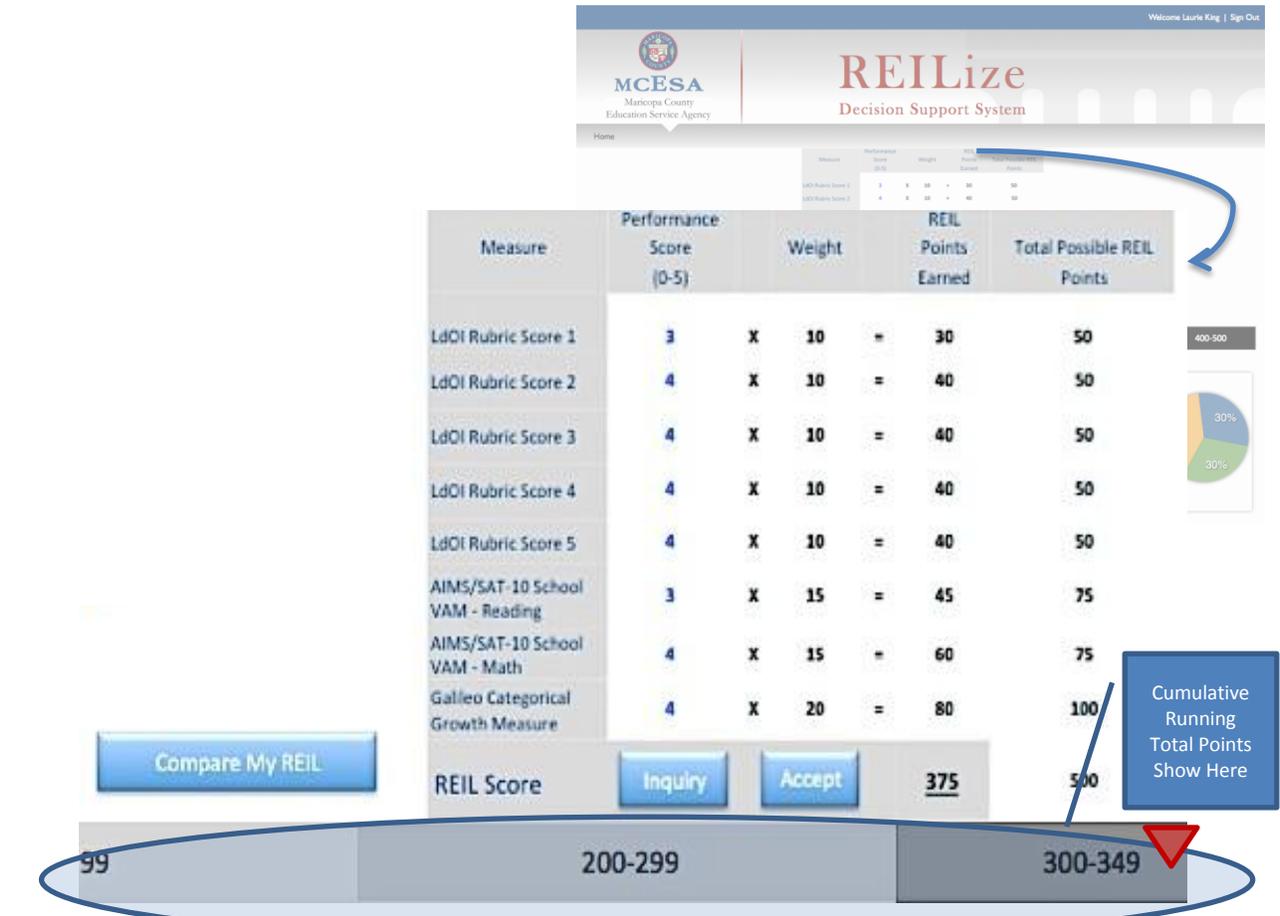




Figure 24 - Observation Elements Report (Visualization 21)



Rating	Setting & Comm Dir				Building Relationships			Dev the Organization					Leading Instruction				Securing Accountability					
	Shared Purpose	CIP: Goal Setting	CIP: Action Plans	School Resource Management	Accessibility	Mutual Trust & Respect	Conflict Facilitation	Group Facilitation	Change Process	Communication	Management Systems	Recruitment, Retention & Succession Planning	Obs & Eval of Instruction	Pre & Post Conf: Data Gathering	post conf: reinforcement & Refinement	PD: New Learning	Collaborative Learning Structures	PD: Adjusting Support	Accountability for Goals	Supervision of Written, Taught, & Test Curr	Implementation of Strategies	Educator Goal Plans
	1	3	1	4	2	3	3	3	2	3	2	3	2	2	3	3	2	3	3	2	3	2
	3	2	1	4	2	4	4	2	3	2	3	4	3	2	3	4	2	3	3	2	3	4
	2	4	3	4	3	3	3	3	3	4	3	4	4	4	3	4	4	3	4	3	4	3
	3	3	4	3	4	4	3	4	3	3	4	4	4	4	3	4	3	4	3	4	4	4
	4	2	2	4	2	2	4	3	4	4	4	4	4	3	4	3	4	3	4	3	4	3
	2	3	3	3	3	3	3	4	3	3	3	4	3	4	3	4	3	4	3	4	3	4
	4	4	2	2	4	4	3	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4
Final Element Rating	2.71	3.00	2.29	3.43	2.86	3.29	3.29	3.14	3.29	3.14	3.86	3.21	3.43	3.29	3.29	3.71	3.14	3.43	3.43	3.14	3.57	3.43
Final Rubric Rating					2.86			3.14				3.21							3.38			
Rubric Perf Score					3			4				4							4			

5.2.4 View Scoring Rubrics

<b>Priority:</b>	High
<b>Release:</b>	Phase 2
<b>User Story:</b>	As a Building Administrator, or Coach, I need to be able to view the rubric details for myself or any of my subordinates in order to understand the associated evaluation and measurement criteria.
<b>Description:</b>	<p>The system shall provide the capability to allow the logged-in User to view their personal or a subordinate’s rubric details for the associated evaluation and measurement criteria. (See Visualization 22)</p> <p>The scoring rubric for a Building Administrators should include the following areas:</p> <ul style="list-style-type: none"> <li>Setting and Communicating Direction</li> <li>Building Relationships</li> </ul>



	<ul style="list-style-type: none"> <li>Developing the Organization</li> <li>Leading Instruction</li> <li>Securing Accountability</li> </ul>
<b>Exceptions:</b>	None identified at this time
<b>Reference:</b>	None identified
<b>Rules:</b>	The following business rules apply to this requirement:
<p><b>5.2.4.1 UI: The Scoring Rubric displayed shall be consistent with the rubric selected.</b></p> <p><b>5.2.4.2 UI: The Scoring Rubrics shall be consistent for all users evaluated with the same Scoring Rubrics.</b></p> <p><b>5.2.4.3 UI: All scoring rubrics for Building Administrators, Leaders, and Coaches must be available for viewing.</b></p>	

Figure 25 - Scoring Rubric Sample (Visualization 22)

Element	4	3	2	1
<b>Collaborative Learning Structures</b>  Observation Setting Business or Parent Meeting Leadership Team Meeting Professional Learning Instructional Conference Site Visit	Creates and successfully implements multiple flexible structures for professional learning and weekly collaboration to meet vertical, horizontal, and/or integrated team-specific learning/achievement goals with protocols to support team SMART goal development, action plan implementation (including reflection on prior instruction or assessment strategies, lesson or unit planning, examination of student work, analysis of disaggregated data, modification of materials to address gaps, and/or assessment development) and reflection of group processes. (O) (D – Management System Artifacts)	Creates and supports the utilization of multiple flexible grouping structures for scaffolding professional learning, and ensures teams collaborate (at least twice monthly) to meet team-specific student learning/achievement goals and individual teacher needs for content, planning, analysis of data, assessment development and/or rubric element instructional strategies. (O) (D – Management System Artifacts)	Utilizes multiple structures for scaffolding professional learning, and ensures (via agenda/notes collection, visitations, verbal feedback to teams, etc.) teams collaborate to meet team-specific (school, grade level, or vertical content) student learning/achievement goals and individual teacher needs for content or rubric elements. (O) (D – Management System Artifacts)	Provides structures (e.g., collabor learning team common planning t, grade level /subject area meeting) purpose of meeting team specific student learning /achievement gc (O) (D – Management System Artific
<b>Professional Development: Adjusting Support</b>  Observation Setting Business or Parent Meeting Leadership Team Meeting Professional Learning Instructional Conference Site Visit	Accurately analyzes student learning data and in-depth patterns of teacher progress, relevant teacher conceptions/misconceptions, and anecdotal information about teacher. (O) (D – Instructional Support Plans)  Accurately identifies high priority next areas for refinements in content, rigor, and/or pedagogical shifts for differentiated teacher groups and targeted student groups. (O) (D – Instructional Support Plans)  Interprets the impact of the type of instructional support and the strategy for delivery (i.e. frequency, duration, and level of scaffolding) on the progress of differentiated groups or individual teachers and makes adjustments to the type of instructional support and strategies for delivery (i.e. frequency, duration, level of scaffolding) to remove obstacles and improve student achievement. (O) (D – Instructional Support Plans)	Analyzes student learning data and patterns of teacher progress, teacher conceptions, and teacher misconceptions. (O) (D – Instructional Support Plans)  Accurately identifies high priority next areas for refinements in content, rigor, and/or pedagogical shifts for differentiated groups. (O) (D – Instructional Support Plans)  Interprets the impact of instructional support strategies on the progress of differentiated groups or assigned individual teachers and makes adjustments to future instructional support to remove obstacles and improve student achievement. (O) (D – Instructional Support Plans)	Collects and analyzes teacher progress monitoring evidence of instructional effectiveness. (O) (D – Instructional Support Plans)  Identifies needs for refinements in content, rigor, and/or pedagogical shifts for differentiated groups. (O) (D – Instructional Support Plans)  Identifies relationship between professional development efforts and impact on student learning to adjust instructional support for teacher groups. (i.e. planning, content or pedagogy training, application/practice in collaborative teams, observation, coaching, checking for understanding). (O) (D – Instructional Support Plans)	Maintains records of teacher prog and articulates the progress and potential obstacles of individual teachers. (O) (D – Instructional Supp Plans)  Identifies refinements in pedagogy shifts for at least one teacher gro (O) (D – Instructional Support Plans)  Identifies areas of professional development support that need adjustment. (O) (D – Instructional S Plans)



**5.2.5** Compare LdOI Rubric & Performance Scores

<b>Priority:</b>	Medium
<b>Release:</b>	Phase 3
<b>User Story:</b>	As a Building Administrator, or Coach, I need to be able to view the LdOI or equivalent points earned for myself or any of my subordinates and associated performance score in order to compare performances with others in the same employee group.
<b>Description:</b>	The system shall provide the capability to allow the logged-in User to compare points earned and associated performance score with others in the same employee group. <b>(See Visualizations 23 and 24)</b>  Accurate display of Total REIL LdOI Points earned and associated performance score is dependent upon accurate entry of Observation data.
<b>Exceptions:</b>	<ul style="list-style-type: none"> <li>• Performance Scores are not assigned until all Observation Elements have been completed. This comparison would only be available after the REIL scores are calculated.</li> <li>• For a Building Administrator (Leader) it is Percent LdOI</li> <li>• For a Coach it is Percent COI</li> </ul>
<b>Reference:</b>	None identified
<b>Rules:</b>	The following business rules apply to this requirement:
<p><b>5.2.5.1</b> RULE: A User in an employee group may only perform comparisons with others in the same employee group (i.e., Teachers can compare scores with other Teachers, Coaches with other Coaches, Building Administrators with other Building Administrators, etc.).</p> <p><b>5.2.5.2</b> RULE: In order for a User to compare their score with other employees within their school and/or district, there must be 10 or more within their school and/or district with scores.</p> <p><b>5.2.5.3</b> RULE: A User may compare their score with others across other districts.</p> <p><b>5.2.5.4</b> RULE: The scores for the comparison shall be aggregated to prevent the identification of a particular teacher and/or student during comparisons. If and when viewing detail data, then teacher and/or student names should be masked if it is outside of my school district or school, as the case may be.</p>	



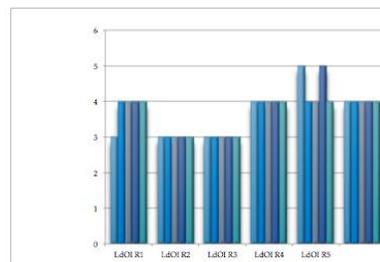
Figure 26 - Observation Points & Performance Score Comparison (Visualization 23)



Figure 27 - LdOI Performance Score Comparison (Visualization 24)



DISTRICT	SCHOOL	LdOI R1	LdOI R2	LdOI R3	LdOI R4	LdOI R5
A	ME	3	4	4	4	4
	2	3	3	3	3	3
	3	3	3	3	3	3
	4	4	4	4	4	4
	5	5	4	4	5	4
B	1	4	4	4	4	4





**5.2.6** View Value Added Assessments

<b>Priority:</b>	High
<b>Release:</b>	Phase 2
<b>User Story:</b>	As a Building Administrator, or Coach, I need to be able to view assessment scores for my school scores (AIMS/SAT 10/Galileo) that contributed to my REIL Score in order to gauge my performance. Additionally, I also need to drill down into the detailed data that was used to calculate the Value Added scores for any of my subordinates.
<b>Description:</b>	The system shall provide the capability to allow the logged-in User to view their personal or a subordinate's assessment value added score, each based upon students for which they are responsible. <b>Note: The User should also be able to drill down into individual score details. (See Visualizations 25 and 26)</b>
<b>Exceptions:</b>	None identified at this time.
<b>Reference:</b>	None identified
<b>Rules:</b>	The following business rules apply to this requirement:
<p><b>5.2.6.1 RULE:</b> The User may view assessment data for their assigned cadre of teachers as well as for all of confirmed students in rosters for their school.</p>	



Figure 28 - School Level Value Added Scores (Visualization 25)

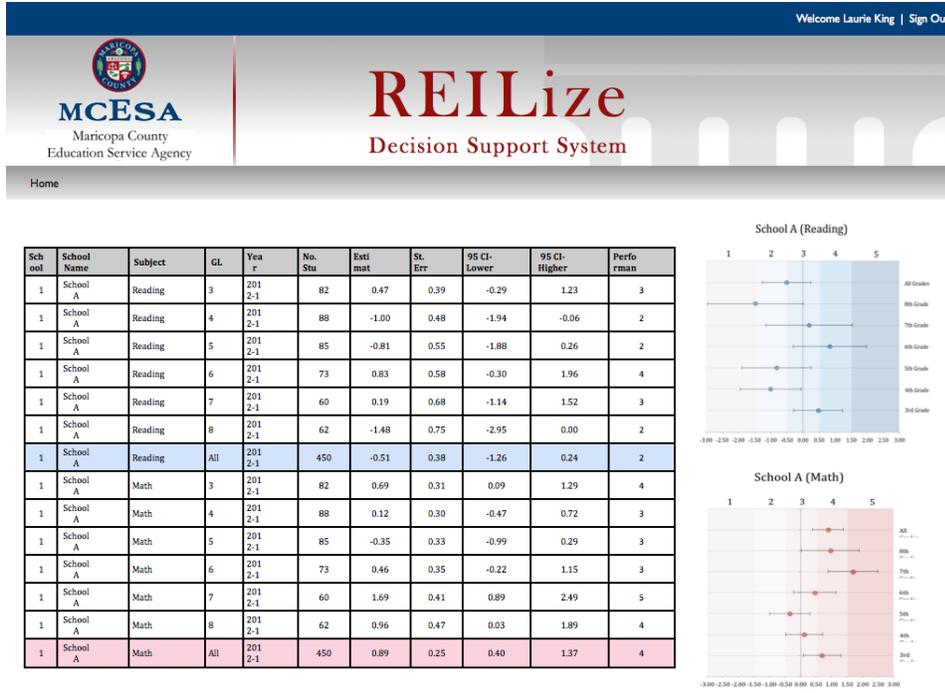
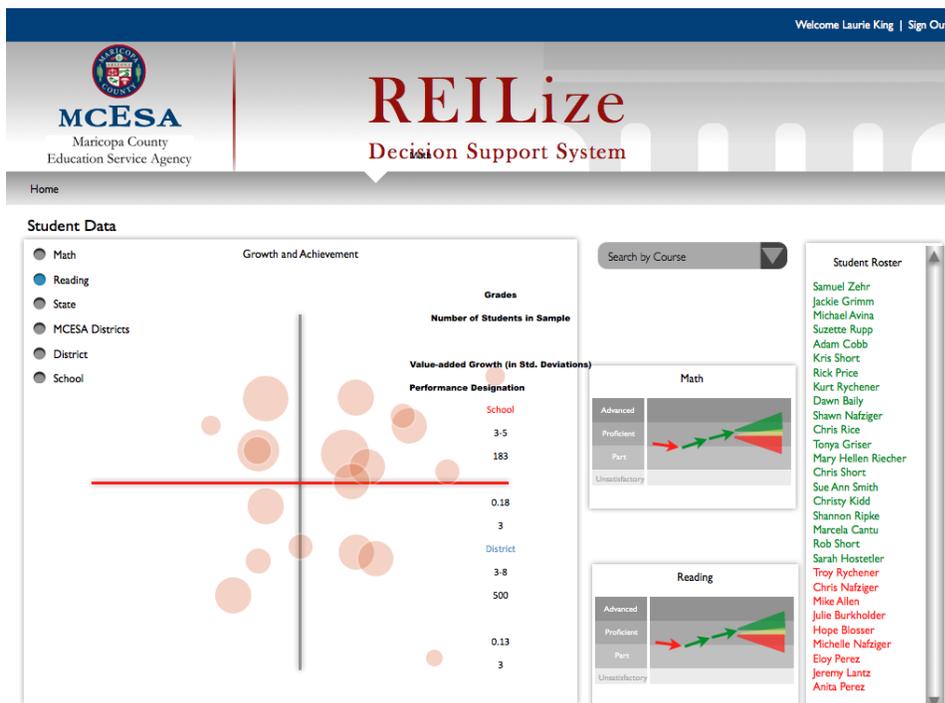


Figure 29 - AIMS/SAT 10/ Galileo Scores (Visualization 26)





**5.2.7** Compare REIL Value Added Score

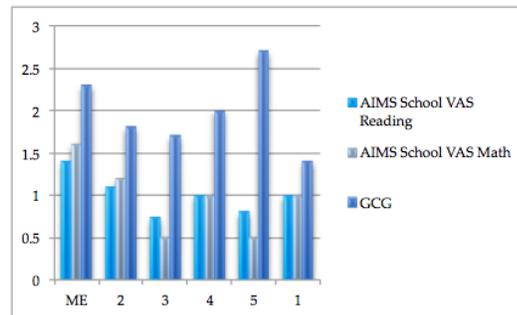
<b>Priority:</b>	Medium
<b>Release:</b>	Phase 3
<b>User Story:</b>	As a Building Administrator, I need my REIL Value Added Assessment Score in order to compare my school’s performance with other schools in my district and in other districts.
<b>Description:</b>	The system shall provide the capability to allow the logged-in User to compare the REIL Value Added Assessment Score with other schools in the district and in other districts. <b>(See Visualization 27)</b>
<b>Exceptions:</b>	A Coach does not have this capability.
<b>Reference:</b>	None identified
<b>Rules:</b>	The following business rules apply to this requirement:
<p><b>5.2.7.1</b> RULE: A User in an employee group may only perform comparisons with others in the same employee group (i.e., Teachers can compare scores with other Teachers, Coaches with other Coaches, Building Administrators with other Building Administrators, etc.).</p> <p><b>5.2.7.2</b> RULE: In order for a User to compare their score with others within their school and/or district, there must be 10 or more Users within their school and/or district with scores.</p> <p><b>5.2.7.3</b> RULE: In order to be included in comparisons, the schools must have a REIL Assessment Value Added score.</p> <p><b>5.2.7.4</b> RULE: If a school does not have a score, display “No data exists” or a comparable message.</p> <p><b>5.2.7.5</b> RULE: The scores for the comparison shall be aggregated to prevent the identification of a particular teacher and/or student during comparisons. If and when viewing detail data, then teacher and/or student names should be masked if it is outside of my school district or school, as the case may be.</p> <p><b>5.2.7.6</b> UI: Access to the comparison data for the scores should be available on the landing page dashboard.</p>	



Figure 30 - Value Added Score Comparison (Visualization 27)



DISTRICT	SCHOOL	AIMS School VAS Reading	AIMS School VAS Math	GCG
A	ME	1.4	1.6	2.3
	2	1.1	1.2	1.8
	3	0.73	0.5	1.7
	4	1	1	2
	5	0.8	0.5	2.7
B	1	1	1	1.4



**5.2.8 View Rubric Scoring Conversion Chart**

<b>Priority:</b>	High
<b>Release:</b>	Phase 2
<b>User Story:</b>	As a Building Administrator, or Coach, I need to be able to view the rubric scoring conversion chart and associated components of the REIL Score for myself or any of my subordinates in order to correlate them to the scores and ratings for each of the measurements.  Additionally, the scores earned should provide drill down capability to the Rubric Element Scores.



<b>Description:</b>	The system shall provide the capability to allow the logged-in User to view the REIL Score components on the Scoring Conversion Chart. <b>(See Visualization 28)</b>
<b>Exceptions:</b>	The Categorical Growth Score is not being used in school year 2012-2013.
<b>Reference:</b>	None identified
<b>Rules:</b>	The following business rules apply to this requirement:
<p><b>5.2.8.1 RULE:</b> The User must have all REIL Scoring Components in order to view the Scoring Conversion Matrix/Dashboard.</p> <p><b>5.2.8.2 UI:</b> The Scoring Conversion Matrix/Dashboard shall place emphasis or highlight the scores actually earned by the User.</p>	

Figure 31 - Rubric Component Scoring Conversion Chart (Visualization 28)

**REIL Component Score Conversion Chart: 2012-13**

Measure	REIL Performance Score Criteria				
	5	4	3	2	1
<b>Average LdQI Rubric Rating**</b>	Average LdQI Element Rating: >3.70	Average LdQI Element Rating: 3.10 to 3.70	Average LdQI Element Rating: 2.60 to 3.09	Average LdQI Element Rating: 1.70 to 2.59	Average LdQI Element Rating: < 1.70
<b>AIMS/SAT-10 School Value-Added Measure (Reading &amp; Math)**</b>	Average student growth is well above expectations (More than 1.5 standard deviations above the state average) -- 2 year average	Average student growth is above expectations (More than 0.5 standard deviations above the state average) -- 2 year average	Average student growth meets expectations (Within 0.5 standard deviations (plus or minus) of the state average) -- 2 year average	Average student growth is below expectations (More than 0.5 standard deviations below the state average) -- 2 year average	Average student growth well below expectations (More than 1.5 standard deviations below the state average) -- 2 year average
<b>Galileo K-12 Categorical Growth (Composite -- All Subjects)***</b>	Large increase in the proportion of students achieving standards mastery. Average CGA score between 2.6 and 3.0.	Increase in the proportion of students achieving standards mastery. Average CGA score between 2.3 and 2.5	No change in the proportion of students achieving standards mastery (mastery maintained). Average CGA score between 1.8 and 2.2.	Reduction in the proportion of students achieving standards mastery. Average CGA score between 1.5 and 1.7.	Large reduction in the proportion of students achieving standards mastery. Average CGA score between 1.0 and 1.4.

\*Separate performance scores are calculated for each of the five LdQI rubrics using the criteria in the conversion chart.

\*\*Separate performance scores are calculated for schools' value-added estimates in reading and math.

\*\*\*Separate performance scores are calculated for schools' Galileo growth results in each subject. MCESA will calculate the average performance score for all subjects (mean rounded to the hundredth decimal) and provide it for the Scorecard.

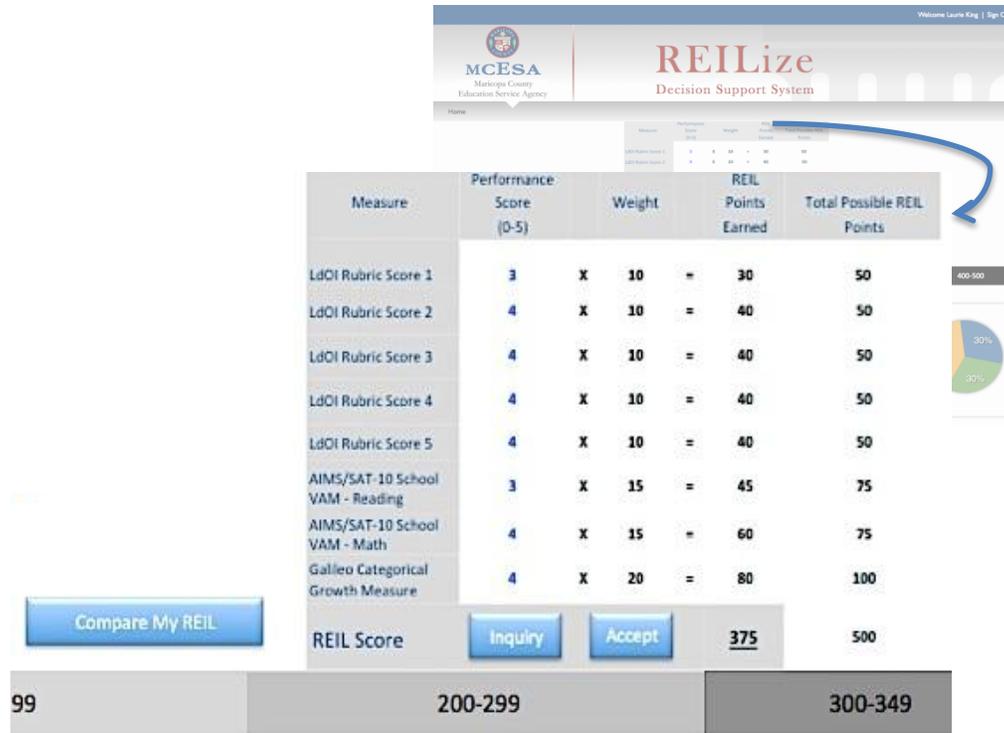
**5.2.9 View REIL Score**

<b>Priority:</b>	High
<b>Release:</b>	Phase 2



<b>User Story:</b>	As a Building Administrator, or Coach, I need to be able to view the calculated REIL scores for my school for myself or my subordinates in order to view overall performance.
<b>Description:</b>	<p>The system shall provide the capability to display the calculated REIL Score for the logged in User for them or any of their subordinates.</p> <p>Additionally, they should be able to drill down to the various observation and value added components that were used to calculate their REIL Score from the summary values that are displayed on the scorecard. <b>(See Visualization 29)</b></p> <ul style="list-style-type: none"> <li>• The REIL Scorecard on the Dashboard should display the REIL Score components, the weight that is applied to each component, and the resulting REIL Points. Categories include – Total REIL Points Earned, AIMS/SAT-10 School Value-Added Measure, and Galileo Value-Added Measure (when available).</li> <li>• The REIL Scorecard on the dashboard should compare the calculated, weighted points earned for each REIL component with the total points possible for the component.</li> <li>• Clicking on the REIL Score should open the REIL Component Score Conversion Chart with the cells highlighted that correspond to the REIL Component scores. <b>(See Visualization 28)</b></li> <li>• Clicking on the highlighted score in the Scoring Conversion Chart for the AIMS/SAT-10 Data and/or the Galileo data should open the Value Added Score Report <b>(See Visualization Options 10a and 10b)</b></li> </ul>
<b>Exceptions:</b>	None identified at this time.
<b>Reference:</b>	None identified.
<b>Rules:</b>	The following business rules apply to this requirement:
<p><b>5.2.9.1 DATA:</b> The system shall display the following fields: REIL Score, and for each measure (which may vary by the user type), performance score, weight, REIL pointed earned, and total possible REIL points.</p> <p><b>5.2.9.2 RULE:</b> The REIL score will not be calculated until all of the observation cycles and assessments are complete for the school year. Prior to that time, the only data that would display on the scorecard would be Observation Data for each completed cycle.</p> <p><b>5.2.9.3 RULE:</b> The system should always display the most current REIL Score along with the date that it was last updated since corrections may be made to the component data and the REIL Score is recalculated. <b>Note:</b> Visibility to previous REIL Score history may only be through DSRS and limited to when the new REIL score is accepted.</p> <p><b>5.2.9.4 UI:</b> A Building Administrator should see the individual, team, and school-level value-added scores as well as the combined score.</p>	

Figure 32 - Approve REIL Score or Submit an Inquiry (Visualization 29)



5.2.10 View REIL & Component Scores Longitudinally

<b>Priority:</b>	Medium
<b>Release:</b>	Phase 3
<b>User Story:</b>	As an Evaluatee or Evaluator, I need to be able to view the REIL and component scores longitudinally for myself or any of my subordinates in order to view this information from a historical perspective.  <i>Note: Reports should aggregate up from individual, grade, school, subject, district, and/or program and be available to those with permission to view the reports at the corresponding levels. No visualization has been created for this new requirement yet.</i>
<b>Description:</b>	The system shall provide the capability to display the REIL and component scores longitudinally for any evaluatee or evaluatee.
<b>Exceptions:</b>	None identified at this time
<b>Reference:</b>	Not applicable
<b>Rules:</b>	The following business rules apply to this requirement:  None identified at this time.



### 5.3 Building Administrator/Coach Evaluator Requirements

#### 5.3.1 View Value-Added Assessment Scores

<b>Priority:</b>	High
<b>Release:</b>	Phase 2
<b>User Story:</b>	As a Superintendent, Building Administrator, or Coach, I need to be able to view average value-added scores for any of my subordinates.
<b>Description:</b>	<p>The system shall provide the capability to display the value added scores of subordinates. The report should provide a way for the user to filter by teacher demographic fields.</p> <p>The report should feature export options including saving as a PDF, XLS or CSV as appropriate. The reports should be able to produce a printer-friendly copy to a local printer.</p>
<b>Exceptions:</b>	<ul style="list-style-type: none"> <li>• For the 2012-2013 school year, the value added scores will only be calculated at the school level.</li> <li>• Calculation of the value added scores at the teacher level will begin with the 2013-2014 school year.</li> </ul>
<b>Rules:</b>	The following business rules apply to this requirement:
<p><b>5.3.1.1 RULE: Evaluators need to be able to select individual or groups/teams of teachers (i.e., by subject area, grade level, team, other school specific groupings) to view an average of value added assessment scores.</b></p>	

#### 5.3.2 Compare Value-Added Assessment Scores

<b>Priority:</b>	Medium
<b>Release:</b>	Phase 3
<b>User Story:</b>	As a Superintendent, Building Administrator, or Coach, I need to be able to view average value-added scores for any of my subordinates in order to compare performance in other schools and across other school districts.
<b>Description:</b>	<p>The system shall provide the capability to display the average value-added scores of subordinates with the performance of those in other schools and across other school districts.</p> <p>The report should feature export options including saving as a PDF, XLS or CSV as appropriate. The reports should be able to produce a printer-friendly copy to a local printer.</p>
<b>Exceptions:</b>	None identified at this time



<b>Rules:</b>	The following business rules apply to this requirement:
<p><b>5.3.2.1 RULE: A User in an employee group may only perform comparisons with others in the same employee group (i.e., Teachers can compare scores with other Teachers, Coaches with other Coaches, Building Administrators with other Building Administrators, etc.).</b></p> <p><b>5.3.2.2 RULE: No individual teacher identification or scores should be available in the comparisons.</b></p> <p><b>5.3.2.3 RULE: Breakdown by grade levels and subjects should only be viewable in LEAs with 10 or more teachers in each of the categories</b></p>	

**5.3.3 View REIL Scores**

<b>Priority:</b>	High
<b>Release:</b>	Phase 2
<b>User Story:</b>	As a Superintendent, Building Administrator, or Coach, I need to be able to view the REIL score and the associated performance classification for any of my subordinates in order to see their overall performance.
<b>Description:</b>	The system shall provide the capability to display the REIL score and corresponding performance classifications for subordinates. Should also be able to drill down from the REIL score to the component scores of which it is comprised and to the detail data that supports those component scores.
<b>Exceptions:</b>	None identified at this time
<b>Rules:</b>	The following business rules apply to this requirement:
None identified at this time.	

**5.3.4 Compare REIL Scores**

<b>Priority:</b>	Medium
<b>Release:</b>	Phase 3
<b>User Story:</b>	As a Superintendent, Building Administrator, or Coach, I need to be able to view the aggregated REIL score and the associated performance classification for all of my subordinates in order to compare their overall performance with others in other schools and school districts.
<b>Description:</b>	The system shall provide the capability to display the aggregated REIL score and the associated performance classification for subordinates and others in other schools and school districts.
<b>Exceptions:</b>	REIL scores and performance classifications must be aggregated or masked to prevent



	<p>identification of individuals in other districts.</p> <p>Due to school scores being used this year instead of individual scores, the user will only view comparisons at the county level. In the 2013-2014 school years, the school and district level rules will apply in addition to the county.</p>
<b>Rules:</b>	The following business rules apply to this requirement:
<p><b>5.3.4.1 RULE: A User in an employee group may only perform comparisons with others in the same employee group (i.e., Teachers can compare scores with other Teachers, Coaches with other Coaches, Building Administrators with other Building Administrators, etc.).</b></p> <p><b>5.3.4.2 RULE: Aggregated scores for comparison should be identified by district name and/or school name. If and when viewing detail data, then teacher and/or student names should be masked if it is outside of my school district or school, as the case may be.</b></p>	

**5.3.5** View Performance by Rubric

<b>Priority:</b>	High
<b>Release:</b>	Phase 2
<b>User Story:</b>	As a Superintendent, Building Administrator, or Coach, I need to be able to choose one or more of the rubrics and elements for any of my subordinates in order to see how they performed.
<b>Description:</b>	<p>The system shall provide the capability to select one or more of the rubrics and elements, and see the average scores for all of their subordinates:</p> <ul style="list-style-type: none"> <li>• The list of the LOI Rubrics: Content, Formative Assessment, Instructional Strategies, Learner Engagement, Learning Community</li> <li>• Users should be able to select any or all of the rubrics.</li> </ul> <p>The report should feature export options including saving as a PDF, XLS or CSV as appropriate. The reports should be able to produce a printer-friendly copy to a local printer.</p>
<b>Exceptions:</b>	<ul style="list-style-type: none"> <li>• For leaders, it is the LdOI rubric</li> <li>• For coaches it is the COI rubric</li> <li>• For teachers it is the LOI rubric</li> </ul>
<b>Rules:</b>	The following business rules apply to this requirement:



**5.3.5.1 RULE:** In order for a User to view aggregate scores within their school and/or district, there must be 10 or more within their school and/or district with scores otherwise display the message “The minimum number of scores is not available to display this data” or comparable message.

**5.3.5.2 RULE:** The scores shall be aggregated to prevent the identification of a particular teacher and/or student. If and when viewing detail data, then teacher and/or student names should be masked if it is outside of my school district or school, as the case may be.



**5.3.6** Compare Common Observation Element Scores

<b>Priority:</b>	Medium
<b>Release:</b>	Phase 3
<b>User Story:</b>	As a Building Administrator or Coach, I need to be able to view a list of my subordinates in order to see which ones scored the same for the selected rubric or rubric element.
<b>Description:</b>	The system shall provide the capability to select any rubric or rubric element and display observation scores for all of their subordinate teachers for the selected rubric and elements with the same scores.
<b>Exceptions:</b>	None identified at this time
<b>Rules:</b>	The following business rules apply to this requirement:
<p><b>5.3.6.1 RULE: A User in an employee group may only perform comparisons with others in the same employee group (i.e., Teachers can compare scores with other Teachers, Coaches with other Coaches, Building Administrators with other Building Administrators, etc.).</b></p>	

**5.3.7** Compare Observation Scores

<b>Priority:</b>	Medium
<b>Release:</b>	Phase 3
<b>User Story:</b>	As a Superintendent, Building Administrator, or Coach, I need to be able to view the aggregate observation scores of my subordinates and how they compare to others from other schools and school districts.
<b>Description:</b>	The system shall provide the capability to display aggregate observation scores for subordinates as compared to others from other schools and school districts.  The report should feature export options including saving as a PDF, XLS or CSV as appropriate. The reports should be able to produce a printer-friendly copy to a local printer.
<b>Exceptions:</b>	None identified at this time
<b>Rules:</b>	The following business rules apply to this requirement:



**5.3.7.1 DATA:** The system shall display the following fields: rubric, element, rubric, and overall score for the LOI, COI, or LDOI as applicable.

**5.3.7.2 RULE:** A User in an employee group may only perform comparisons with others in the same employee group (i.e., Teachers can compare scores with other Teachers, Coaches with other Coaches, Building Administrators with other Building Administrators, etc.).

**5.3.7.3 RULE:** In order for a User to compare their score with other employees within their school and/or district, there must be 10 or more within their school and/or district with scores otherwise display the message “The minimum number of scores is not available to display this data” or comparable message.

**5.3.7.4 RULE:** The scores for the comparison shall be aggregated to prevent the identification of a particular teacher and/or student during comparisons. If and when viewing detail data, then teacher and/or student names should be masked if it is outside of my school district or school, as the case may be.

**5.3.8 View Categorical Growth Scores**

<b>Priority:</b>	High
<b>Release:</b>	Phase 2
<b>User Story:</b>	As a Superintendent, Building Administrator, or Coach, I need to be able to view the aggregate categorical growth scores of my subordinates.
<b>Description:</b>	The system shall provide the capability to display the aggregate categorical growth scores for subordinates.  The report should feature export options including saving as a PDF, XLS or CSV as appropriate. The reports should be able to produce a printer-friendly copy to a local printer.
<b>Exceptions:</b>	None identified at this time
<b>Rules:</b>	The following business rules apply to this requirement:
	<p><b>5.3.8.1 RULE:</b> In order for a User to view aggregate scores within their school and/or district, there must be 10 or more within their school and/or district with scores otherwise display the message “The minimum number of scores is not available to display this data” or comparable message.</p> <p><b>5.3.8.2 RULE:</b> The scores shall be aggregated to prevent the identification of a particular teacher and/or student. If and when viewing detail data, then teacher and/or student names should be masked if it is outside of my school district or school, as the case may be.</p>



**5.3.9 Compare Categorical Growth Scores**

<b>Priority:</b>	Medium
<b>Release:</b>	Phase 3
<b>User Story:</b>	As a Superintendent, Building Administrator, or Coach, I need to be able to view the aggregate categorical growth scores of my subordinates and how they compare to others from other schools and school districts.
<b>Description:</b>	The system shall provide the capability to display aggregate categorical growth scores growth scores for subordinates as compared to others from other schools.  The report should feature export options including saving as a PDF, XLS or CSV as appropriate. The reports should be able to produce a printer-friendly copy to a local printer.
<b>Exceptions:</b>	The HR Administrator does not need this capability.
<b>Rules:</b>	The following business rules apply to this requirement:
<p><b>5.3.9.1 RULE: A User in an employee group may only perform comparisons with others in the same employee group (i.e., Teachers can compare scores with other Teachers, Coaches with other Coaches, Building Administrators with other Building Administrators, etc.).</b></p> <p><b>5.3.9.2 RULE: In order for a User to compare their score with other employees within their school, there must be 10 or more with scores.</b></p> <p><b>5.3.9.3 RULE: The scores for the comparison shall be aggregated to prevent the identification of a particular teacher and/or student during comparisons. If and when viewing detail data, then teacher and/or student names should be masked if it is outside of my school district or school, as the case may be.</b></p>	

**5.3.10 View Teachers with Roster-verified Students Missing Assessments**

<b>Priority:</b>	High
<b>Release:</b>	Phase 2
<b>User Story:</b>	As a LEA Administrator, Building Administrator, or Coach, I need to view a report that displays the names of my subordinates who have roster-verified students that are missing assessment scores.
<b>Description:</b>	The system shall provide the capability to display a list of subordinate teachers with roster-verified students that are missing assessment scores, and drill down to a list of student names.  The report should feature export options including saving as a PDF, XLS or CSV as appropriate. The reports should be able to produce a printer-friendly copy to a local printer.



<b>Exceptions:</b>	The HR Administrator does not need this capability.
<b>Rules:</b>	The following business rules apply to this requirement:
None identified at this time	

**5.3.11** View LOI Points by Rubric

<b>Priority:</b>	Medium
<b>Release:</b>	TBD
<b>User Story:</b>	As a Superintendent, Building Administrator, or Coach, I need to view a report of my subordinates in order to see how they are performing overall on each of the rubrics.
<b>Description:</b>	The system shall provide the capability to display subordinate teachers and the number of them with an LOI score in each of the rubric categories.
<b>Exceptions:</b>	The HR Administrator does not need this capability.
<b>Rules:</b>	The following business rules apply to this requirement:
None identified at this time	

**5.3.12** View REIL Payments Audit Report

<b>Priority:</b>	High
<b>Release:</b>	Phase 2
<b>User Story:</b>	As a Superintendent, I need the ability to view an audit report of REIL payments in order to ensure that the system has correctly generated an award payment authorization for each recipient.
<b>Description:</b>	<p>The system shall provide the capability to display a report of the total REIL incentives to be paid out to Education Professionals in each school district. This will allow the district business and agency business officials to make sure that everyone who has achieved high performance scores and earned an award is actually paid the correct amount. The report should provide school district totals with the capability to drill down to view details at the employee/payee level.</p> <p>The system should also provide one or more filters (e.g., employee group type (teacher, building administrator, coach), date range, etc.) to assist in more quickly locating the desired information. The report should feature standard heading, page break and page numbering conventions. The last page of the report should display any filter(s) selection made. The last page of the report should display any filter(s) selection made.</p> <p>The report should feature export options including saving as a PDF, XLS or CSV as</p>



	appropriate. The reports should be able to produce a printer-friendly copy to a local printer. <b>(Visualization 35)</b>
<b>Exceptions:</b>	The HR Administrator, Building Administrator and Coach does not need this capability.
<b>Rules:</b>	The following business rules apply to this requirement:
<b>5.3.12.1 RULE:</b> The scores for the comparison shall be aggregated to prevent the identification of a particular teacher and/or student during comparisons. If and when viewing detail data, then teacher and/or student names should be masked if it is outside of my school district or school, as the case may be.	

Figure 33- Review of REIL Payments by District- Visualization 35

District	REIL Awards Amount
<a href="#">Alhambra</a>	1,750,344
<a href="#">Gila Bend</a>	1,500,444
<a href="#">Issac</a>	1,815,220
<a href="#">Nadaburg</a>	1,900,100
<a href="#">Tolleson</a>	901,080
	<b>7,867,188</b>

Clicking on “Alhambra” results in

Alhambra		
Educator	Role	REIL Amount
<i>...example for sorting, clicking headers would allow sorting by job position.</i>		
Deborah Wong	Principal	3000
Bill Macky	Principal	2500
Mary Smith	Teacher	2500
Tom Taylor	Teacher	2000
<i>... rest of list would go here, not shown</i>		
		1,750,344



**5.3.13** View REIL Score Calculation History Audit Report

<b>Priority:</b>	High
<b>Release:</b>	Phase 2
<b>User Story:</b>	As an Agency Administrator, I need a report to view the REIL scores for each individual which had more than one score calculation performed in order to ensure that there is a clear audit trail history of any changes since it may impact their performance reward.
<b>Description:</b>	<p>The system shall provide the capability for a user to view the last two runs of the REIL score side-by-side for comparison and drill to a complete history from there. The report's purpose is to provide decision support around auditing the history of the REIL Score supporting data to identify and troubleshoot errors and issues. <b>(Visualization 32)</b></p> <ul style="list-style-type: none"> <li>• Report should allow the ability to drill in on any selected individual and drill down to the complete history.</li> </ul> <p>The system should also provide one or more filters (e.g., level (state, county, program type (REIL, REIL TNG, and REIL Extend), school district, employee, etc.) to assist in more quickly locating the desired information. The report should feature standard heading, page break and page numbering conventions. The last page of the report should display any filter(s) selection made. The last page of the report should display any filter(s) selection made.</p> <p>The report should feature export options including saving as a PDF, XLS or CSV as appropriate. The reports should be able to produce a printer-friendly copy to a local printer.</p>
<b>Exceptions:</b>	The Superintendent, HR Administrator, Building Administrator and Coach does not need this capability.
<b>Rules:</b>	The following business rules apply to this requirement:
<p><b>5.3.13.1 DATA:</b> The system shall display the following data fields: date, time, previous score components, current score components for each recalculation as well as the full name and ID of the person requesting the recalculation.</p> <p><b>5.3.13.2 RULE:</b> The employee name should be masked for any User of this report above the school district level (i.e., program type, county, state).</p>	



Figure 34 REIL History Report - Visualization 32

REIL Score History for educator ID: 4						
Name: Deborah Wong		<name only visible to districts and below>				
Processor	Date/Time	REIL points	+3 Points	Value Added	Total	
Stuit, David	9/1/2012 13:00	<u>57</u>	<u>26</u>	<u>0</u>	83	
Stuit, David	9/30/2012 14:01	<u>4622</u>	<u>999</u>	<u>999</u>	6620	
Stuit, David	10/17/2012 14:14	<u>170</u>	<u>79</u>	<u>0</u>	249	
Al Dullum	11/1/2012 16:00	<u>152</u>	<u>82</u>	<u>0</u>	234	

Update History

Inquiry History

5.3.14 View Value-Added Score vs. Observation Score

<b>Priority:</b>	High
<b>Release:</b>	Phase 2
<b>User Story:</b>	As a Superintendent, I need to view a diagram or report of observation scores and value added scores for subordinates in my school district in order to understand their correlation.
<b>System</b>	DSRS
<b>Description:</b>	The system shall provide the capability to display the relationship between the observation scores and the value added scores for Evaluatee's in the school district. The system should also provide one or more filters (e.g., school, grade, subject area, all teacher, etc.) to assist in more quickly locating the desired information.
<b>Exceptions:</b>	The HR Administrator, Building Administrator and Coach does not need this capability.
<b>Rules:</b>	The following business rules apply to this requirement:



<p><b>5.3.14.1 UI:</b> Each Evaluatee should have their Observation score and Value Added score plotted on a grid or report.</p> <p><b>5.3.14.2 UI:</b> Each teacher’s “dot” should be clickable to drill down to view more detail about the individual observation score and value-added score for the selection that was made.</p> <p><b>5.3.14.3 RULE:</b> The system shall provide the capability to list each Evaluatee that has a variance (i.e., between the observation and the value add scores) outside of the desired report threshold filter.</p>
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**5.3.15 Compare REIL Scores & Performance Levels**

<b>Priority:</b>	Medium
<b>Release:</b>	Phase 3
<b>User Story:</b>	As an Agency Administrator I need to view aggregated REIL value-added scores and performance classifications for school districts and schools in order to see how they are performing.
<b>Description:</b>	The system shall provide the capability to display the aggregated REIL scores and performance classifications for school districts and schools.
<b>Exceptions:</b>	The Superintendent, HR Administrator, Building Administrator and Coach does not need this capability.
<b>Rules:</b>	The following business rules apply to this requirement:
<p><b>5.3.15.1 RULE:</b> A User in an employee group may only perform comparisons with others in the same employee group (i.e., Teachers can compare scores with other Teachers, Coaches with other Coaches, Building Administrators with other Building Administrators, etc.).</p> <p><b>5.3.15.2 RULE:</b> The scores for the comparison shall be aggregated by school district name and/or school name.</p> <p><b>5.3.15.3 RULE:</b> The scores for the comparison shall be aggregated to prevent the identification of a particular teacher and/or student other than grade level and/or subject taught during comparisons. If and when viewing detail data, then teacher and/or student names should be masked if it is outside of my school district or school, as the case may be.</p>	

**5.3.16 Compare Average Value Added, Categorical Growth, & LOI 3+ Rate Scores**

<b>Priority:</b>	Medium
<b>Release:</b>	Phase 3
<b>User Story:</b>	As an Agency Administrator I need to compare the average school and aggregated teacher Value Added, Categorical Growth, and LOI 3+ Rate scores for schools and school



	districts in order to see how they are performing.
<b>Description:</b>	The system shall provide the capability to display the average of the value added assessment scores for all teachers in their school and show average comparison scores from other schools and districts.
<b>Exceptions:</b>	The Superintendent, HR Administrator, Building Administrator and Coach does not need this capability.
<b>Rules:</b>	The following business rules apply to this requirement:
<p><b>5.3.16.1 RULE:</b> A User in an employee group may only perform comparisons with others in the same employee group (i.e., Teachers can compare scores with other Teachers, Coaches with other Coaches, Building Administrators with other Building Administrators, etc.).</p> <p><b>5.3.16.2 RULE:</b> The scores for the comparison shall be aggregated by school district name and/or school name.</p> <p><b>5.3.16.3 RULE:</b> In order for a User to compare their score with other employees within their school and/or district, there must be 10 or more within their school and/or district with scores.</p> <p><b>5.3.16.4 RULE:</b> The scores for the comparison shall be aggregated to prevent the identification of a particular teacher and/or student other than grade level and/or subject taught during comparisons. If and when viewing detail data, then teacher and/or student names should be masked if it is outside of my school district or school, as the case may be.</p>	



**5.3.17** View Total Shared REIL Score Payment Report

<b>Priority:</b>	High
<b>Release:</b>	Phase 2
<b>User Story:</b>	As an HR Administrator I want the ability to generate and send a report to districts with the total amount of REIL incentives, broken out by the district portion and the REIL portion of payment in order to communicate the apportionment of the award payments between the LEAs and MCESA.
<b>Description:</b>	<p>The system shall provide the capability for a User to generate and send each district HR/Payroll department a report of the total REIL performance incentive awards to be paid out to educators, broken out by the portion for which the district is responsible and the portion for which REIL is responsible. This will allow the District Business Official to know how much incentive money the district will receive from REIL.</p> <p><a href="#">Note: May need maintenance screens for managing the allocation business rules.</a></p>
<b>Exceptions:</b>	The Superintendent, Building Administrator and Coach does not need this capability.
<b>Rules:</b>	The following business rules apply to this requirement:
None identified at this time.	



## 5.4 Global Requirements

Note: The capabilities documented below must be delivered with DSRS unless they will be delivered by the IMS project instead.

### 5.4.1 Manage Administrator Account

Manage Administrator Account	
<b>Priority:</b>	Critical
<b>Release:</b>	Phase 1
<b>User Story:</b>	As a Super User I want the ability to create and manage user accounts that that will be able to perform system administration functions.
<b>Description:</b>	<p>The system shall provide the capability for a User to create and manage administrator user accounts.</p> <p>Note: A user account may be created and granted to one or more administrator roles and/or permissions in order for them to access various administrative features and functions. The system should allow the User to browse or search User Accounts including those that are administrators with appropriate filters in order to more quickly locate the persons to view and manage. This should include a print list function. The report should feature export options including saving as a PDF, XLS or CSV as appropriate. The reports should be able to produce a printer-friendly copy to a local printer.</p>
<b>Exceptions:</b>	Requirement was carried forward from the DMAR BRD.
<b>Rules:</b>	None identified at this time.

### 5.4.2 Manage Password

Manage Password	
<b>Priority:</b>	Critical
<b>Release:</b>	Phase 1
<b>User Story:</b>	As a Super User I want the ability to manage the passwords for individual user accounts as well as groups of user accounts.
<b>Description:</b>	<p>The system shall provide the capability for a User to create, edit, and reset passwords for any User Account, of which, they are authorized to view.</p> <p>The system should also provide a method to automate a password reset in case the User has forgotten their User ID and/or Password (e.g., <a href="#">Forgot Password?</a>).</p>
<b>Exceptions:</b>	Requirement was carried forward from the DMAR BRD.
<b>Rules:</b>	The following business rules apply to this requirement:



**5.4.2.1 UI:** Password encryption is required in order to mask the entry keyed in on a screen.

**5.4.2.2 RULE:** The strength of password setting may be required to be very strong to reduce the ability for unauthorized personnel to view other User’s data.

**5.4.3 Manage User Accounts, Roles & Groups**

<b>Priority:</b>	Critical
<b>Release:</b>	Phase 1
<b>User Story:</b>	As a Super User I want the ability to create and manage user accounts, roles and permissions including their access levels, and groups and group membership in order to manage who has access to features and functions as well as the data they should be able to view. This includes all appropriate functionality such as create, edit, delete, activate and inactivate, grant and revoke, assign, etc.
<b>Description:</b>	The system shall provide the capability for a User to create and manage User Accounts, Administrator Permissions and/or Roles as well as Groups, including group membership and their ability to access and view data as well as features and functions available on the site.  <i>Note: The system should allow the User to browse or search User Accounts, Roles and Groups with appropriate filters in order to more quickly locate the items to view and manage. This should include a print list function. The report should feature export options including saving as a PDF, XLS or CSV as appropriate. The reports should be able to produce a printer-friendly copy to a local printer.</i>
<b>Exceptions:</b>	Requirement was carried forward from the DMAR BRD.
<b>Rules:</b>	None identified at this time.

**5.4.4 Manage User Account Role Assignments**

<b>Priority:</b>	Critical
<b>Release:</b>	Phase 1
<b>User Story:</b>	As a Super User I want the ability to manage the assignment of Roles/Permissions to User Accounts or User Accounts to Roles/Permissions in order to manage access to various system features, functions, and data.
<b>Description:</b>	The system shall provide the capability for a User with the appropriate role or permission to assign role(s) to Users Accounts, to which, they are responsible. For example, the User can assign the Peer Evaluator or Master Educator role(s) to the Teachers they will evaluate.



<b>Exceptions:</b>	Requirement was carried forward from the DMAR BRD.
<b>Rules:</b>	The following business rules apply to this requirement:
<p><b>5.4.4.1 An Agency Administrator must have the ability to assign Peer Evaluators across Schools and Districts?</b></p> <p><b>5.4.4.2 An Education Professional or LEA Administrator may work at more than one school within the same district. A Peer Evaluator may be able to work at more than one school across multiple districts.</b></p>	

5.4.5 Manage Organizational Hierarchy Structure

<b>Priority:</b>	Critical
<b>Release:</b>	Phase 1
<b>User Story:</b>	As a Super User I want the ability to manage the entire organizational hierarchy structure in order to ensure that it reflects the reporting structure required by the state of Arizona.
<b>Description:</b>	<p>The system shall provide the capability for a User to define and build the organizational hierarchy structure which should include but not necessarily limited to the state, regional service centers, counties, school districts, schools, etc. The system shall provide the capability to create each of these different entities and then create and manage, their relationships to each other, as well as any changes that may be required subsequently.</p> <p><i>Note: This capability, if managed in Enterprise or other ADE system then it will not be required in DSRS but access to the data is still required – see Dependency 4.6.2.8.</i></p>
<b>Exceptions:</b>	Requirement was carried forward from the DMAR BRD.
<b>Rules:</b>	None identified at this time.



**5.4.6** Allow Data Modifications during School Year

<b>Priority:</b>	Critical
<b>Release:</b>	TBD
<b>User Story:</b>	As a Super User I want the ability to make modifications to various data attributes during the school year in order to ensure accurate and current information.
<b>Description:</b>	The system shall provide the capability for a user to make modifications to various data attributes during the school year but only that which is owned and mastered within DSRS. Examples cited include changing administrators and teachers, adding/removing administrators and teachers, course name changing, adding/removing a district to the REIL program.  Note: See Assumption 4.7.1.3 - The maintenance of the accuracy and currency of data is managed by the system (e.g., STCC or TDV, ODCT/TNL, AIMS, etc.) that masters the data as its "single source of truth" rather than by DSRS.
<b>Exceptions:</b>	Requirement was carried forward from the DMAR BRD.
<b>Rules:</b>	None identified at this time.

**5.4.7** Ad-Hoc Data Analysis Reporting Tools

<b>Priority:</b>	Low
<b>Release:</b>	Phase 4
<b>User Story:</b>	As an Agency Administrator I need to perform ad hoc analyses of raw DSRS data and make those available to RDSS users.
<b>Description:</b>	The system shall provide the capability for a User to perform additional calculations, for example, correlations, cross tabulations, predictive models, etc. using raw data extracts and advanced ad-hoc reporting tools. See Grade Grouping.xlsx example.
<b>Exceptions:</b>	Requirement was carried forward from the DMAR BRD.
<b>Rules:</b>	None identified at this time.



**5.4.8** Customize Dashboards & Reports

5.4.8 Customize Dashboards & Reports	
<b>Priority:</b>	Low
<b>Release:</b>	Phase 4
<b>User Story:</b>	As a Super User, I want the ability to add and remove custom fields to a dashboard report and create my own customized dashboard report in order to address my own unique reporting needs.
<b>Description:</b>	The system shall provide the capability to allow the User to add and remove custom fields to a dashboard report and create customized dashboard reports.
<b>Exceptions:</b>	Requirement was carried forward from the DMAR BRD.
<b>Rules:</b>	The following business rules apply to this requirement:
<b>5.4.8.1 RULE: The User must have the appropriate role or permissions in order to customize a dashboard.</b>	



**5.4.9** Setup New School Year

<b>Priority:</b>	High
<b>Release:</b>	Phase 2
<b>User Story:</b>	As a LEA Administrator (i.e., District user) <b>or Agency Administrator</b> I need the ability to set-up the system configuration, calendars, and workflow in order to start the performance based review process for a new school year.
<b>Description:</b>	<p>The system shall provide the capability for a User to manage the set-up of the system configuration, calendars, and workflow for a new school year. This includes the assignment of workflow to users, Dist. calendar and school calendar</p> <p>In setting up a New School Year workflow, the following steps must be taken in this order unless this data is mastered elsewhere:</p> <ul style="list-style-type: none"> <li>• Setup District Calendar <ul style="list-style-type: none"> <li>○ Setup Open Dates / Blackout Dates</li> </ul> </li> <li>• Setup School Calendar <ul style="list-style-type: none"> <li>○ Setup Open Dates / Blackout Dates. (Blackout dates are those dates that observations cannot be scheduled)</li> </ul> </li> <li>• Set DSRS Calendar Dates</li> <li>• MCEA Relationship Setup (Observations)</li> <li>• School District Relationship Setup (Observations)</li> <li>• School Relationship Setup (Observations)</li> <li>• Master Educator Relationship Setup (Value-added)</li> </ul> <p><i>Note: See Assumption 4.6.1.2 - The maintenance of the accuracy and currency of data is managed by the system (e.g., STCC or TDV, ODCT/TNL, AIMS, etc.) that masters the data as its "single source of truth" rather than by DSRS.</i></p>
<b>Exceptions:</b>	Requirement was carried forward from the DMAR BRD.
<b>Rules:</b>	The following business rules apply to this requirement:
<p><b>5.4.9.1</b> A Building Administrator should have the capability to set up a District Calendar where they can add category event types and specify dates as available or not available (blackout dates). Events may fall into category types (e.g., PD days, Student Assessment, early release days, etc.). Not all event types result in blackout dates.</p> <p><b>5.4.9.2</b> Only a LEA Administrator should have permission to modify the district calendar.</p> <p><b>5.4.9.3</b> Only a Building Administrator should have permission to modify the school calendar.</p>	

**5.4.10** View Video from Rubric

<b>Priority:</b>	High



<b>Release:</b>	Phase 2
<b>User Story:</b>	As an Education Professional I want the ability to view a video associated with a rubric in order to improve my understanding of the differences between approaches taken at the various performance levels.
<b>Description:</b>	The system shall provide the capability to select, access, and view a video that is associated with a rubric.
<b>Exceptions:</b>	Requirement was carried forward from the PD BRD.
<b>Rules:</b>	None identified at this time.

**5.4.11 Identity Management & Interoperability**

<b>Priority:</b>	Critical
<b>Release:</b>	Phase 1
<b>User Story:</b>	As a User, I want to be able to login only one time in order to access each system to which I have been granted access including DSRS.
<b>Description:</b>	The system shall provide the capability for a User to have to only sign-on one time in order to seamlessly access any system to which they have been granted access. Therefore, the User will login once and be able to access each system to which they have been granted access permission rather than requiring a separate sign-on for each system independently.
<b>Exceptions:</b>	Requirement was carried forward from the DMAR BRD.
<b>Rules:</b>	None identified at this time.

**5.4.12 Secured Login Credentials**

<b>Priority:</b>	Critical
<b>Release:</b>	Phase 1
<b>User Story:</b>	As a User, I want to be able to login with secured credentials in order to ensure that I only can access features and functions associated with the user role or permissions that I have been assigned.
<b>Description:</b>	The system shall provide the capability for an authorized User to sign-on with their login credentials with the role or permissions they have been granted or assigned.
<b>Exceptions:</b>	Requirement was carried forward from the DMAR BRD.
<b>Rules:</b>	None identified at this time.



**5.4.13 View Site Usage Report**

<b>Priority:</b>	Critical
<b>Release:</b>	Phase 1
<b>User Story:</b>	As an Agency Administrator or Super User I want the ability to view a report of site access and usage of DSRS.
<b>Description:</b>	<p>The system shall provide the capability to record in an audit history file each and every login/logout made to DSRS.</p> <p>The system shall record in an audit history log file including, but not limited to, the following details:</p> <ul style="list-style-type: none"> <li>• What operation was performed (e.g. login, logout, etc.)</li> <li>• Who performed the operation (i.e., unique user identifier)</li> <li>• When was the operation performed (i.e., date and time)</li> </ul> <p>The system shall provide a full audit log history and reporting capability.</p>
<b>Exceptions:</b>	None identified at this time.
<b>Rules:</b>	None identified at this time.

**5.4.14 View Audit Log Report**

<b>Priority:</b>	Critical
<b>Release:</b>	Phase 1
<b>User Story:</b>	As an Agency Administrator or Super User I want the ability to view an audit change log of all activity.
<b>Description:</b>	<p>The system shall provide the capability to record in an audit history file each and every user interaction within DSRS.</p> <p>The system shall record in an audit history log file including, but not limited to, the following details:</p> <ul style="list-style-type: none"> <li>• What operation was performed (e.g. create, edit, copy, delete, archive, etc.)</li> <li>• Who performed the operation</li> <li>• When was the operation performed</li> <li>• A before/after snapshot of the record, field-level image, or comparable approach in accordance with best practices.</li> </ul> <p>The system shall provide a full audit log history and reporting capability.</p>
<b>Exceptions:</b>	None identified at this time.
<b>Rules:</b>	None identified at this time.



## 6 Management & Operational Requirements

This section describes the management and operational requirements in terms of hardware, software, performance, supportability, security, interface, availability, as well as compliance in order to achieve the project's objectives. It also includes a separate section for technical assumptions and constraints.

### 6.1 Hardware Requirements

This sub-section describes hardware requirements and any related processes that are known at this point in time. Where and as applicable this section should

- Include a detailed description of specific hardware requirements and
- Associate them to specific project functionality/deliverables. Include information such as type of hardware, brand name, specifications, size, security, etc.

ID	Requirement
6.1.1	The application should be implemented on hardware in accordance with IT standards.
6.1.2	The application should not be implemented such that it can only run from a single laptop or personal computer.



## 6.2 Software Requirements

This sub-section describes software requirements and any related processes and should include a detailed description of specific software requirements and associate them to specific project functionality/deliverables that are known at this point in time. Include information such as in-house development or purchasing, security, coding language, version numbering, functionality, data, interface requirements, brand name, specifications, etc. that are known at this point in time.]

ID	Requirement
6.2.1	The system should be purchased or developed using software in accordance with IT standards.
6.2.2	The system shall reduce or eliminate manual processes where feasible.
6.2.3	The system shall provide automated interfaces with each related system where feasible.
6.2.4	<p>The system should provide a method to periodically collect current data from various systems, both internal and external, that are confirmed as the “single source of truth” and feed to DSRS. The systems, that were identified but need confirmation by enterprise architecture group are as follows:</p> <ul style="list-style-type: none"> <li>• Highly Qualified Teachers which should provide educator demographics data.</li> <li>• Student-Teacher Course Connection should provide the student-teacher course linkage.</li> <li>• Teacher Data Verification (future) which should provide teacher-student roster data.</li> <li>• Observation Data Capture Tool and Truenorthlogic which should provide completed educator observations and evaluations for each cycle.</li> <li>• Pearson which should provide completed AIMS and AZELLA student assessment test scores. ADE which should provide completed AIMS A student assessment test scores.</li> <li>• BASIS Research which should provide the calculated REIL Score.</li> </ul>
6.2.5	The system shall provide the capability to collect data for each Evaluatee that has achieved a partial or full award based on their REIL score and any other relevant eligibility requirements (e.g. attendance, full or part-time teacher, etc.) and send it to the appropriate LEA HR Administrator for approval (e.g. email or electronic file).

## 6.3 Performance Requirements

This sub-section describes performance requirements and any related processes and should include a detailed description of specific performance requirements and associate them to specific project functionality/deliverables processes that are known at this point in time. This sub-section should include information such as cycle time, speed per transaction, test requirements, minimum bug counts, speed, reliability, utilization etc.

ID	Requirement
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ID	Requirement
6.3.1	Search response shall be at $\pm$ 10 seconds in accordance with IT standards.
6.3.2	Page refresh shall be at $\pm$ 10 seconds in accordance with IT standards.
6.3.3	The system shall be designed such that it is in accordance with “usability best practices” to ensure consistency, ease of navigation, and intuitiveness.
6.3.4	<b># of Logged in Users.</b> The system shall provide the capability to support peak usage of no more than four thousand (4K) concurrent logged in Users and allow for a 10 to 20% growth rate over the next year but eventually up to fifty thousand (50k). See Appendix I – Estimated User Volumes.
6.3.5	The infrastructure shall support the application storage capacities required for the ongoing storage of a rolling 13 years of data, at a minimum after which it may be archived. The system shall provide the capability to archive records in order to remove older content and free up space.
6.3.6	The business has determined that whatever archive management approach is decided upon, archived data must be quickly accessible, secure, and online to Users.
6.3.7	Offeror shall address the issue of latency and applicable WAN virtualization / optimization strategies.
6.3.8	Offeror shall address the issue of network performance and Bandwidth Management.
6.3.9	The system needs to be accessible 24 x 7x365, except for periodic maintenance



#### 6.4 Supportability Requirements

This sub-section describes all of the technical requirements that affect supportability and maintainability such as coding standards, naming conventions, maintenance access, required utilities, etc.

ID	Requirement
6.4.1	The application and all associated data shall have backup and restore capabilities that are in alignment with IT policies, as well as standard backup and recovery plans.
6.4.2	In the event of a catastrophic failure, the application and associated data shall be fully functional within twenty-four (24) hours.
6.4.3	The system shall be designed such that time-out events and other unexpected system errors are non-occurring or minimally occurring events. If and when these system events occur then the system shall automatically record and report it to the IT Development & Support team.
6.4.4	A 10 to 20 percent increase in User scalability is anticipated for this application.
6.4.5	An increase in application scalability is anticipated but not quantified at this time.
6.4.6	The infrastructure shall support the application storage capacities required for the ongoing storage of a rolling 10 years of data, at a minimum.
6.4.7	Will support the most current, commonly used, and vendor-supported browser technology including: Internet Explorer 7 and above, Chrome 1.5 and above, Safari 4.0 and above, and Firefox 8.0 and above, Firefox Mobile.
6.4.8	Will support technology devices with the following versions of operating systems and above: Windows 7, Android 2.2, Mac OS 10.5, iOS 4.
6.4.9	Offeror shall identify all resources and skill sets required for ADE to support the implementation and maintenance of the solution. Resources should be identified by role, and each role must have the required skills identified. This may include roles such as infrastructure and networking, programming, database development and administration, and skills such as C#, VB, SQL Server administration, etc.
6.4.10	Offeror shall further define roles as 100 Level (novice) to 400 Level (expert), what constitutes baseline accomplishments and those necessary to achieve next level of experience.
6.4.11	Offeror shall identify how many resources of each role are needed for the implementation phase as well as the maintenance phase.
6.4.12	Offeror shall provide detailed documentation regarding how: <ul style="list-style-type: none"> <li>• The system shall be able to be clustered or support failover to another datacenter.</li> <li>• The system shall be protected by disaster recovery / business continuity policies</li> </ul>
6.4.13	Offeror shall provide estimated recovery time for each class of service.



## 6.5 Security Requirements

This sub-section describes all of the technical requirements that affect security such as security audits, cryptography, user data, system identification/authentication, resource utilization, etc.

ID	Requirement
6.5.1	The system shall be implemented with security protocols in accordance with IT standards.
6.5.2	The system shall support a single sign-on with credentials (i.e., user id and encrypted password), password reset, and interoperability capability in accordance with IT standards.
6.5.3	The system shall provide authorization and access control capabilities associated with the roles and permissions similar to those defined in other ADE applications in accordance with IT standards. <i>Note: The following figure from the Video Bank BRD was included only for illustrative purposes.</i>
6.5.4	<p>The system shall provide the capability for a logged-in User to only view the detailed data for themselves and only other data, to which, they have been granted visibility. Visibility is determined by the union of their job or position within the state education system organizational hierarchy and the roles/permissions, of which, they have been granted. <i>Note: For those user types that have greater visibility across multiple educational institutions (i.e., school level and above) then they should be able to view peer data appropriate for their job or position and only if it is masked and/or aggregated.</i></p> <p><b>User Story 1:</b> As a Teacher I want to be able to log in to the system and be able to view my own education data in detail in order to view my performance scores.</p> <p><b>User Story 2:</b> As a Building Administrator I want to be able to log in to the system and be able to view education data for others within my scope of visibility in order to monitor the performance and progress of my subordinates.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>. Agency Admin (e.g., MCESA) can view aggregated data, and detail data but only if it is masked, for schools and school districts within their regional service center area.</li> <li>. HR Administrator can view aggregated data and detail data for any school within their LEA.</li> <li>. Superintendent can view aggregated data and detail data for any school within their LEA. They may view aggregated data, and detail data but only if it is masked for other LEAs.</li> <li>. Building Administrator can view aggregated data and detail data for their school within their LEA. They may view aggregated data, and detail data but only if it is masked for schools in other LEAs. A Building Administrator may be assigned to one or more schools.</li> <li>. Coach can only view aggregated data and detail data for the teachers to which they are assigned. They may view aggregated data, and detail data but only if it is masked for other coaches. A coach may be assigned to one or more schools.</li> <li>. Any User (i.e., Building Administrator, Coach, and Teacher) can view their own data. <b>A</b></li> </ul>



ID	Requirement														
	<p>teacher may be assigned to one or more schools. They may also view peer data appropriate for their job or position but only if it is masked and/or aggregated.</p> <table border="1" data-bbox="423 443 1372 688"> <thead> <tr> <th data-bbox="423 443 703 478">LEVEL</th> <th data-bbox="703 443 1372 478">ORGANIZATIONAL HIERARCHY</th> </tr> </thead> <tbody> <tr> <td data-bbox="423 478 703 514">State</td> <td data-bbox="703 478 1372 514">ADE Admin</td> </tr> <tr> <td data-bbox="423 514 703 550">County</td> <td data-bbox="703 514 1372 550">Agency Admin</td> </tr> <tr> <td data-bbox="423 550 703 585">LEA</td> <td data-bbox="703 550 1372 585">HR Admin, Equivalent, or Designee</td> </tr> <tr> <td data-bbox="423 585 703 621">District</td> <td data-bbox="703 585 1372 621">Superintendent, Equivalent, or Designee</td> </tr> <tr> <td data-bbox="423 621 703 657">School</td> <td data-bbox="703 621 1372 657">Building Admin, Equivalent, or Designee</td> </tr> <tr> <td data-bbox="423 657 703 688">Building</td> <td data-bbox="703 657 1372 688">Teacher, Coach, or Equivalent</td> </tr> </tbody> </table>	LEVEL	ORGANIZATIONAL HIERARCHY	State	ADE Admin	County	Agency Admin	LEA	HR Admin, Equivalent, or Designee	District	Superintendent, Equivalent, or Designee	School	Building Admin, Equivalent, or Designee	Building	Teacher, Coach, or Equivalent
LEVEL	ORGANIZATIONAL HIERARCHY														
State	ADE Admin														
County	Agency Admin														
LEA	HR Admin, Equivalent, or Designee														
District	Superintendent, Equivalent, or Designee														
School	Building Admin, Equivalent, or Designee														
Building	Teacher, Coach, or Equivalent														
6.5.5	Shall record each user login/logoff and each interaction with the system.														
6.5.6	Shall make these logs readily accessible for sorting and filtering to appropriately authorized end users.														
6.5.7	Shall encrypt all connections using a public / private key system like that of Secure Sockets Layer (SSL).														
6.5.8	Shall encrypt all Personally Identifiable Information during transmission and in storage.														
6.5.9	Shall consider standards such as, but not necessarily limited to: Health Insurance Portability and Accountability Act (HIPAA), Family Educational Rights and Privacy Act (FERPA), Payment Card Industry Data Security Standards (PCI DSS), and Federal Information Security Management Act (FISMA).														
6.5.10	Shall include, where applicable, controls similar to those outlined in the Sarbanes-Oxley Act and audited by SAS 70.														
6.5.11	Offeror shall provide detailed information regarding safeguards in place to address access to data in this multitenant solution that fall under these aforementioned PII.														



## 6.6 Interface Requirements

This sub-section describes all of the technical requirements that affect interfaces such as protocol management, scheduling, directory services, broadcasts, message types, error and buffer management, security, etc.

ID	Requirement
6.6.1	Data that will be collected from various systems should be Data Governance and CEDS/Ed-Fi data standards compliant in accordance with the latest version adopted by the ADE.
6.6.2	The product solution must support "MCESA" branding.



## 6.7 Availability Requirements

This sub-section describes all of the technical requirements that affect availability such as hours of operation, level of availability required, down-time impact, support availability, etc.

ID	Requirement
6.7.1	The application shall provide “high availability” with minimal and brief User interruption such that it may be accessible beyond the normal ADE business hours of operation (i.e., 24 x 7 x 365) including evenings and weekends.
6.7.2	Periodic maintenance needs to be scheduled at “off hours” other than during normal ADE business hours of operations. The schedule should be published and clearly communicated to all system Users in advance.
6.7.3	A Service Level Agreement (SLA) should be drafted in support of the system.

## 6.8 Assumptions/Constraints

This sub-section describes any technical assumptions / constraints related to any of the project’s requirements.

### 6.8.1 Technical Assumptions

ID	Assumption
6.8.2	None identified at this time.

### 6.8.3 Technical Constraints

ID	Constraints
6.8.4	None identified at this time.

## 6.9 Compliance Requirements

This sub-section describes all of the compliance requirements relevant to this project.

ID	Requirement
6.9.1	The system shall be compliant with the most current, effective current data standards.
6.9.2	The system shall be compliant with the terms of the MCESA REIL grant, Arizona Proposition 301, and Arizona SB 1040/HB 2823 as applicable to the deliverables in this project.



## 7 Glossary of Terms

A glossary forms the basis for efficient and quality communication. The glossary shall at a minimum contain definitions for each term and acronym in the context of the problem domain. All documentation shall use only the terms from the glossary. During the development of the glossary, redundancies in the common business language are identified and consolidated to a single term. **Note: Terms marked with ‘\*’ are from the MCEA Guidebook Terms verbatim. Red terms are pending feedback.**

Term	Acronym	Definition
Agency Administrator		A role that refers to an individual employed at a regional educational service agency, of which there are five in the state of Arizona (e.g., MCEA).
AIMS/SAT-10 Value-Added Measure*		An estimate of a school’s contribution to student growth in reading and math on AIMS and SAT-10. A school’s value-added estimate represents the difference between its students’ actual and predicted test scores, where the predicted test scores are determined based on students’ prior achievement, background characteristics, and school characteristics. Schools’ value-added estimates are compared to the average value-added estimate in the state to determine REIL performance scores.
Approval		An affirmative action taken to indicate that the data verification of the information displayed is accepted as 100% correct.
BASIS Administrator		A role that refers to an individual employed by BASIS Research, a 3rd party vendor service provider that performs detailed analyses of various educational data and calculates the REIL score.
Building-Level Administrator		The Building-Level Administrator (a.k.a. Building Administrator) role refers to a school leader (e.g., Principal, Assistant Principal, delegate, or head of school depending upon the school district and/or school) who evaluates an assigned cadre of teachers.
Career Pathways		A specific position in the Rewarding Excellence and Instruction and Leadership program designed to create opportunities for growth and increased compensation, assisting in the recruitment and retention of the most talented and effective teachers and principals. These include Coaches, In-Demand Teachers, Peer Evaluators, Turnaround Teachers, and Turnaround Principals. Each Career Pathway contains Professional Development Topics and a variety of Professional Development Options to support all learners in moving their professional practice from theory, to practice and on to learning and leading.
Coach		A Master Educator that supports classroom teachers through modeling, feedback, coaching, and job-embedded professional development that supports teachers in using proven teaching methods. A coach does not directly instruct students on an ongoing basis and is observed with the Coaching Observation Instrument
Coach-Teacher Assignment		A list of the teachers, to which, a coach is assigned to support.
Common 1 to 5 Scale*		The scale on which results of all individual performance measures are placed before they are combined into the REIL Score. Conversion charts are used to place the Total LOI Points, LOI 3+ Rate, AIMS/SAT-10 value-added measures, and Galileo Categorical Growth on the common 1 to 5 scale.



<b>Term</b>	<b>Acronym</b>	<b>Definition</b>
Conversion Charts*		Charts that explain the criteria for translating results from the individual performance measure (LOI, AIMS value-added, and Galileo Categorical Growth) to the 1 to 5 scale.
Education Professional		An Education Professional is a general classification of educator jobs or positions such as Teachers, Coaches, Building Administrators, and Superintendents.
English Language Learner	ELL	Student demographic indicator
Evaluatee		A person, which in this is role, is being observed and evaluated with any of the REIL Observation Instruments. An Evaluator can be both an Evaluator and an Evaluatee (e.g., Principal).
Evaluator		A person, which in this is role, will use the Observation Data Capture Tool Suite or Truenorthlogic to record Observation scores of an Evaluatee to which they have been assigned to observe and score. Evaluators can serve in dual roles as an Evaluator (e.g., Building Administrators and Superintendents) and an Evaluatee.
Family Educational Rights and Privacy Act	FERPA	Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education (20 U.S.C. § 1232g; 34 CFR Part 99 www.ed.gov).
Galileo Categorical Growth Measure*		A criterion-referenced growth measure developed by ATI. This measure tracks the proportion of students who maintain or advance their mastery of Arizona state content standards from the fall pre-test to spring post-test.
Hard to Staff Assignment		Teacher assignments where the supply of licensed professionals is low and the rate of turnover among licensed professionals is high. Examples of hard-to-staff assignments are ELA-S and special education center assignments.
HR Administrator		The HR Administrator role may be filled by a director, clerk, or other designated person from the human resources department at a school district.
Instructional Time		The percentage or amount of time a teacher instructs a student in a course/section. There may be instances where this is more than one instructor for a student in a course/section.
Inter-Rater Reliability		Checking consistency among raters; all raters should be rating at statistically the same level
Intra-Rater Reliability		Checking the consistency of the ratings each rater gives. This ensures that a rater is consistent in their rating.
LEA Administrator		A role that refers to either a Superintendent or HR Administrator.
Leader		Also referred to as a Principal.
Leading Observation Instrument	LdOI	Composed of 5 rubrics, this document is the basis for the principal evaluation and scoring.
Learning Observation Instrument*	LOI	The instrument used to measure the quality of teachers' instructional practice through classroom observations. The LOI is made up of five rubrics: Content, Formative Assessment, Instructional Strategies, Learner Engagement, and Learning Community.
Local Education Agency	LEA	Typically a School District or a Charter School



Term	Acronym	Definition
LOI 3+ Rate*		The percentage of LOI element ratings that teachers receive from all observation cycles that are rated a 3 or higher on the LOI rubrics. The LOI 3+ Rate accounts for 25 percent of the REIL Score in 2012-13.
LOI Observation Cycle*		The three stages to each evaluation of classroom instruction: Pre-Conference, Observation, Post-Conference. Teachers will complete five observation cycles in 2012-13. A single observation cycle should take ten school days to complete.
Maricopa County Education Service Agency	MCESA	Maricopa County Educational Service Agency. MCESA provides education services and support to assist Maricopa County schools and school districts in meeting strategic goals for student achievement. Dr. Don Covey, Maricopa County Superintendent of Schools, leads the agency.
Master Educator		An educator that takes on instructional leadership positions designed to support student academic growth and teacher development. The Master Educator career pathway can take on two different "trails." Trial One involves Master Educators becoming coaches (see definition). Trail Two involves a variety of career pathway choices such as becoming a lead teacher's, taking on additional students, and facilitating eLearning options. Trail Two Master Educators directly instruct students on an ongoing basis and are observed with the Learning Observation Instrument.
Maximum Scoring Value		The highest scoring value achieved.
MCESA Employee	MCE	A person employed by the Maricopa County Educational Service Agency.
Mean Value		The mathematical average that is the calculated result of the sum of all scores divided by the count of scores, e.g. $(4+2+3+1+4) / 5 = 2.8$
Minimum Scoring Value		The lowest scoring value achieved.
Mode Value		The value that occurs most frequently in a data set.
Observation Cycle		A completed evaluation period. An Administrative/Principal Observation Cycle is not broken down into sessions, as is the Teacher Observation Cycle. The Principal Observation Cycle encompasses an entire school year.
Observation Cycle Session		One of three components of a teacher Observation Cycle. The 3 components are: Pre conference, Observation, and Post-Conference.
Observation Data Capture Tool Suite	ODCT	The suite of tools that enable the entry of Observation scores for Evaluatee's.
Observation Score		Numeric value applied to rubric elements and events by evaluators after observing Evaluatee's in their associated environments where job performance typically occurs.
Observation Setting Event		Applies only to the ODCT Principal Tool and is an evaluation occurrence where the principal's evaluator observes and gathers information that is part of the element scoring criteria. There are 7 event types of Observation Settings out of a total of 15 events.
Peer Evaluator	PE	A MCESA employee whose primary responsibility is to perform classroom observations of teachers in REIL districts
Performance level		Correlated to element scoring numbers within each of the rubrics (values of 0-4 for Administrators / Principals and 0 to 5 for teachers).



Term	Acronym	Definition
Personnel Action Request	PAR	Payment transaction related to paying a performance incentive.
Principal	P	A Principal is an educator who has executive authority for a school. They may be assisted in the execution of their duties by an Assistant Principal.
Principal Observation Data Capture Tool	PODCT	The suite of tools that enable the entry of Observation scores for Principals.
Private		Secure content only available to anyone that has logged into the site and, to which, they have been granted access.
Public		Public content is available to anyone who visits the site but has not logged in.
REIL Components*		The four types of REIL performance measures: School Growth, Individual Growth, Team Growth, and Observation Scores.
REIL Field Specialist	FS	A MCESA employee whose primary responsibility is the implementation of the REIL Grant Design in the REIL Districts.
REIL Performance Award*		The financial rewards for educators who demonstrate excellence on the REIL performance measures. REIL performance awards are determined by REIL Scores. In 2012-13, eligible educators will receive REIL awards of \$2,000, \$2,500, or \$3,000.
REIL Score*		The combined measure of educator effectiveness used to determine state performance classifications and REIL performance awards. The REIL Score will range from 100 to 500.
REILize Decision Support System	RDSS	A cohesive, integrated system designed to enable users to access and analyze information to support problem-solving and decision making <ul style="list-style-type: none"> <li>· Gathers and links disparate sources of data</li> <li>· Generates reports and allows for analysis</li> <li>· Provides user-specific information (e.g., teacher view, principal view)</li> </ul>
Rewarding Excellence in Instruction and Leadership	REIL	An initiative of the Maricopa County Education Service Agency, engages six Maricopa County school districts in implementing systemic change aimed at transforming how schools recruit, retain, support, and compensate effective teachers and principals. The ultimate goal is building the capacity of educators, targeted professional learning, and tools for measuring student success, establishment of multiple career pathways, and sustainable, differential, performance-based compensation are critical elements of REIL. The five year initiative, which will culminate in 2014-2015, is funded by a \$51.5 million Teacher Incentive Fund Grant from the US Department of Education.
Rubrics		A rubric is a scoring tool used to assess educators (e.g. Teachers, principals).
Scalability		Scalability is the ability of a system, network, or process to handle an increasing amount of work in a capable manner, or its ability to be enlarged to accommodate growth. A system whose performance improves proportionally to the hardware capacity added is said to be a scalable system.
School Codes for the Exchange of Data	SCED	National Standardized course codes and descriptions to be able to exchange data about courses across the country.
Secondary Evaluator		A Secondary Evaluator acts on behalf or at the request of a Principal and/or Superintendent and should be allowed access to the equivalent set of capabilities.



Term	Acronym	Definition
Special Education	SPED	Student demographic indicator
Standard Report		Any other report that is not a dashboard or graphical style of report (e.g. list).
State Performance Classifications*		The four evaluation designations that districts must assign to Arizona classroom teachers: Ineffective, Developing, Effective, And Highly Effective. In the REIL system, the “Effective” category is partitioned into “Effective 1” and “Effective 2” in order to differentiate performance awards.
State Report Manager	SRM	The SRM is the database where school districts upload their self-certified “student-teacher-course connection data” having passed all of the SRM validation rules. These validation rules are connected to SAIS, EDSH, and Enterprise. Thus it is certified both at a district and school level. Currently, there are three reporting submissions available (i.e., 40 <sup>th</sup> day, 100 <sup>th</sup> day and end of year).
Student Information System	SIS	District system that captures student attendance information.
Student Teacher Course Connection Link	STL	The concept capturing the relationship between Students, Teachers, and Courses.
Student Test Score		Numeric value resulting from the administration of a student assessment
Super User		A class of functional role with an associated REIL role that has special permissions and screen visibility associated to login identification processes. The super user class has multiple types to accommodate the unique business rules and functional requirements of each type. Each type of super user will have a unique name to identify it. Super user types are required to mitigate special circumstances in business process (a.k.a. sysadmin).
Superintendent		A person who directs and manages a school district. For purposes of this document, a reference to a Superintendent includes not only the Superintendent but an Assistant Superintendent and a Delegate as well.
Teacher		Educators instructing students in the schools within each district. Teachers are the Evaluatee’s of the Learning Observation Instrument.
Teaching Team Members		Teachers grouped together for the purpose of group level Value Added scores. A teacher may be assigned to one and only one team.
Total LOI Points Earned*		The total number of points that teachers accumulate from their evaluators’ ratings of LOI elements on the 0 to 5 scale.
Truenorthlogic	TNL	A vendor system selected through RFP for entering Observation scores for Coaches, Building Administrators, and special groups of teachers in the 2012-2013 school year. It is expected to be the Observation system for all REIL employee groups beginning with school year 2013-2014.
Turnaround Principal		A career pathway position for a principal assigned to a <b>Spotlight School (hard-to-serve) that result in additional compensation.</b>
Turnaround Teacher		A career pathway designation tied to salary augmentation for a specific position at a Spotlight School.



Term	Acronym	Definition
User Management		The authentication feature that provides administrators with the ability to identify and control the state of users logged into a system or network. This includes, but is not limited to, granting access privileges, the ability to query and filter users that are currently logged into the system, manually log out users, and control user login counts and login times.
Value		Number representing the performance level of a particular element in an Observation Cycle Session
Value Added Score	VAS	Numeric value resulting from the application of a mathematical model designed to measure instructional effectiveness
Vertical Scalability		Vertical scalability is the ability to increase the capacity of existing hardware or software by adding resources, such as adding processing power to a server to make it faster.
View		A passive action of looking at information
Weights*		The proportion of the REIL Score that is based on an individual performance measure. Weights are applied to each individual performance measure before they are added together to create the REIL Score.



8 Document Information

8.1 Document Change Record

VERSION HISTORY			
ID	Date	Revised By	Reason for change
0.1	11/19/2012	Mike Liskow	Baseline which includes the initial version that was drafted based upon consultations with MCESA in October/November, 2012
0.2	11/23/2012	Linda Fields	Addition of User stories and Appendices.
0.3	11/26/2012	Rich Schnettler	Converted to standard project requirements template. Note: Requirements attributes should be compatible to support import into TFS but MCESA attributes will be retained to support continuity.
0.4	11/27/2012	Linda Fields	Included Glossary of Terms. Revised Contributors & Reviewers, Approval Signatures.
0.5	11/29/2012	Lisa McClure	Development of User stories. Revision of flow of document.
0.7	12/04/2012	Rich Schnettler	After the internal ADE IT review on 11/30, completed updates to all sections of the document except section 6.0 which currently contains user stories. This section will be blended with section 5.0 business requirements by Lisa and Debbie.
0.8	12/06/2012	Rich Schnettler	Completed copyediting and merging all requirements together including some other changes and corrections suggested by Lisa.
0.9	12/17/2012	Lisa McClure	Incorporated feedback from MCESA and added user stories in section 5.3 for feedback.
0.10	12/28/2012	Lisa McClure	Incorporated feedback on section 5.3. Updated Glossary to include Building Administrator and Truenorthlogic, and added clarification to Evaluator to include Superintendent into that definition.
0.11	01/03/2013	Lisa McClure	Updated "Out of Scope" section to clarify that for the 2014-2015 school years the calculation of REIL score becomes "In Scope".
0.13	01/08/2013	Rich Schnettler	Include coach requirements. Per Laurie King, the requirements for a "coach" should be almost exactly the same as they are for a "building administrator." Added coach as user type and to glossary and synced up with DVT BRD. Inserted new appendices as additional information for requirements traceability – using the BDN methodology.
1.0 BASELINE	01/30/2013	Rich Schnettler	Created baseline version and distributed to MCESA for approval
1.0 BASELINE FINAL	01/31/2013	Rich Schnettler	Received feedback and questions from Kristine per email Thursday morning. Incorporated all changes as requested and highlighted them. Added BDN appendix for background for SB 1040/HB 2823. Received priorities from AI at Thursday afternoon.
1.0 BASELINE FINAL	02/01/2013	Rich Schnettler	Finalized with feedback received from MCESA. Document should be ready for signoff.



## 8.2 Contributors & Reviewers

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## 8.3 Approval Signatures

Upon obtaining all signatures, this document has been approved as the official Business Requirements Document (BRD) for of the REIL Decision Support and Reporting System (DSRS) by the business stakeholders.

Following approval of this document, changes will be governed by the project’s change management process, including impact analysis, appropriate reviews and approvals, under the general control of the Master Project Plan and according to the Arizona Department of Education Project Management Office policy.

<b>DOCUMENT APPROVALS</b>			
<b>Approver Name</b>	<b>Project Role</b>	<b>Signature/Electronic Approval</b>	<b>Date</b>
Kristine Morris	Project Sponsor (MCESA)		
Linda Jewell	Project Sponsor (ADE)		
Christa Thompson	Project Manager (MCESA)		



9 Appendices

9.1 **Appendix A – Bibliography**

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Arizona Proposition 301. Voter approved proposition that required all districts to adopt a performance-based pay plan for teachers. November 2000. < [http://ballotpedia.org/wiki/index.php/Arizona\\_Sales\\_Tax\\_for\\_Education,\\_Proposition\\_301\\_\(2000\)](http://ballotpedia.org/wiki/index.php/Arizona_Sales_Tax_for_Education,_Proposition_301_(2000)) >

Arizona SB 1040. Legislation requires the State Board of Education (SBE) to adopt and maintain a model framework for a teacher and principal evaluation. Enacted into A.R.S. § 15-203 (2010). <<http://www.azleg.gov/legtext/49leg/2r/bills/sb1040h.pdf> >

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9.2 Appendix B – Benefits Analysis

The Benefits Dependency Network (BDN) model was utilized to identify the key drivers for organizational change, the objectives and the expected business benefits, the business changes, and IT enablers. The linked elements are logically related and form a thread that tells the story of how IT enables the business to change in order to realize the associated, measurable business benefits to justify the financial investment. Each of the subsections that follow provides more descriptive narrative that underlies the model diagrams in Appendices C and D.

After constructing and vetting the BDN model, further research and exploration of the benefits was conducted in the following ways and illustrated in Figure 35 - Transformative Business Benefits:

- 1) Benefits types recognized outside of financial benefits (i.e., Quantitative, Measurable, or Observable)
- 2) Measures for all benefits are identified including subjective and qualitative
- 3) Evidence is sought for the size of magnitude of the benefit
- 4) Ownership is selected for each benefit to ensure commitment and aid benefit delivery
- 5) Risk assessment value assigned to each benefit

Figure 35 - Transformative Business Benefits

Explicitness Degree	Type	Business Benefits		
		Start Doing Things	Continue Doing Things	Stop Doing Things
High	Financial	Reward Effective Education Professionals, Centralized Systems, Get data right the first time		Manual processes
	Quantitative	Data governance	Gauge customer satisfaction	Maintaining unsupportable data practices and applications
	Measurable	Provide accurate, timely data	Influence national standards	Multiple data requests
Low	Observable			Reactive mode

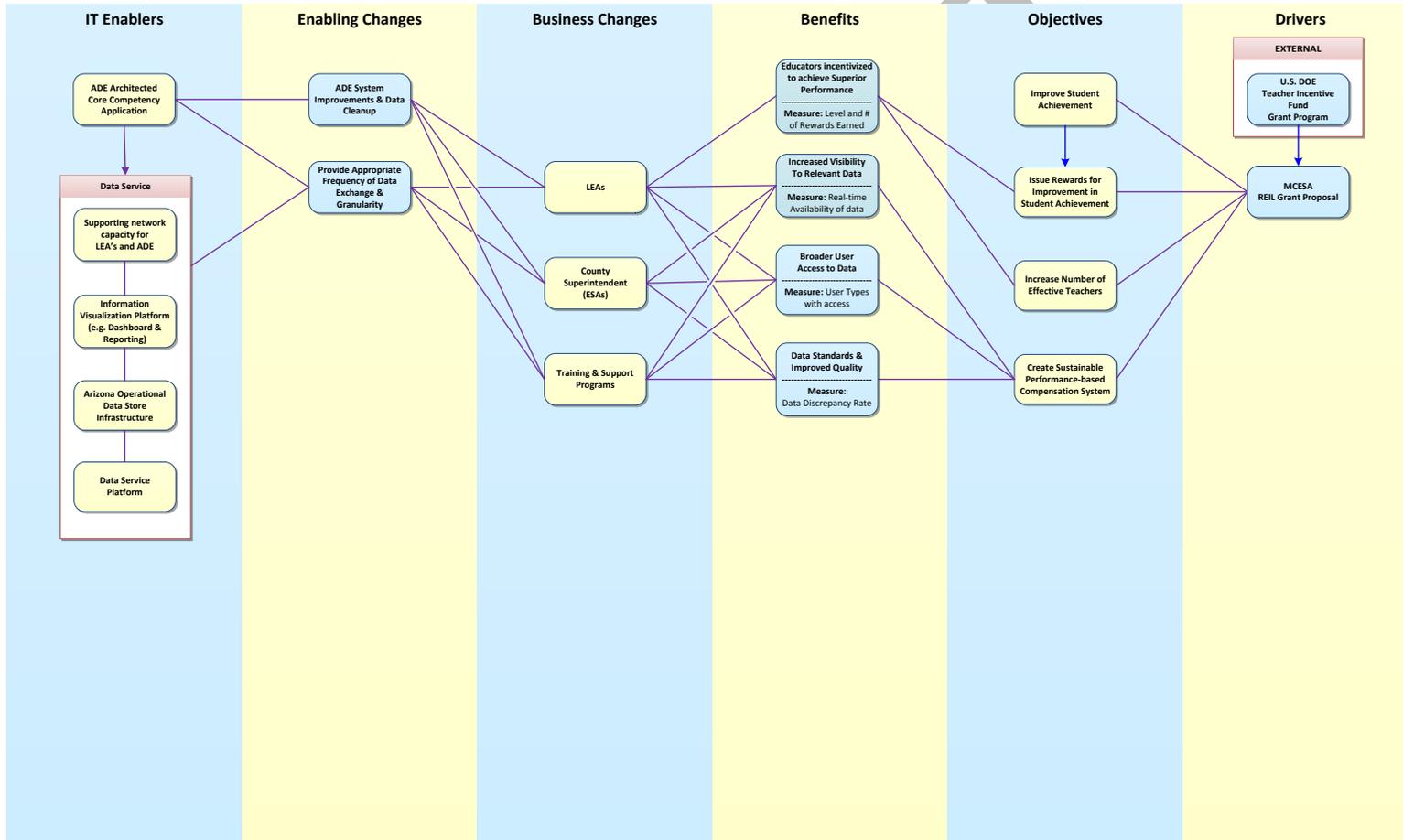
There are a number of drivers of organizational change at the ADE with respect to DSRS and associated business processes.



9.3 Appendix C – BDN Model: Teacher Incentive Fund Grant Program



**MCESA – Decision Support Reporting System Project**





**9.3.1 Drivers**

❖ **U.S. DOE Teacher Incentive Fund Grant Program**

This program supports efforts to develop and implement performance-based teacher and principal compensation systems in high-need schools.

❖ **MCESA REIL Grant Proposal**

REIL is a five-year initiative designed to be sustainable by participating districts when grant funding ends. Research shows significant change takes three to five years. The belief is that by 2014-15, the last year of grant funding, behaviors and policies in REIL districts will have changed to sustain a comprehensive performance-based management system that develops talent and enhances careers, ultimately increasing the percent of students who graduate college and career-ready.

**9.3.2 Objectives**

The following objectives are directly linked to the drivers listed in the previous sub-section.

❖ **Improve Student Achievement**

By improving student achievement by increasing teacher and principal effectiveness; each Alliance District, MCESA, and ADE can remain in compliance within the guidelines as outlined by the U.S. DOE Teacher Incentive Fund Grant Program and MCESA's REIL Grant Proposal (awarded).

❖ **Issue Rewards for Improvement in Student Achievement**

By reforming teacher and principal compensation systems so that teachers and principals are rewarded for increases in student achievement each Alliance District, MCESA, and ADE can remain in compliance within the guidelines as outlined by the U.S. DOE Teacher Incentive Fund Grant Program and MCESA's REIL Grant Proposal.

❖ **Increase Number of Effective Teachers**

By increasing the number of effective teachers teaching poor, minority, and disadvantaged students in hard-to-staff subjects each Alliance District, MCESA, and ADE can remain in compliance within the guidelines as outlined by the U.S. DOE Teacher Incentive Fund Grant Program and MCESA's REIL Grant Proposal.

❖ **Create Sustainable Performance-based Compensation System**

By creating sustainable performance-based compensation systems each Alliance District, MCESA, and ADE can remain in compliance within the guidelines as outlined by the U.S. DOE Teacher Incentive Fund Grant Program and MCESA's REIL Grant Proposal.



### 9.3.3 Benefits

The following business benefits are directly linked to the objectives listed in the previous subsection.

❖ **Educators incentivized to achieve Superior Performance**

By achieving the benefit of educators incentivized to achieve superior performance the objective of issue rewards for improvement in student achievement and increase number of effective teachers may be realized.

Measurement: Level and # of Rewards Earned

- Provide capabilities to calculate the level and number of REIL performance awards to be paid out to education professionals

❖ **Increased Visibility To Relevant Data**

By achieving the benefit of increased visibility to relevant data the objective of creating a sustainable performance-based compensation system may be realized.

Measurement: Real-time Availability of data

- Provide capabilities to ensure data is entered correctly the first time
- Provide capabilities to automatically feed data from one system to the next without requiring manual human intervention other than possibly an audit review

❖ **Broader User Access to Data**

By achieving the benefit of broader user access to data then the objective of creating a sustainable performance-based compensation system may be realized.

Measurement: User Types with access

- Provide capabilities for teachers, building administrators, superintendents, HR administrators, and MCEA administrators to access data that is appropriate to their role and position within the organizational hierarchy

❖ **Data Standards & Improved Quality**

By achieving the benefit of data standards in place and improved data quality then the objective of creating a sustainable performance-based compensation system may be realized.

Measurement: Data Discrepancy Rate

- Provide capabilities for the automated collection of data using seamless processes that make it available using standard formats and conventions
- Provide efficient workflow capabilities to minimize the labor hours required by personnel to access, verify, and approve their data



#### 9.3.4 Business Changes

This section lists the business process changes.

- ❖ **LEAs**

By enabling business changes to the LEAs then the benefit of educators incentivized to achieve superior performance, increased visibility to relevant data, broader user access to data, and data standards in place with improved data quality may be achieved.

- ❖ **County Superintendents (ESAs)**

By enabling business changes to the County Superintendents then the benefit of increased visibility to relevant data, broader user access to data, and data standards in place with improved data quality may be achieved.

- ❖ **Training & Support Programs**

By enabling business changes in Training & Support Programs then the benefit of increased visibility to relevant data, broader user access to data and data standards in place with improved data quality may be achieved.

#### 9.3.5 Enabling – Business Changes Linkage

This section lists the enabling changes and links them to their associated business process changes.

- ❖ **ADE System Improvements & Data Cleanup**

ADE system improvements & data cleanup must be completed in order to effect business changes to LEAs, ESAs, and Training & Support Programs since they each will all rely on improved application functionality, workflow management, data accuracy, etc.

- ❖ **Provide Appropriate Frequency of Data Exchange & Granularity**

Appropriate frequency of data exchange & granularity must be completed in order to effect business changes in LEAs, ESAs, and Training & Support Programs since they each rely on the delivery of the right amount and level of data at the right time to the right audience.

#### 9.3.6 IT Enablers

The following Information Technology enablers are necessary to enable changes to the business in order and ultimately achieve the benefits and objectives linked to their respective drivers

- ❖ **ADE Architected Core Competency Systems**

ADE architected core competency systems refer to central foundation and support systems (e.g., DSRS/DVT) that will undergo a significant transformation or replacement as part of the AELAS program.

- ❖ **Data Service**

The Data Service generally refers to the ADE central data warehouse system known as the Arizona Education Data Driven Decision Systems (AED<sup>3</sup>S) but which includes a data management component that allows the exchange of data between systems used by the LEAs and the ADE. *Note: Data for DSRS/DVT may be collected and exposed using an alternate approach over the near-term.*

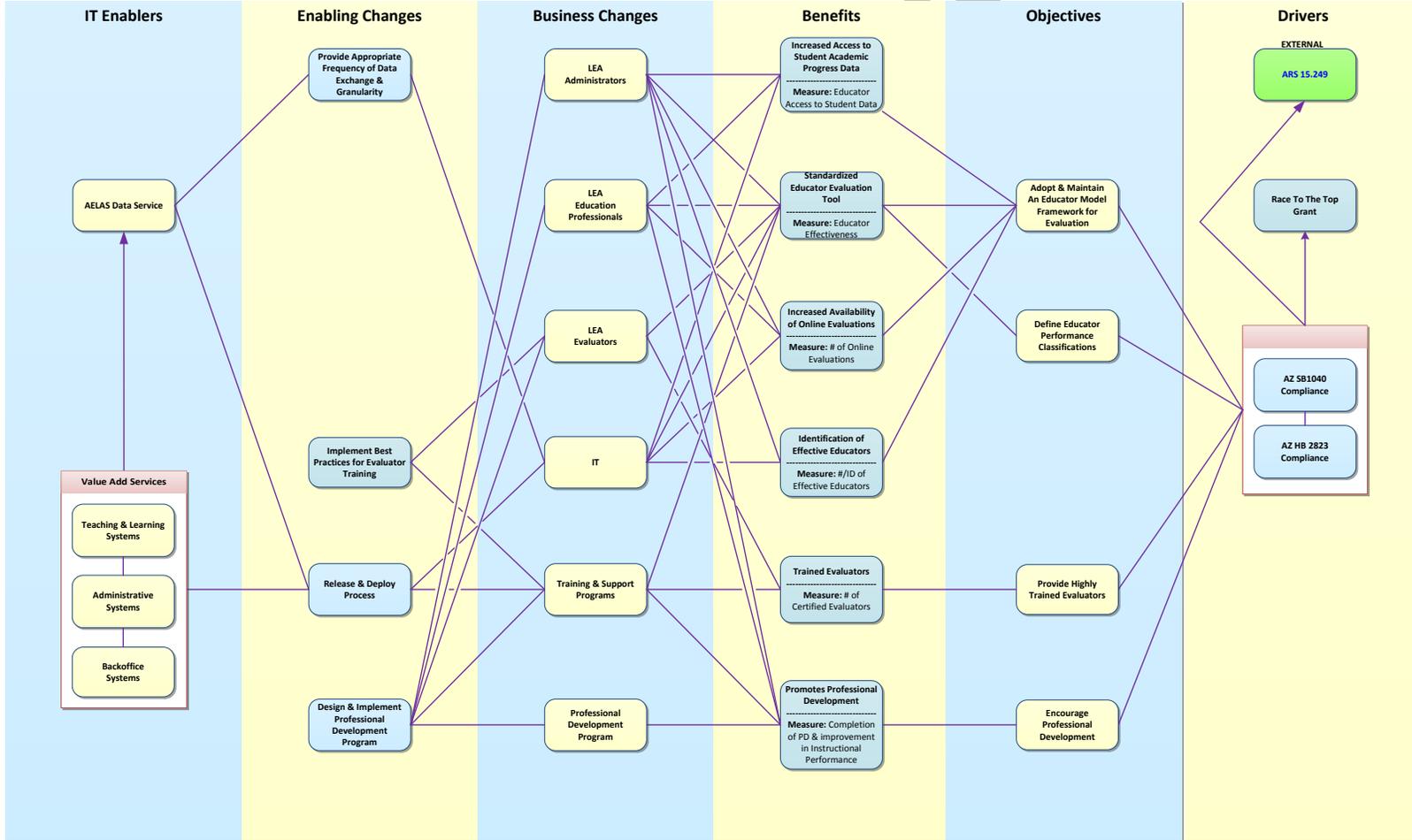


9.4 Appendix D – BDN Model: Arizona SB 1040 & HB 2823 (Educator Observation & Eval)



AZ Senate Bill 1040 & House Bill 2823 – Educator Observation & Evaluation

Parent Driver





Arizona Senate Bill 1040 and House Bill amendment 2823, collectively referred to as “SB 1040”, is another driver that aligns with the DSRS project. It aligned Arizona with the necessary requirements in its application for the Race-To-The-Top grant program and mandated the adoption and maintenance of an educator model framework for evaluation of teachers and principals.

Through Race to the Top, the US DOE was asking states to advance reforms around four specific areas:

- ❖ Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- ❖ Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
- ❖ Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- ❖ Turning around the lowest-achieving schools.

#### 9.4.1 Drivers

- ❖ **SB 1040 & HB 2823**

SB 1040 (signed into law on May 10, 2010) mandates that the “State Board of Education adopt and maintain a model framework for a teacher and principal evaluation instrument that includes quantitative data on student academic progress that accounts for between thirty-three percent and fifty percent of the evaluation outcomes. School districts and charter schools shall use an instrument that meets the data requirements established by the State Board of Education to annually evaluate individual teachers and principals beginning in school year 2012-2013.”

#### 9.4.2 Objectives

The following objectives are directly linked to the drivers listed in the previous sub-section.

- ❖ **Adopt & Maintain An Educator Model Framework for Evaluation**

By adopting and maintaining an educator model framework for evaluation there should be more emphasis on including quantitative data on student academic progress for at least 33-50% of the evaluation outcomes and best practices for professional development and evaluator training.

- ❖ **Define Educator Performance Classifications**

Requires the State Board of Education (SBE) by December 1, 2012, to include four performance classifications for the model framework for teacher and principal evaluations and provide guidelines for school districts and charter schools to use in their evaluation instruments. These four performance classifications are designated as highly effective, effective, developing and ineffective.



❖ **Provide Highly Trained Evaluators**

To provide highly trained evaluators to ensure fair, accurate and complete educator evaluations.

❖ **Encourage Professional Development**

Encourage the professional development of teachers and principals in order to increase their effectiveness and performance.

**9.4.3 Benefits**

The following business benefits are directly linked to the objectives listed in the previous subsection.

❖ **Increased Access to Student Academic Progress Data**

Benefit: By achieving the benefit of increased access to student academic data that is accurate, timely, and complete then the objective of its inclusion in an educator model framework may be realized.

Measurement: Educator Access to Student Data

❖ **Standardized Educator Evaluation Tool**

Benefit: By achieving the benefit of a standardized educator evaluation tool then the objective of the educator model framework as well as the implementation of the educator performance classifications may be realized.

Measurement: Educator Effectiveness

❖ **Increased Availability of Online Evaluations**

Benefit: By achieving the benefit of increased availability of online evaluations, but only to those that should have access, then the objective of an educator model framework may be realized.

Measurement: # of Online Evaluations

❖ **Identification of Effective Educators**

Benefit: By achieving the benefit of the identification of effective educators, then the objective of the adopted educator model framework may be realized.

Measurement: #/ID of Effective Educators



❖ **Trained Evaluators**

Benefit: By achieving the benefit of providing a sufficient number of certified evaluators that can complete fair and objective online evaluations for teachers and principals then the objective of the providing highly qualified evaluators may be realized.

Measurement: # of Certified Evaluators

❖ **Promotes Professional Development**

Benefit: By achieving the benefit of active promotion of professional development the objective of encouraging professional development may be realized.

Measurement: Completion of PD and improvement in Instructional Performance

#### 9.4.4 Business Changes

This section lists the business process changes.

❖ **LEA Administrators**

By enabling business changes in LEA Administrators (e.g. district personnel, superintendent, etc.) then the benefit of increased access to student academic progress data, access to a standardized educator evaluation tool, increased availability of online evaluations, the identification of the number and identity of effective educators, as well as the promotion of professional development may be achieved.

❖ **LEA Education Professionals**

By enabling business changes for the LEA Education Professionals (e.g. Principals & Teachers) then the benefit of increased access to student academic progress data, access to a standardized educator evaluation tool, increased availability of online evaluations, the identification of the number and identity of effective educators, as well as the promotion of professional development may be achieved.

❖ **LEA Evaluators**

By enabling business changes for the LEA Evaluators then the benefit of access to a standardized educator evaluation tool and trained evaluators may be achieved.

❖ **IT**

By enabling business changes in IT then the benefit of increased access to student academic progress data, standardized educator evaluation tool, increased availability of online evaluations, as well as the identification of the number and identity of effective educators may be achieved.



❖ **Training & Support Programs**

By enabling business changes in Training & Support Programs then the benefit of training and supporting the educator evaluation tool and professional development program as well as trained and certified evaluators may be achieved.

❖ **Professional Development Program**

By enabling business changes for the Professional Development Program that includes best practices, then the benefit of promoting professional development of teachers and principals may be achieved.

**9.4.5 Enabling – Business Changes Linkage**

This section lists the enabling changes and links them to their associated business process changes.

❖ **Provide Appropriate Frequency of Data Exchange & Granularity**

Appropriate frequency of data exchange & granularity must be completed in order to effect business changes in IT.

❖ **Implement Best Practices for Evaluator Training**

Implementing the best practices for evaluator training must be completed in order to effect business changes for LEA evaluators and for its inclusion in training and support programs.

❖ **Release & Deploy Process**

Release and deploy process documentation must be completed in order to effect business changes in IT and Training & Support Programs since they will be guided by this new set of organizational policies.

❖ **Design & Implement Professional Development Program**

An enabling change to design and implement a professional development program will need to be completed in order for the business changes to be available to the LEA Administrators and the Professional Development Program.



#### 9.4.6 IT Enablers

The following Information Technology enablers are necessary to enable changes to the business in order and ultimately achieve the benefits and objectives linked to their respective drivers

##### ❖ **Data Service**

The Data Service generally refers to the ADE central data warehouse system known as the Arizona Education Data Driven Decision Systems (AED<sup>3</sup>S) but which includes a data management component that allows the exchange of data between systems used by the LEAs and the ADE.

*Note: Data for DSRS/DVT may be collected and exposed using an alternate approach over the near-term.*

##### ❖ **Value Add Services:**

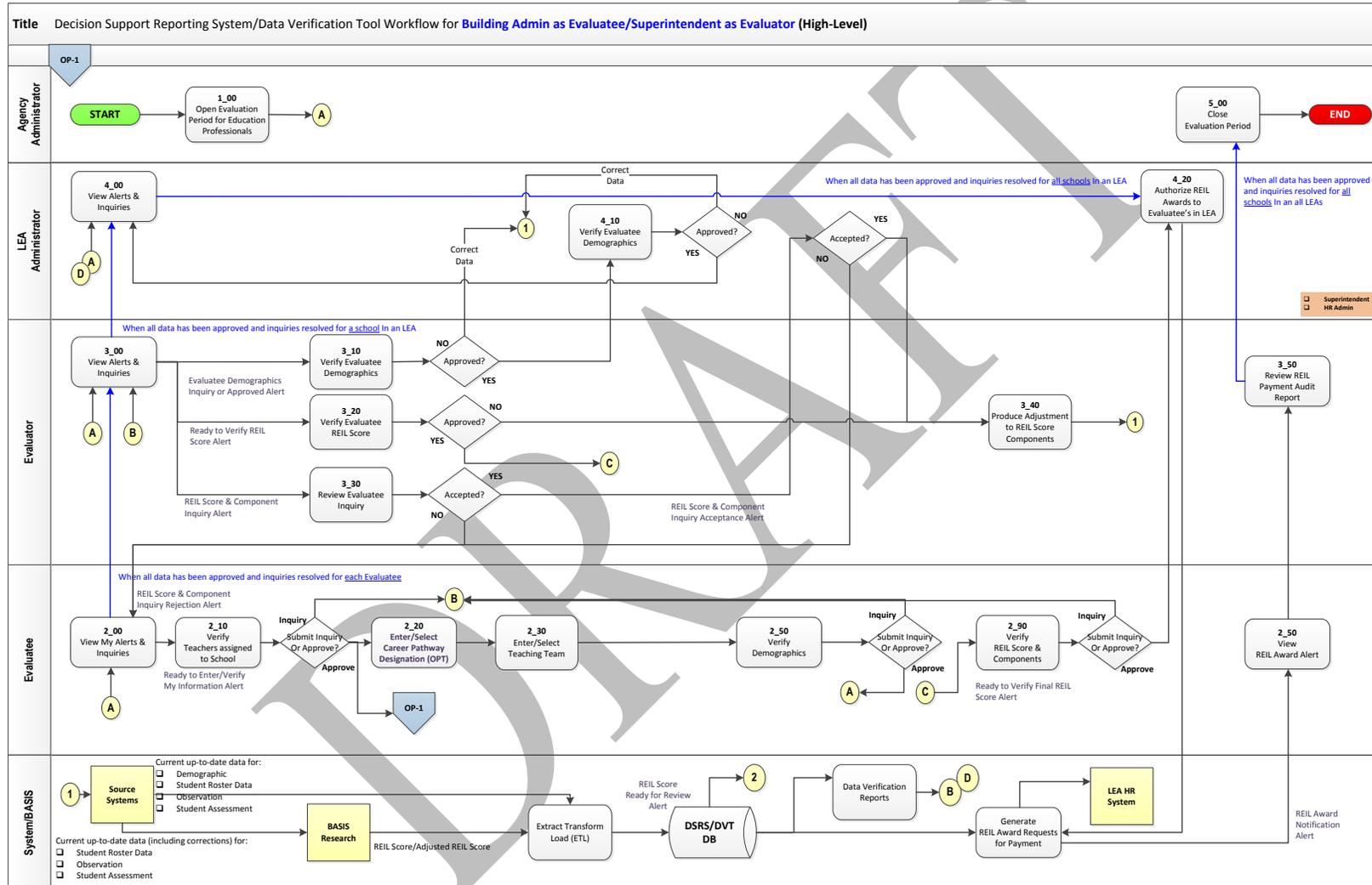
Value add services refer to those systems, applications and/or products utilized by educational institutions (i.e. districts, charters, etc.) outside of the LEA systems are categorized in either of the following areas:

- Teaching & Learning Systems
- Administrative Systems
- Back Office Systems

DRAFT

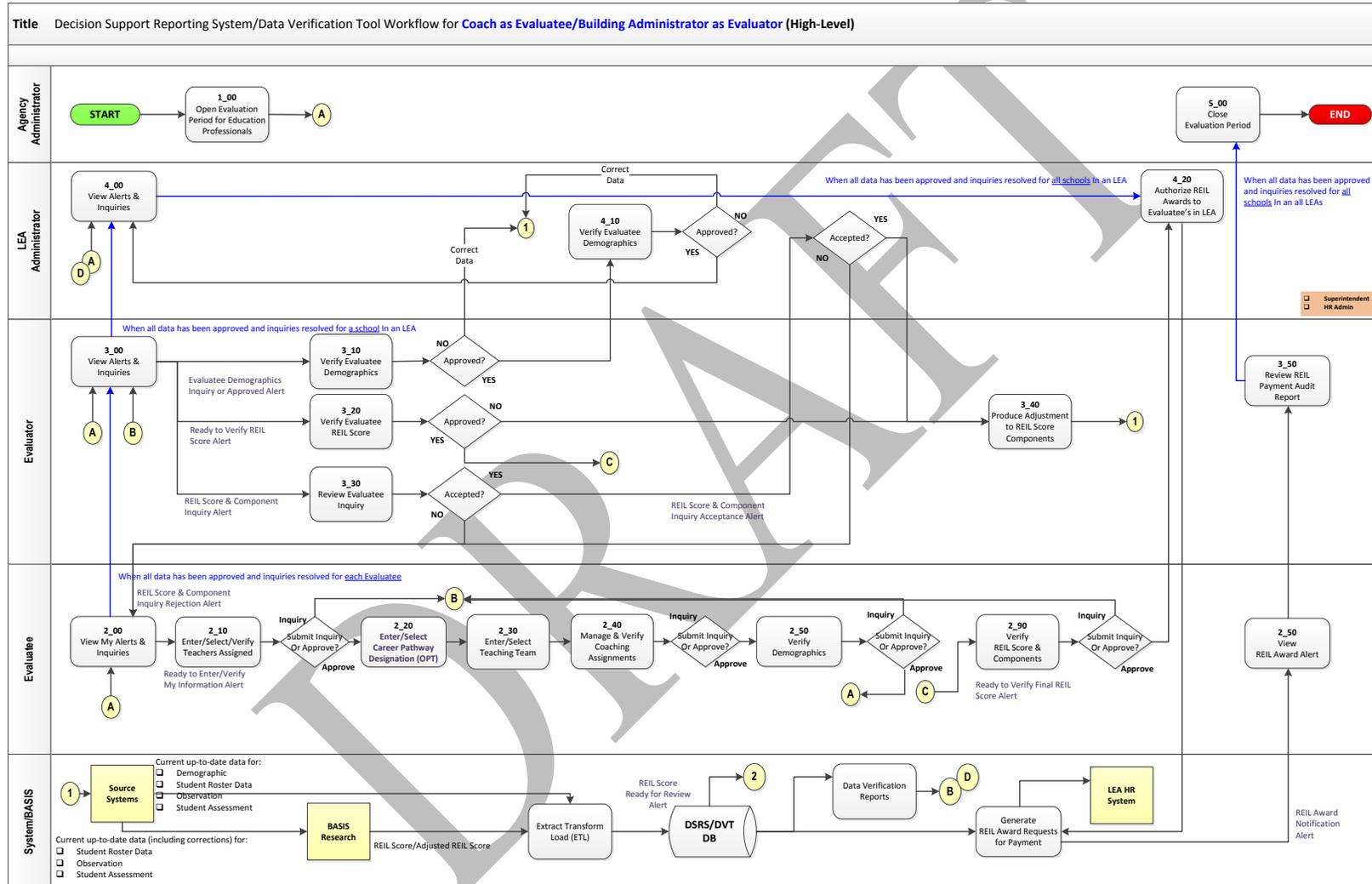


**9.5 Appendix E – REIL Score Review & Award Disbursement Workflow for Building Admin**



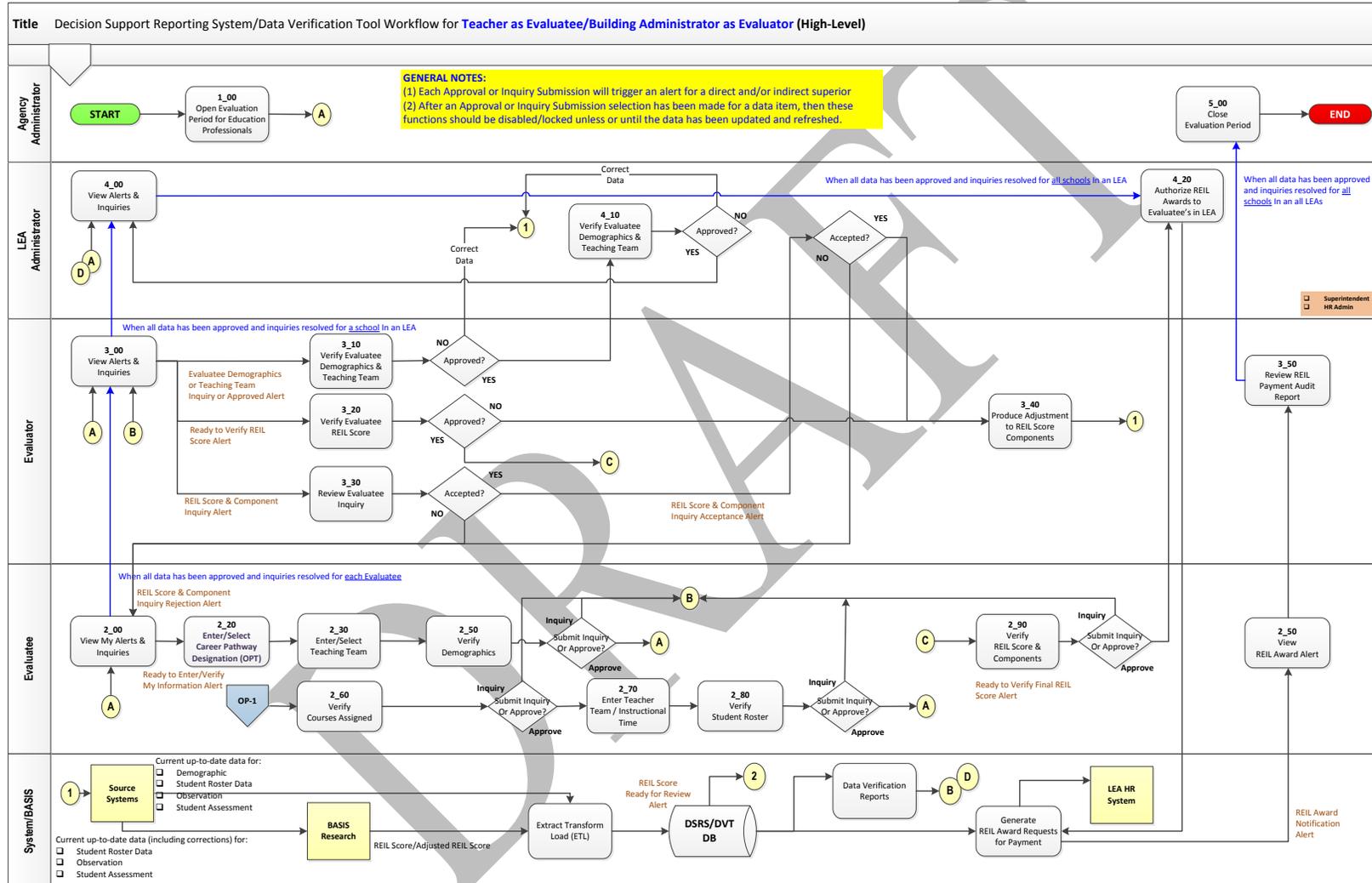


**9.6 Appendix F – REIL Score Review & Award Disbursement Workflow for Coach**





**9.7 Appendix G – REIL Score Review & Award Disbursement Workflow for Teacher**

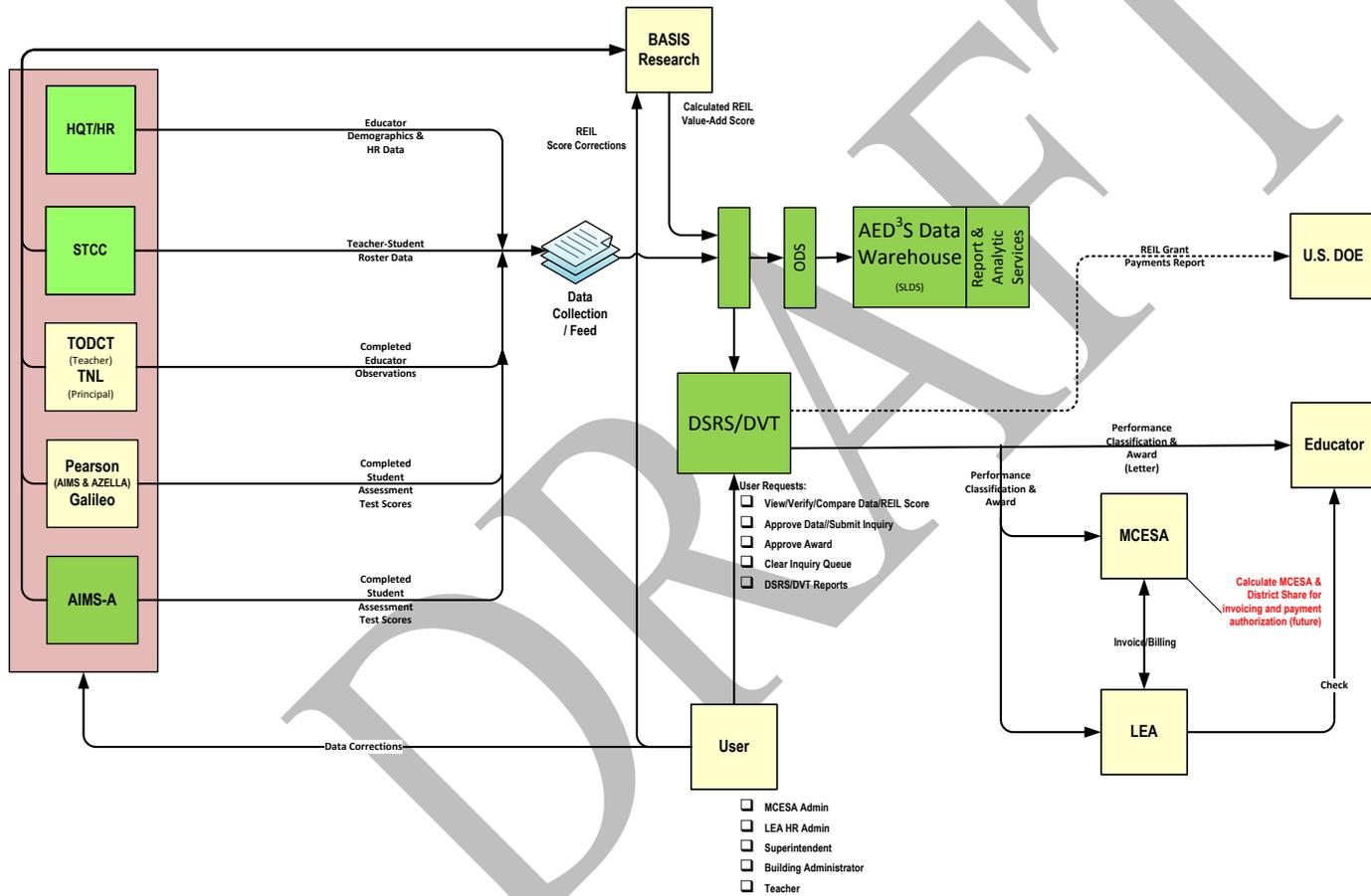
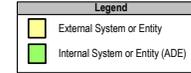




9.8 Appendix H – DSRS High-Level Contextual Data Flow Diagram



**MCESA REIL DSRS/DVT**  
High-Level Contextual  
Data Flow Diagram (School Year 2013-2014)





9.9 Appendix I – Estimated User Volumes

	District Name	Type	# of Schools	# of School Leaders	# of Teachers	# of Coaches
	Alhambra	REIL	15	30	794	Unknown
	Gila Bend	REIL	2	5	27	3
	Isaac	REIL	12	31	494	14
	Nadaburg	REIL	2	4	52	4
	Tolleson	REIL	4	12	154	10
	Arizona Department Of Juvenile Corrections*	REIL TNG	2	2	36	5
	Balz Elementary School District	REIL TNG	5	5	167	10
	Maricopa County Regional School District	REIL TNG	4	8	33	5
	Mobile Elementary School District	REIL TNG	1	1	5	1
	Phoenix Elementary School District	REIL TNG	14	14	450	30
	Roosevelt Elementary School District	REIL TNG	19	30	530	50
	Wilson Elementary School District	REIL TNG	2	4	76	5
	Learning Matters	REIL Extend	21	34	606	Unknown
	Laveen*	REIL Extend	6	6	218	Unknown
<b>Totals</b>	<b>14 Districts</b>		<b>109</b>	<b>186</b>	<b>3642</b>	<b>137 (est.)</b>

\* - Out of Scope for Phase 1