'The Set': What were the results of Delaware's Roster Verification System in 2013?

Monthly Data Briefs from the Delaware Dept. of Education's Teacher and Leader Effectiveness Unit

Last year more than **79,000** 3rd through 10th grade students were initially listed on at least one of the more than **12,000** Math and/or English Language Arts (ELA) rosters. The growth demonstrated by students on a given teacher's roster is used to determine their Student Improvement component (Component V) rating*. Using Delaware's Roster Verification System (RVS), teachers were able to verify if they were the "Teacher of Record"** for each student on their roster. This brief explores how RVS was implemented and which students were and were not included on final teacher rosters.

Roster Verification System: At a Glance

- Through RVS, teachers (Math and ELA) and administrators have the opportunity to vet the list of students counted toward their student growth rating, and, with administrator approval, remove students who were either wrongly assigned to them (e.g. the student withdrew or was not enrolled in the class), did not meet the school's attendance policies (i.e. student was enrolled 85 percent of the time the class was in session), or who should not be included due to an unusual circumstance (e.g. family emergency).

- The students on teachers' final rosters are eventually used to compute "Measure A" of a teacher's Component V (one measure of student improvement). Therefore, it is important to both the teacher and his or her evaluator that the roster is an accurate reflection of the students taught throughout the class.

- Approximately 1,900 students, or 2.4 percent of all students, were left without a Teacher of Record (TOR) once the 2012-13 roster verification process was complete. Figure 1 shows the percent of each district's students without a TOR after verification. The highest proportion of students with no TOR was within Colonial School District and Capital School District.

- Over half (62 percent) of the 1,900 students with no TOR (more than 1,100 students) earned scores from both the fall and spring statewide assessment.


Figure 1: Percent of Students Removed from All Rosters by District
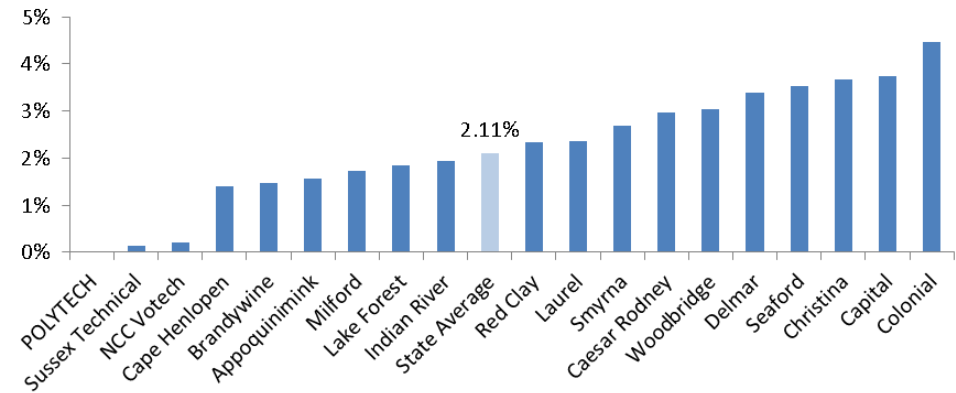
Student Presence on Rosters

- Students can be on more than one teacher's roster and on a given teacher's roster twice (if they are their TOR of record for both Math and ELA). Figure 2 presents the number of rosters on which DE students were present before and after RVS.

- The number of rosters on which students were present decreased after roster verification was complete. The number of students present on only one roster doubled from 1.3 percent before verification to 3 percent after.

- Students were also less likely to be on 4 or more rosters after verification (the red bars).

- A similar decrease of students can be seen when looking at student-roster pairings as well. Before verification, there is an average of 18.3 students on each roster. However, after verification there are 17.6 students present on each roster.

- It is also important to note that the vast majority of rosters (61 percent) do not exclude any students, and the 22 percent of rosters that exclude more than two students account for 82 percent of all student exclusions.
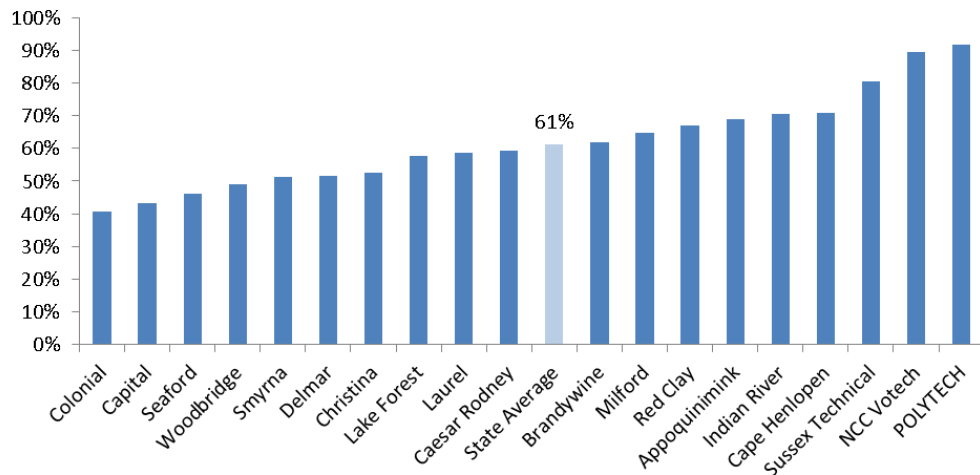

Figure 2: Frequency of Student Presence on Rosters before and after RVS
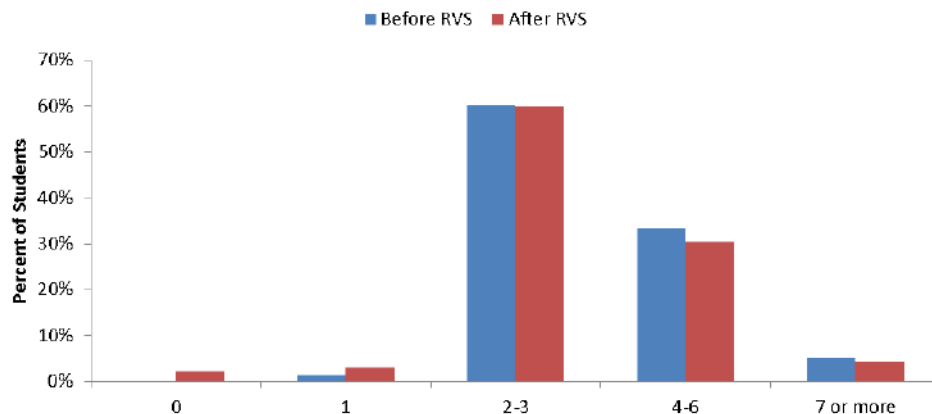
Notes: * The RVS software application in IMS is necessary as a result of Title 14 of the Delaware Code. Under § 1270. The Delaware Performance Appraisal System II, students missing more than 15% of class are not to be included in a teacher's Measure A student growth calculation.
** Teacher of Record -a full-time teacher who has been assigned the primary responsibility for a student's learning in a course/class, provided the student has been enrolled at least 85% of the time that the class is in session.

Figure 3: Percent of Rosters* without Exclusions
by District

Student Exclusion from Rosters

- Across the state, 87 percent of students excluded from rosters were removed for attendance reasons. The rest of the excluded students (13 percent) were excluded for other reasons (generally reserved for unusual circumstances with administrator approval).

- Figure 3 depicts the percent of all rosters in each district without exclusions at the end of the RVS process. There is great variation among districts, with 41 percent of rosters without any exclusions in Colonial School District and 92 percent of those in Polytech School District without exclusions.

- Even though the three districts with the highest percent of exclusion-free rosters are all Vocational Technical schools, larger districts such as Red Clay are still above the state average (61 percent) of rosters without exclusions.

- Comparing Figure 3 with Figure 1, it is also notable that those districts with higher percentages of their students with no TOR also tend to be those with a lower percentage of their rosters free of exclusions.

A Closer Look at Students with No Teacher of Record

- Figure 4 presents data on students who took the fall and spring statewide examination but did not have a TOR versus those students with fall and spring test scores who still had a TOR after roster verification.

- While the portion of students with two math scores** and no TOR is relatively small (n=1190, or 1.5 percent of all students) this group is significant in that they were present long enough to have both a fall and spring score.

- 84 percent of students who were excluded from all rosters yet completed the state assessment in both fall and spring of the 2012-13 school year are low-income. By contrast, 56 percent of students included on a roster after roster verification are considered low-income.

- There was a 22 percentage point difference in the share of students not meeting their math growth target between students included on a roster (37 percent) and students excluded from all rosters (60 percent)***.

- Students with fall and spring state assessment scores who were excluded from all rosters were also more likely to be a student with disabilities than students on at least one teacher's roster.

Figure 4: 2012-13 Student Test-takers without TOR versus Student Test-takers with TOR
By Student Growth, Family Income and Disability Status

	Student Test-takers with TOR	Student Test-takers without TOR	Difference	State Average
% Did Not Meet Math Target	37%	60%	22%	38%
% Low-Income	56%	84%	28%	54%
% Students with Disabilities	13%	23%	10%	14%

Notes: * Students can be included on more than one roster, and can be excluded from more than one roster as well. Teachers also can have more than one roster, and can even have the same student on two different rosters. Thus, the data in Figure 3 do not necessarily represent unique students or teachers.
** Due to similarities between Math and English Language Arts, only DCAS Math scores are used in this brief.   *** Difference in numbers is due to rounding.
Source: All data are from state administrative records. Data are from the 2012-13 school year. For more information contact: atnre.alleyne@doe.k12.de.us.