Delaware Accountability

Delaware

Department of Education

Delaware School Success Framework (DSSF) Technical and Operational Manual for 2019-2020

January 13, 2020

Technical and Operational Manual for 2018-2019
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Preface

In December 2015, Congress reauthorized the Elementary and Secondary Education Act (ESEA), the main federal law governing funding of public education, as the Every Student Succeeds Act (ESSA). In a post-No Child Left Behind era, ESSA gives states more flexibility and provides more state and local control as well as the opportunity to advance Delaware's public schools by enabling all students to succeed. ESSA also requires states to have a plan for spending federal funds, for measuring the skills students learn, and for supporting students in making academic progress. Delaware's ESSA plan is an important component of Delaware's overall education system.

Delaware Department of Education

Under the transition to ESSA, the Delaware Department of Education (DDOE) refined its vision, mission, and priorities:

Our mission: To empower every learner with the highest quality education through shared leadership, innovative practices and exemplary services.

Our vision: Every learner ready for success in college, career and life.

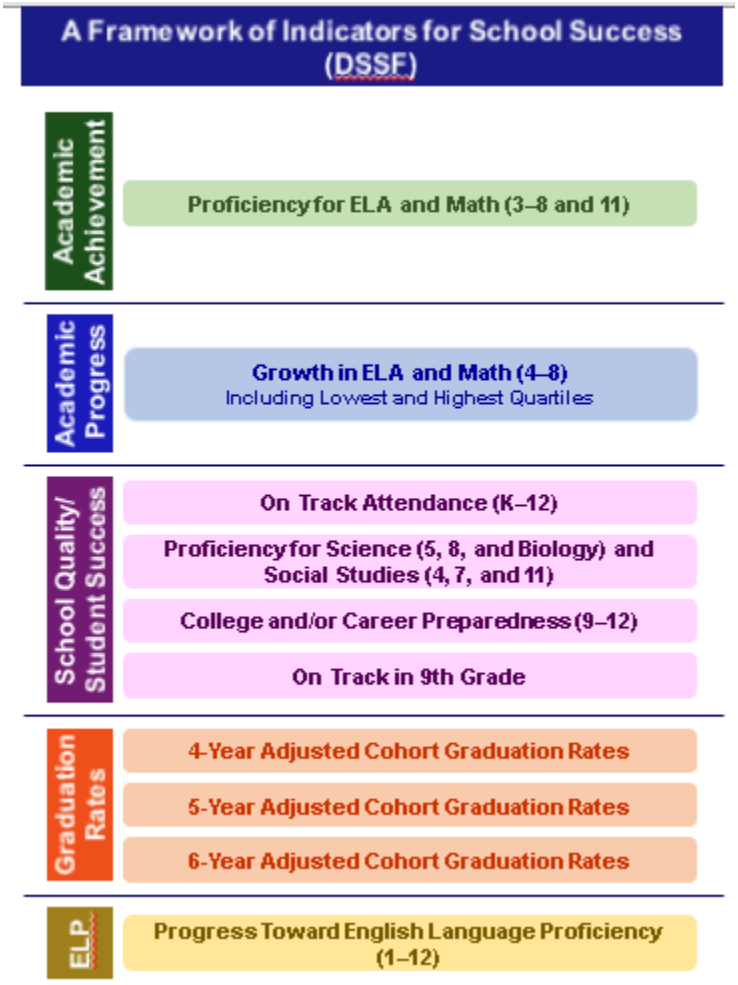
Our priorities:

- Engaged and informed families, schools, districts, communities, and other agencies
- Rigorous standards, instruction, and assessments
- High-quality early learning opportunities
- Equitable access to excellent educators
- Safe and healthy environments conducive to learning

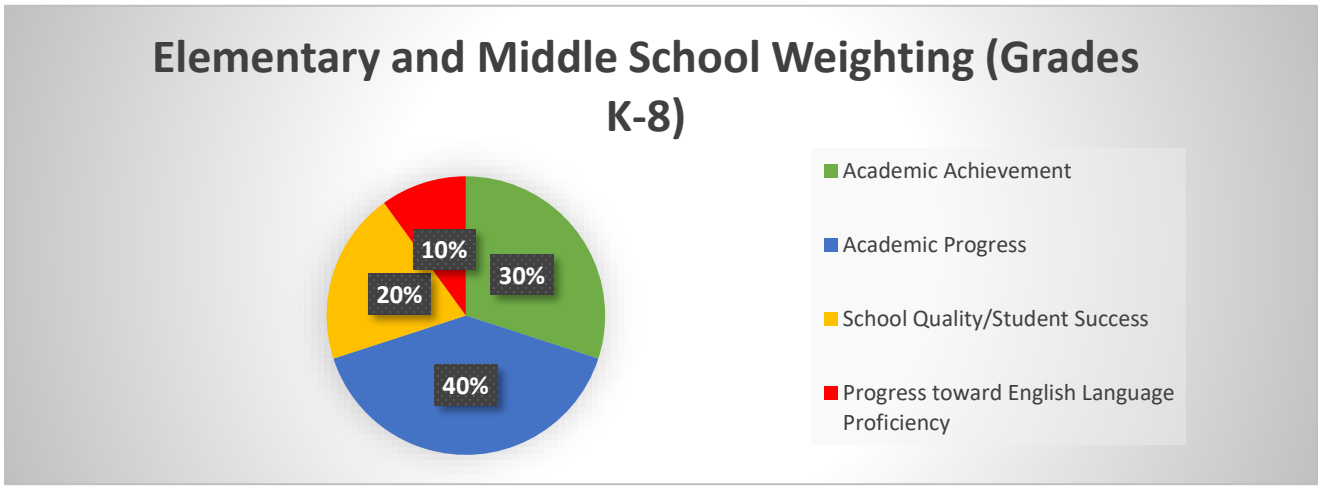
The purpose of this document is to show how Delaware's statewide accountability system, known as the Delaware School Success Framework (DSSF), fits into and supports the state's agenda of excellent public schools under ESSA as shaped and informed the results of our extensive statewide stakeholder engagement.

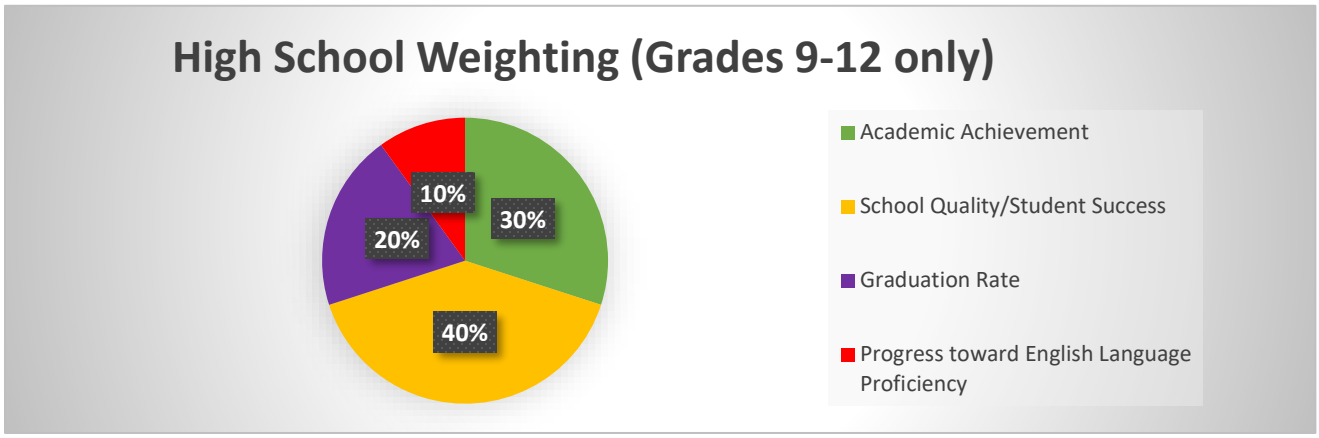
Building on the work begun by the Accountability Framework Working Group in summer 2014, the DDOE engaged with multiple stakeholders across the state, including the Measures of Student Success and Public Reporting group, the Governor's ESSA Advisory Committee, and the DSSF Discussion Group, to revisit and refine its comprehensive and authentic structure for measuring school and district performance, incorporating multiple academic and nonacademic measures related to college and career readiness for all students.

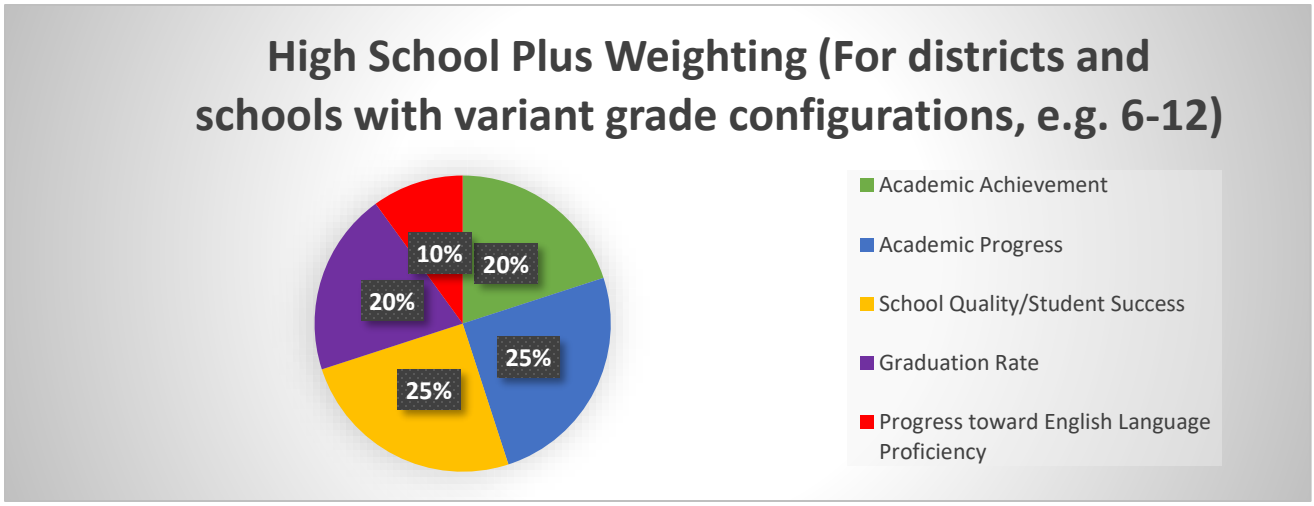
As a result of extensive stakeholder engagement, the DSSF is comprised of the following indicators and measures:



The weighting of each indicator for elementary school, middle schools, high schools, and districts is shown below. Performance results for each measure are dependent on a school meeting the minimum-n of 15 students. If a school has less than 15 students for any measure, the points allotted to that measure will be redistributed to other indicators within the measure. Additional details regarding weighting and redistribution of weighting may be found starting on page 46 of this document.







1.0 General Overview: Academic Achievement Indicator

Information in this section is informed by Delaware School Success Framework (DSSF) Discussion Group recommendations from May 10, 2017 and aligned with the DSSF included on page 37 in Delaware's ESSA plan approved on August 2, 2018.

1.1 Description of Indicator

The Academic Achievement indicator measures student performance in relation to grade-level expectations. This indicator includes student performance data on statewide assessments in two content areas: English language arts (ELA), math.

Proficiency in a given subject is defined as the percentage of students who are on or above grade level in a specific content area.

Growth measures improvement in performance from one point in time to another point in time in both the ELA and math content areas.

Academic Achievement data is calculated based on statewide summative assessments.

1.2 Indicator Data Sources

The following table defines the grade levels for each content area by statewide summative assessments.

Measures	
Proficiency in ELA	• Smarter assessment data (grades 3-8) • SAT (grade 11) • DeSSA Alt assessment data (grades 3-8, 11)
Proficiency in Math	• Smarter assessment data (grades 3-8) • SAT (grade 11) • DeSSA Alt assessment data (grades 3-8, 11)

1.3 Participation for Accountability (ELA and Math)

Participation is based on the number of students who are enrolled within the school or district for the entire test window. If a student is enrolled within the school or district during the entire testing window and does not complete one or more items, the student will be counted as a nonparticipant in the participation calculation. Please note: If a student enrolls in a Delaware public school from an out-of-state school within the last 10 days of the testing window, that student is not required to test. Full Academic Year (FAY), or enrollment in the same school between September 30 and May 31, is **not** a factor when calculating participation for accountability, and participation is attributed to a student's accountability school. For a detailed description of participation calculations, please see the link to Assessment Participation and Results Policies on the Reference Page at the end of this document.

1.4 Measure: Proficiency in ELA

1.4.1 Definition

Percentage of students in grades 3 through 8 and 11 who score at or above Achievement Level 3+ on the Smarter assessment in ELA, Achievement Level 3+ on the SAT in ELA, or PL 3+ on the DeSSA Alt assessment in ELA.

1.4.2 Students Included in the Proficiency Calculation

Students who are enrolled in the same school between September 30 and May 31 are included in the proficiency calculation. No student is exempt from the assessment or accountability system based on demographics, instructional program, or type of school. If an unexpected circumstance prohibits a student from testing, the district and/or charter school may submit documentation to the Office of Assessment to request, on a case-by-case basis, that a student be dropped from the participation rate calculation. If a student has been exempted from a statewide assessment, that student will not be included in the proficiency calculation.

1.4.3 Calculation

$$\frac{\text{\# of FAY students scoring at Level 3 or 4}}{\text{The greater of: 95 percent of eligible students or the number of FAY students participating in the assessments*}}$$

*In accordance with ESSA, "(E) Annual Measurement of Achievement," the denominator in calculating the achievement index will be the number of eligible students participating in the State assessments, or 95 percent of the full academic year enrollment, whichever is greater. To be deemed eligible, students must be enrolled between September 30 and May 31.

Under 1111(c)(4)(E) of ESSA, all states are required annually to measure the achievement of at least 95 percent of all students in math and ELA for each student subgroup. When measuring, calculating, and reporting proficiency rates, <u>states are required to include in the denominator the greater of 95 percent of all students (and of each student subgroup as the case may be) or the number of students participating in the assessments.</u>

See the examples below how participation rate is factored into the denominator of the ELA and Math proficiency calculations.

<u>Example:</u>

Consider an elementary school (School A) with 200 students enrolled in grades 3 through 5. If, during the 2015–2016 school year, 195 students (97.5 percent) took the State mathematics assessment and 100 students scored proficient or above, the denominator used for accountability purposes would be 195. In this example, the participation rate for the all students group would be 97.5 percent, and, because it exceeds 95 percent, the school uses the actual

number of students tested as the denominator for the Academic Achievement indicator, resulting in a proficiency rate of 51% (100/195).

However, if only 175 students enrolled in grades 3 through 5 of School A participated in the State mathematics assessment, then only 87.5% of the 200 students were tested. As a result, the denominator used for accountability purposes in the Academic Achievement indicator would be 190 students, which is 95 percent of students enrolled in the school at the time of testing (the greater of the two denominator options as defined by ESSA). It is likely that some of the students who did not participate would have scored proficient or above. If only 90 students score proficient or above, the school's proficiency rate for the Academic Achievement indicator would be 47% (90/190). In this case, the school's proficiency rate decreased as a result of non-participation.

1.4.4 Data sources

- Assessment data – EdInsight Report Portal Data

  IMS>EdInsight Reports Portal> Educator and School Accountability> DSSF Results (Measure Values) by Subgroup
- Enrollment data – End-of-year entry and withdrawal data in eSchool—collected between the beginning of June to mid-June and prior to enrollment rollover

  IMS>eSchool>StudentCenter>Search and Select student> Registration Information> Active status/enrollment date
- Demographic data
  - eSchool for race, gender, and grade
  - Statewide English learner (EL) data system
  - Low-socioeconomic status (SES) from Direct Cert data at end of year
  - eSchool for students with disabilities (SWD) at end of year
    - IMS>eSchool>StudentCenter>Demographic> Registration Information
    - IMS>eSchool>StudentCenter>Demographic> English Learner Data
    - IMS>eSchool>StudentCenter>Demographic>Personal
    - IMS>eSchool>StudentCenter>Demographic> DOE Special Education

1.4.5 How the measure is used in accountability

The following subgroups are included in accountability calculations if the number of students is 15 or greater: All Students, American Indian, African American, White, Hawaiian/Pacific Islander, Asian, Hispanic, Multiracial, Students With Disabilities (SWD), English Learner (EL), and Low-Socioeconomic Status (Low-SES).

1.4.6 How the measure is reported

The following subgroups are reported if the number of students is 15 or greater: All Students, American Indian, African American, White, Hawaiian/Pacific Islander, Asian, Hispanic, Multiracial, SWD, EL, Low-SES, Military-Connected Youth, Homeless, and Foster Care.

1.4.7 Special circumstances

- Students identified through the Home Language Survey as Recently Arrived English Learners (RA ELs) are exempt from the statewide ELA assessment in their first year only.
- Proration – Students are tracked to the school that provided the instructional services in prior grades on a prorated basis (see section 1.6 for examples). Proration is repeated for all prior grades of the assessment and will only occur for a maximum of four prior years. When a FAY third-grade student takes the grade 3 assessment in ELA, the school that provided that student kindergarten-grade services gets 10% of the score (the student), the school that provided first-grade services gets 20% of the score, the school that provided second-grade services gets 30% of the score, and the school that provided third-grade services gets 40% of the score. This is illustrated in the table below:

Example of Proration for 3rd Grade Student*		
Grade 3 ELA *or* Math (proration does not apply to any other grade than 3rd for ELA and/or Math)	School that provided Grade 3 instructional services	40% of student's score
	School that provided Grade 2 instructional services	30% of student's score
	School that provided Grade 1 instructional services	20% of student's score
	School that provided Grade K instructional services	10% of students' score
	Total	**100%**

*Student is FAY and can be tracked to a Delaware public school in grades K, 1 and 2

- Proration considerations – The scores of students who are not enrolled in Delaware schools in the years prior to a tested grade are not apportioned, or prorated, back to prior grades. If a student who takes the third-grade ELA assessment was not enrolled in an identified Delaware public school in second grade or was not enrolled in that grade, that 30% of the score is excluded—it does *not* get assigned to any other grade. If a student is new to a Delaware school in third grade, that school is only apportioned 40% of the score—the balance is excluded.
- Examples of proration may be found in Section 1.6 below.

1.5 Measure: Proficiency in Math

1.5.1 Definition

Percentage of students in grades 3 through 8 and 11 who score at or above Achievement Level 3+ on the Smarter assessment in math, Achievement Level 3+ on the SAT in math, or Performance Level 3+ on DeSSA Alt assessment in math.

1.5.2 Students Included

Students who are enrolled in the same school between September 30 and May 31 are included in the proficiency calculation. No student is exempt from the assessment or accountability system based on demographics, instructional program, or type of school. If an unexpected circumstance prohibits a student from testing, the district and/or charter

school may submit documentation to the Office of Assessment to request, on a case-by-case basis, that a student be dropped from the participation rate calculation. For example, a student has a health concern and a medical professional caring for the student has provided a letter stating that the student should not test due to the medical condition. Other examples of allowable exemptions can be found in the DeSSA Test Administration manual or by contacting the Office of Assessment. If a student has been exempted from a statewide assessment, that student will not be included in the proficiency calculation.

1.5.3 Calculation

Business rules are the same as ELA.

1.5.4 Data sources

- Assessment data – EdInsight Report Portal Data

  IMS>EdInsight Reports Portal> Educator and School Accountability> DSSF Results (Measure Values) by Subgroup
- Enrollment data – End-of-year entry and withdrawal data in eSchool—collected between the beginning of June to mid-June and prior to enrollment rollover

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- Demographic data
  - eSchool for race, gender, and grade
  - Statewide English learner (EL) data system
  - Low-socioeconomic status (SES) from Direct Cert data at end of year
  - eSchool for students with disabilities (SWD) at end of year
    - IMS>eSchool>StudentCenter>Demographic> Registration Information
    - IMS>eSchool>StudentCenter>Demographic> English Learner Data
    - IMS>eSchool>StudentCenter>Demographic>Personal
    - IMS>eSchool>StudentCenter>Demographic> DOE Special Education

1.5.5 How the measure is used in accountability

The following subgroups are included in accountability calculations if the number of students is 15 or greater: All Students, American Indian, African American, White, Hawaiian/Pacific Islander, Asian, Hispanic, Multiracial, SWD, EL, and Low-SES.

1.5.6 How the measure is reported

The following subgroups are reported if the number of students is 15 or greater: All Students, American Indian, African American, White, Hawaiian/Pacific Islander, Asian, Hispanic, Multiracial, SWD, EL, Low-SES, Military-Connected Youth, Homeless, and Foster Care.

1.5.7 Special circumstances

- Students identified through the Home Language Survey as RA ELs are required to take the statewide math assessment.

- Proration – Students are tracked to the school that provided the instructional services in prior grades on a prorated basis. When a FAY third-grade student takes the grade 3 assessment in Math, the school that provided that student kindergarten-grade services gets 10% of the score (the student), the school that provided first-grade services gets 20% of the score, the school that provided second-grade services gets 30% of the score, and the school that provided third-grade services gets 40% of the score. Proration is repeated for all prior grades of the assessment and will only occur for a maximum of four prior years.
- Proration considerations – The scores of students who are *not* enrolled in Delaware schools in the years prior to a tested grade are not apportioned, or prorated, back to prior grades. If a student who takes the third-grade Math assessment was not enrolled in an identified Delaware public school in second grade, or was not enrolled in that grade, that 30% of the score is excluded—it does *not* get assigned to any other grade. If a student is new to a Delaware school in third grade, that school is only apportioned 40% of the score—the balance is excluded.
- Examples of proration may be found in the section below.

1.6 Examples of Proration

Proficiency scores will only be prorated to non-tested grades if a FAY student's enrollment in prior grades is known and the schools with non-tested grades are Delaware public schools. If a student's prior enrollment history is unknown, the student's score will only be included in the grades for which enrollment is known.

The general proration calculation is as follows:

$$\frac{\text{Prorated count of students scoring at Level 3 or 4}}{\text{Prorated count of students eligible}}$$

- Favorite Elementary School is the only K-5 school in Favorite School District.

  Students in third grade are administered the grade 3 ELA statewide assessment.

  Scenario A: Since kindergarten, 100% of the FAY third-grade students have attended Favorite Elementary School. Portions of the scores of all third graders are distributed among grades K (10%), grade 1 (20%), grade 2 (30%), and grade 3 (40%) within Favorite Elementary School; therefore, the Favorite Elementary school receives 100% of the scores.

  Scenario B: Not all third-grade students have attended Favorite Elementary School since kindergarten. Some have transferred in from other districts. Those schools in other districts that provided grade K-2 services for third graders at Favorite Elementary School receive the same portions of the scores described above.

Scenario C: A student who is new to Delaware enrolls in Favorite Elementary School in third-grade. This student has never attended any other Delaware school. When this 3rd grader tests, Favorite Elementary School receives 40% of the student's score.

2.0 General Overview: Academic Progress Indicator

Information in this section is informed by Delaware School Success Framework (DSSF) Discussion Group recommendations from May 10, 2017 and aligned with the DSSF included on page 37 in Delaware's ESSA plan approved on August 2, 2018.

2.1 Description of Indicator

The Academic Progress Indicator measures how schools are doing at improving student learning over time in Grades 4-8, and if students are making sufficient progress to graduate on time.

Growth measures improvement in performance from one point in time to another point in time in both the ELA and math content areas.

2.2 Indicator Data Sources

Growth is calculated based on data from statewide summative assessments.

Measures	
Growth in ELA	• Smarter assessment data (grades 4-8)
Growth in Math	• Smarter assessment data (grades 4-8)

2.3 Measure: Growth in ELA

2.3.1 Definition

- Growth measures how much improvement a student has made in ELA as measured by differences in scale score (SS) from one point in time to another—specifically, from the spring of one academic year to the spring of the next academic year. Individual student growth is aggregated at the school level and based on matched students only (student must have two consecutive scores on the statewide summative assessment in grades 3-8). School-level calculations include growth of all students, growth of the highest quartile, and growth of the lowest quartile.
- Growth Index (Percent of Target Achieved) – The Growth Index measures the extent to which students are meeting, exceeding, or making progress toward their annual growth targets. Targets have been set based on the 60th percentile of actual student performance in Delaware and can be found in the Appendix of this document. This is a proportional measure of growth that provides credit for individual student growth toward the target, meeting the target, and a maximum 10% bonus for any student exceeding their target.
  - Growth of highest quartile – Measures growth of matched students who performed in the top 25th percentile in a school (better than 75% of all students) based on the SSs from the previous year.
  - Growth of lowest quartile – Measures growth of matched students who performed in the bottom 25th percentile in a school (lower than 75% of all students) based on the SSs from the previous year.

- Growth rate – Measures the percent of all matched students meeting their growth targets. This is a "yes/no" measure of performance, and is not included in the accountability calculation. If the Percent of Growth Target Achieved is greater than or equal to 100%, then the student is deemed to have met the growth target. *Please note: Growth rate will be reported only.*
- The school-level index is the sum of the percent of target achieved by all students, divided by the count of all students, multiplied times 100. Even though the range of percent of target achieved is 0-110, the school-level index is capped at 100 points.

2.3.2 Students Included

Students must have two consecutive years of statewide assessment data to be included in this measure's calculation (matched cohort). Students who are enrolled in the same school between September 30 and May 31 are included in the proficiency calculation. No student is exempt from the assessment or accountability system based on demographics, instructional program, or type of school. If an unexpected circumstance prohibits testing, the district may submit documentation to the Office of Assessment to request, on a case-by-case basis, that a student be dropped from the participation rate calculation. For example, a student has a health concern and a medical professional caring for the student has provided a letter stating that the student should not test due to the medical condition. Other examples of allowable exemptions can be found in the DeSSA Test Administration manual or by contacting the Office of Assessment. If a student has been exempted from a statewide assessment, that student will not be included in the growth calculation.

2.3.3 Student-Level Calculation

Student Percent of Target Achieved (Growth Index) – The following steps are used to calculate the Student Percent of Target Achieved for students.

1. Growth Achieved – This is the difference between the current year vertical SS and previous year vertical SS for each student in each subject area. If growth achieved is less than zero, set the Growth Achieved to 0.
2. Target – Use the lookup table (comprised of four Achievement Levels (ALs) divided into 2 categories each for a total of 8 categories) for the subject area to determine the amount of growth a student is expected to make based on the SS category from the previous year. Year 1 is used to lookup growth in the target lookup table.
3. Percent of Growth Target Achieved – For students in categories 1 through 7, this is the growth achieved divided by the target—if the percent is above 1.1, then cap it to 1.1.

$$\frac{\text{ELA Scale Score}_{\text{Current Year}} - \text{ELA Scale Score}_{\text{Previous Year}}}{\text{Growth Target}} \times 100$$

Minimum Score = 0 and Maximum Score = 110

4. See Special Circumstances for students in category 8 (students whose scores fall within the high Achievement Level 4).

For example, a FAY third grade student earns a scale score of 2420 in math. Based on the lookup table, the target for that student is to grow by 52 scale score points in grade 4. If the student scores a 2460 in grade 4, the student earns a growth index score of (2460 – 2420)/52 x 100 = 76.92% of target achieved. Had the student grown by 52 scale score points instead of 40 scale score points, the growth index score for that students would have been 100% of target achieved. Had the student grown by 60 scale score points, the growth index score would have been 115% of target achieved, which would be capped at 110%.

2.3.4 School-Level Calculation

School Percent of Target Achieved (Growth Index) –

$$\frac{\text{Sum of percent of target achieved for all students*}}{\text{\# of FAY students with valid matched assessment scores}} \times 100$$

*The numerator and denominator change for the following two metric areas listed below:

- Growth of highest quartile – Sum of percent of target achieved for students who performed in the top 25th percentile based on the SSs from the previous year divided by the number of FAY students in the highest quartile
- Growth of lowest quartile – Sum of percent of target achieved for students who performed in the bottom 25th percentile based on the SSs from the previous year divided by the number of FAY students in the lowest quartile.
- Highest and lowest quartiles (25 percent) is to be determined by ranking students' prior years' scale score and determining their top and bottom 25 percentile. Determination of the top/bottom quartile is based on the prior years' scale scores.
    - Step 1: Calculate each groups' growth (summarizing the percent of target achieved for all students in the highest/lowest quartile and dividing it by the number of students in the bottom/top quartile).
    - Step 2: Using the formula shown above, calculate the sum of percent of target achieved for all students in each category (highest/lowest quartile).
- Please refer to the Appendix for a sample school and how to calculate school-level growth for the highest and lowest quartiles.

2.3.5 Data Sources

- Assessment data – EdInsight Report Portal Data

  IMS>EdInsight Reports Portal> Educator and School Accountability> DSSF Results (Measure Values) by Subgroup
- Enrollment data – End-of-year entry and withdrawal data in eSchool—collected between the beginning of June to mid-June and prior to enrollment rollover

  IMS>eSchool>StudentCenter>Search and Select student> Registration Information> Active status/enrollment date

- Demographic data
  - eSchool for race, gender, and grade
  - Statewide English learner (EL) data system
  - Low-socioeconomic status (SES) from Direct Cert data at end of year
  - eSchool for students with disabilities (SWD) at end of year
    - IMS>eSchool>StudentCenter>Demographic> Registration Information
    - IMS>eSchool>StudentCenter>Demographic> English Learner Data
    - IMS>eSchool>StudentCenter>Demographic>Personal
    - IMS>eSchool>StudentCenter>Demographic> DOE Special Education

2.3.6 How the Measure Is Used in Accountability

These subgroups are included in accountability calculations if the number of matched students is 15 or greater, and students are matched between two testing periods: All Students, American Indian, African American, White, Hawaiian/Pacific Islander, Asian, Hispanic, Multiracial, SWD, EL, and Low-SES.

2.3.7 How the Measure Is Reported

These subgroups are reported if the number of matched students is 15 or greater, and students are matched between two testing periods: All Students, American Indian, African American, White, Hawaiian/Pacific Islander, Asian, Hispanic, Multiracial, SWD, EL, Low-SES, Military-Connected Youth, Homeless, and Foster Care.

2.3.8 Special Circumstances

There is a special rule for students in category 8 in the previous year—calculate the Percent of Growth Target Achieved:

- If the student was in category 8 in the previous year and *the calculated index score is greater than or equal to 100%,* then the calculated index score shall be capped at 110%.
- If the student was in category 8 in the previous year, is in category 8 in the current year, and *the calculated index score is less than 100%,* then assign the student a score of 100%.
- If the student was in category 8 in the previous year, *is not in category 8 in the current year, and the calculated index score is less than 100%,* then assign the student their calculated score.

2.4 Measure: Growth in Math

Business rules are the same as in ELA.

3.0 General Overview: School Quality/Student Success

Information in this section is informed by Delaware School Success Framework (DSSF) Discussion Group recommendations from May 10, 2017 and aligned with the DSSF included on page 37 in Delaware's ESSA plan approved on August 2, 2018.

3.1 Description of Indicator

The School Quality/Student Success indicator measures how well schools are engaging, supporting and preparing students for success throughout the K-12 system, and as they transition beyond high school.

3.2 Measure: On Track Attendance (% Not Chronically Absent)

3.2.1 Definition

Chronic absenteeism from school, due to both excused and unexcused absences, represents instructional hours lost and is a predictor of lower levels of literacy by third grade, class failure in middle school, and higher numbers of high school dropouts (from Preventing Missed Opportunity: Taking Collective Action to Confront Chronic Absence). Students must be engaged and "present and ready to learn" to succeed academically. An indication of high K-12 chronic absence rate can help drive improvement discussions and encourage schools and communities to work together to address the factors that lead to poor student attendance. Chronically absent students include students who are absent for any reason (e.g., illness, out of school suspension, the need to care for a family member), for 10% of a student's total membership between September 30 and May 31, regardless of whether absences are excused or unexcused.

This measure is represented in the accountability system as the percentage of students ***not*** chronically absent, which is the inverse of the percentage of students chronically absent, to represent school performance data in a positive manner.

3.2.2 Students Included

Unduplicated count of students enrolled in the same school after September 30 and still actively enrolled in the same school on May 31 (FAY).

3.2.3 Calculation

Full day absences are utilized for this calculation, and the parameters for a "full day" are determined by local board policy.

The calculation to determine the percentage of students chronically absent in a given year is:

$$\frac{\text{Total number of FAY students (K-12) chronically absent}}{\text{Total number of FAY students enrolled in X school}}$$

To calculate the percentage of students ***not*** chronically absent, the result from applying the formula above is subtracted from 100. For example:

1) Total number of FAY students chronically absent (missing 10% or more of membership days between September 30 and May 31) in a K-5 school = 8

2) Total number of FAY students in the K-5 school = 100

3) 8/100 = 8% chronically absent

4) 100-8 = 92% not chronically absent (on track attendance)

Examples:

Favorite Elementary School has been determined to have a chronic absenteeism rate of 5% in year X, which means that 95% of their students, for accountability purposes at the school level, are *not* chronically absent. By referring to the calculation and the available points for this measure (50), Favorite Elementary School will earn 47.5 on this measure.

Super High School has been determined to have a chronic absenteeism rate of 14% in year X, which means that 86% of their students, for accountability purposes at the school level, are *not* chronically absent. By referring to the calculation and the available points for this measure (25), Super High School will earns 21.5 points on this measure.

To determine to what degree schools are demonstrating On Track Attendance, the following levels are applied*. These ranges are for reference only and *not to be used as part of public reporting*:

% Not Chronically Absent	Description
95-100%	Low chronic absenteeism
90-94%	Moderate chronic absenteeism
80-89%	Significant chronic absenteeism
70-79%	High chronic absenteeism
0-69%	Extreme chronic absenteeism

**Please note: These ranges and percentages are based on the work of Everyone Graduates Center and Attendance Works as reported in "Portraits of Change", September 2017.*

3.2.4 Data Source

Measure	
Absence (full day)	eSchool IMS >eSchool > Attendance > All > Student > Year View

3.2.5 How the Measure Is Used in Accountability

These subgroups are included in accountability calculations if the number of students is 15 or greater: All Students, American Indian, African American, White, Hawaiian/Pacific Islander, Asian, Hispanic, Multiracial, SWD, EL, and Low- SES.

3.2.6 How the Measure Is Reported

These subgroups are reported if the number of students is 15 or greater: All Students, American Indian, African American, White, Hawaiian/Pacific Islander, Asian, Hispanic, Multiracial, SWD, EL, Low-SES, Military-Connected Youth, Homeless, and Foster Care.

3.2.7 Special Circumstances

Please note that out-of-school activities that meet minimum criteria as authorized by local district and charter school policy (e.g., it has an educational purpose and is supervised such as a college visit) may count as "in attendance".

There is an appeals process through the annual Accountability Student Verification process for this measure for the following **extenuating circumstances**:

- Students who are homebound (**ONLY if local policy requires that this is counted as an excused absence** – please refer to board policy to ensure alignment with your eSchool setup).
  - Signed doctor's note indicating **specific date(s) of treatment**. Anticipated dates will not be approved during the appeals process.
- Students who are out of school for the immediate treatment of concussions should be excluded from the calculation
  - Signed doctor's note indicating date of concussion and **specific date(s) of brain rest immediately following the diagnosis.** Follow-up doctors' visits will not be approved during the appeals process.
- Students who are placed in alternative residential facilities (e.g., Dover Behavioral Health)
  - Letter from the admitting facility with physician signature indicating **specific dates of service**. Anticipated dates of discharge will not be approved during the appeals process.
- Students who are out of school for a death in the family
  - **Parent and/or guardian note** with signature indicating **specific dates** of absence.
- In accordance with the Interstate Military Compact, students who are out of school as a result of a parent's active deployment
  - Signed parent and/or guardian note indicating date(s) of absence(s) with Superintendent's signature as an assurance
- Students who are out of school for reasons specifically and directly related to homelessness
  - Signed note from the Homeless Liaison indicating specific date(s) of absence(s) and rationale for each appeal
- Students who are out of school for reasons specifically and directly related to foster care
  - Signed note from the Foster Care Liaison indicating date(s) of absence(s) and rationale for absences (e.g., court date if full day absence)
- Students who are out of school **for a full day** for scheduled court appearance(s)
  - Court-issued documentation indicating date(s) of appearance(s)
- Students who are out of school for surgery and/or hospitalization

- Signed doctor's note indicating **specific date(s)** of surgery and postoperative hospitalization, if applicable. Follow-up doctors' visits will not be approved during the appeals process.

3.3 Measure: Proficiency for Science (5, 8, and Biology) and Social Studies (4, 7, and 11)

3.3.1 Definition

Science and social studies achievement measures determine student performance in relation to grade-level expectations. These measures include student performance data on statewide assessments in science and social studies.

Proficiency in a given subject is the percent of students who are on or above grade level in a specific content area.

These measures are calculated based on statewide summative assessments.

3.3.2 Data Sources

The following table defines the grade levels for each content area by statewide summative assessments.

Measures	
Proficiency in Science	• DeSSA Science assessment data (grades 5, 8, and Biology) • DeSSA Alt assessment data (grades 5, 8, and Biology)
Proficiency in Social Studies	• DeSSA Social Studies assessment data (grades 4, 7, and 11) • DeSSA Alt assessment data (grades 4, 7, and 11)

3.4 Proficiency in Science

3.4.1 Definition

Percent of students in grades 5, 8, and Biology who score at or above PL 3+ on the DeSSA or DeSSA Alt Science assessment.

3.4.2 Students Included

Students who are enrolled in the same school between September 30 and May 31 are included in the proficiency calculation. No student is exempt from the assessment or accountability system based on demographics, instructional program, or type of school. If an unexpected circumstance prohibits a student from testing, the district/charter school may submit documentation to the Office of Assessment to request, on a case-by-case basis, that a student be dropped from the participation rate calculation. If a student has been exempted from a statewide assessment, that student will not be included in the proficiency calculation.

3.4.3 Calculation

$$\frac{\text{\# of FAY students scoring at Level 3 or 4}}{\text{\# FAY of students eligible}}$$

To be deemed eligible, students must be actively enrolled between September 30 and May 31.

3.4.4 Data sources

- Assessment data – EdInsight Report Portal Data

  IMS>EdInsight Reports Portal> Educator and School Accountability> DSSF Results (Measure Values) by Subgroup
- Enrollment data – End-of-year entry and withdrawal data in eSchool—collected between the beginning of June to mid-June and prior to enrollment rollover

  IMS>eSchool>StudentCenter>Search and Select student> Registration Information> Active status/enrollment date
- Demographic data
  - eSchool for race, gender, and grade
  - Statewide English learner (EL) data system
  - Low-socioeconomic status (SES) from Direct Cert data at end of year
  - eSchool for students with disabilities (SWD) at end of year
    - IMS>eSchool>StudentCenter>Demographic> Registration Information
    - IMS>eSchool>StudentCenter>Demographic> English Learner Data
    - IMS>eSchool>StudentCenter>Demographic>Personal
    - IMS>eSchool>StudentCenter>Demographic> DOE Special Education

3.4.5 How the measure is used in accountability

The following subgroups are included in accountability calculations if the number of students is 15 or greater: All Students, American Indian, African American, White, Hawaiian/Pacific Islander, Asian, Hispanic, Multiracial, SWD, EL, and Low-SES.

3.4.6 How the measure is reported

The following subgroups are reported if the number of students is 15 or greater: All Students, American Indian, African American, White, Hawaiian/Pacific Islander, Asian, Hispanic, Multiracial, SWD, EL, Low-SES, Military-Connected Youth, Homeless, and Foster Care.

3.4.7 Special circumstances

- Proration – Students are tracked to the school that provided the instructional services in prior grades on a prorated basis. When a FAY fifth-grade student takes the grade 5 assessment in science, the school that provided that student second-grade services gets 10% of the score, the school that provided third-grade services gets 20% of the score, the school that provided fourth-grade services gets 30% of the score, and the school that

provided fifth-grade services gets 40% of the score. *K–1 only schools will not receive a rating on this measure.* This is illustrated in the table below:

Example of Proration for 5th Grade Student*		
Grade 5 Science (proration only applies to grades 5 and 8 as these are the only test administrations in Elementary and Middle School)	School that provided Grade 5 instructional services	40% of student's score
	School that provided Grade 4 instructional services	30% of student's score
	School that provided Grade 3 instructional services	20% of student's score
	School that provided Grade 2 instructional services	10% of student's score
	School that provided Grade K and/or Grade 1 instructional services	*Grades K–1 do not receive any portion of the student's score*
	Total	**100%**

*Student is FAY and can be tracked to a Delaware public school in grades 2, 3 and 4

- When a FAY eighth-grade student takes the grade 8 assessment in science, the school that provided that student sixth-grade services gets 20% of the score, the school that provided seventh-grade services gets 30% of the score, and the school that provided 8th grade services gets 50% of the score. Proration is repeated for all prior grades of the assessment and will only occur for a maximum of four prior years.
- Proration considerations – The scores of students who are not enrolled in Delaware schools in the years prior to a tested grade are not apportioned, or prorated, back to prior grades. If a student who takes the fifth-grade science assessment was not enrolled in an identified Delaware public school in fourth grade, that 30% of the score is excluded—it does *not* get assigned to any other grade. If a student is new to a Delaware school in fifth grade, that school is only apportioned 40% of the score—the balance is excluded.
- Examples of proration may be found in Section 3.5.8 below.

3.5 Proficiency in Social Studies

3.5.1 Definition

Percent of students in grades 4, 7, and 11 who score at or above PL 3+ on the DeSSA or DeSSA Alt Social Studies assessment.

3.5.2 Students Included

Students who are enrolled in the same school between September 30 and May 31 are included in the proficiency calculation. No student is exempt from the assessment or accountability system based on demographics, instructional program, or type of school. If an unexpected

circumstance prohibits a student from testing, the district and/or charter school may submit documentation to the Office of Assessment to request, on a case-by-case basis, that a student be dropped from the participation rate calculation. If a student has been exempted from a statewide assessment, that student will not be included in the proficiency calculation.

3.5.3 Calculation

$$\frac{\text{\# of FAY students scoring at Level 3 or 4}}{\text{\# FAY of students eligible}}$$

To be deemed eligible, students must be actively enrolled in the same school from September 30 to May 31.

3.5.4 Data sources

- Assessment data – EdInsight Report Portal Data

  IMS>EdInsight Reports Portal> Educator and School Accountability> DSSF Results (Measure Values) by Subgroup
- Enrollment data – End-of-year entry and withdrawal data in eSchool—collected between the beginning of June to mid-June and prior to enrollment rollover

  IMS>eSchool>StudentCenter>Search and Select student> Registration Information> Active status/enrollment date
- Demographic data
  - eSchool for race, gender, and grade
  - Statewide English learner (EL) data system
  - Low-socioeconomic status (SES) from Direct Cert data at end of year
  - eSchool for students with disabilities (SWD) at end of year
    - IMS>eSchool>StudentCenter>Demographic> Registration Information
    - IMS>eSchool>StudentCenter>Demographic> English Learner Data
    - IMS>eSchool>StudentCenter>Demographic>Personal
    - IMS>eSchool>StudentCenter>Demographic> DOE Special Education

3.5.5 How the measure is used in accountability

The following subgroups are included in accountability calculations if the number of students is 15 or greater: All Students, American Indian, African American, White, Hawaiian/Pacific Islander, Asian, Hispanic, Multiracial, SWD, EL, and Low-SES.

3.5.6 How the measure is reported

The following subgroups are reported if the number of students is 15 or greater: All Students, American Indian, African American, White, Hawaiian/Pacific Islander, Asian, Hispanic, Multiracial, SWD, EL, Low-SES, Military-Connected Youth, Homeless, and Foster Care.

3.5.7 Special Circumstances

- Proration – Students are tracked to the school that provided the instructional services in prior grades on a prorated basis. When a FAY fourth-grade student takes the grade 4 assessment in social studies, the school that provided that student second-grade services gets 20% of the score, the school that provided third-grade services gets 30% of the score, and the school that provided fourth-grade services gets 50% of the score. *K–1 only schools will not receive a rating on this measure.* This is illustrated in the table below:

Example of Proration for 4th Grade Student*		
Grade 4 Social Studies (proration only applies to grades 4 and 7 as these are the only test administrations in Elementary and Middle School)	School that provided Grade 4 instructional services	50% of student's score
	School that provided Grade 3 instructional services	30% of student's score
	School that provided Grade 2 instructional services	20% of student's score
	School that provided Grade K and/or Grade 1 instructional services	*Grades K–1 do not receive any portion of the student's score*
	Total	**100%**

*Student is FAY and can be tracked to a Delaware public school in grades 2, 3 and 4

- When a FAY seventh-grade student takes the grade 7 assessment in social studies, the school that provided that student fifth-grade services gets 20% of the score, the school that provided sixth-grade services gets 30% of the score, and the school that provided 7th grade services gets 50% of the score. Proration is repeated for all prior grades of the assessment and will only occur for a maximum of four prior years.
- Proration considerations – The scores of students who are not enrolled in Delaware schools in the years prior to a tested grade are not apportioned, or prorated, back to prior grades. If a student who takes the fourth-grade social studies assessment was not enrolled in an identified Delaware public school in third grade, that 30% of the score is excluded—it does *not* get assigned to any other grade. If a student is new to a Delaware school in fourth grade, that school is only apportioned 50% of the score—the balance is excluded.
- Examples of proration may be found below.

3.5.8 Examples of Proration

Proficiency scores will only be prorated to non-tested grades if a FAY student's enrollment in prior grades is known and the schools with non-tested grades are Delaware public schools. If a student's prior enrollment history is unknown, the student's score will only be included in the grades for which enrollment is known.

The general proration calculation at the school, district and state levels is as follows:

$$\frac{\text{Prorated count of students scoring at Level 3 or 4}}{\text{Prorated count of students eligible}}$$

Examples:

- Favorite Elementary School is the only K-5 school in Favorite School District.

  Students in fourth grade are administered the grade 4 social studies statewide assessment. Since second grade, 100% of the FAY fourth-grade students have attended Favorite Elementary School. Portions of the scores of all FAY fourth graders are distributed among grades 2 (20%), 3 (30%), and 4 (50%) within Favorite Elementary School; therefore, the school receives 100% of the scores.

- Very Best School District has two elementary schools – Best Elementary School, which serves grades K-2, and Next Best Elementary School, which serves grades 3-5.

  Students in fourth grade at Next Best Elementary School are administered the grade 4 social studies statewide assessment. Next Best Elementary School receives 80% of the students' scores (30% for grade 3 and 50% for grade 4) for the students who were enrolled in and attended that school for both grades, and Best Elementary School receives 20% of the scores of the students who were enrolled in and attended that school in second grade. Schools in other districts that provided grade 2 and grade 3 services for FAY 4th graders at Next Best Elementary School receive the same portions of the scores described.

3.5.9 Participation for Accountability

The accountability participation calculation is based on the number of students who are enrolled within the school or district for the entire test window. If a student is not enrolled within the school or district and/or does not complete one or more items, the student will be counted as a nonparticipant in the participation calculation. FAY is not a factor when calculating participation for accountability, and participation is attributed to a student's accountability school.

For a detailed description of participation calculations, please see the link to Assessment Participation and Results Policies on the Reference Page at the end of this document.

3.6 Measure: College and/or Career Preparedness (CCP)

3.6.1 Definition

CCP experiences prepare students for success beyond high school. These experiences include opportunities to earn an industry-recognized credential; earn college credit; and engage in meaningful work-based learning experiences. Students that demonstrate success in these areas have an increased likelihood of entry and success in pursuing postsecondary education and a career after high school.

CCP is the percent of students who have demonstrated readiness for postsecondary education and a career after high school through success in one or more of the identified CCP indicators. CCP indicators are further categorized as "college" metrics (includes successful attainment of Advanced Placement, International Baccalaureate, SAT Essay, and/or dual enrollment) and

"career" metrics (includes successful attainment of a state-approved industry credential, dual enrollment, co-op education program or work-based learning experience, certificate of multi-literacy, and/or Armed Services Vocational Aptitude Battery (ASVAB). The designation of "college" and "career" metrics is used for the calculation of this measure for the purpose of assigning bonus points for students who demonstrate successful attainment of both "college" and "career" metrics.

College Metric Descriptions:

- The **SAT Essay** is administered by The College Board and mirrors a typical college writing assignment and shows how well a student understands and can analyze text. The SAT Essay includes three categories of evaluation: reading, analysis, and writing. Each category is evaluated separately using a standard rubric. For more information please visit here.
- The **Advanced Placement (AP)** program is administered by The College Board and offers college-level studies and assessments that engage students in college-level coursework. Several AP assessments are available and the evaluation of each is related to specific coursework. Please note this metric area excludes both the AP Seminar and AP Capstone. For more information please visit here.
- The **International Baccalaureate (IB)** program is administered by International Baccalaureate and incorporates quality practice from national and international research into four programs. Each program is unique as is the specific coursework. For more information please visit here.
- **Postsecondary credit attainment** includes dual enrollment and other advanced college coursework in academic subject areas such as mathematics, science, etc. Students must earn a letter grade of B (or a numeric grade of at least 79) in a non-elective academic course for the purpose of reporting.

Career Metric Descriptions:

- The **Armed Services Vocational Aptitude Battery** (**ASVAB)** is a multiple-aptitude battery that measures developed abilities and helps to predict students' future academic and occupational success in the military. The Armed Forces Qualification Test (AFQT) is used by military recruiters to determine a potential recruit's enlistment eligibility. For more information please visit here.
- **Postsecondary credit attainment** includes dual enrollment and other advanced college coursework in technical subject areas which are approved as part of a CTE program of study. Students must earn a letter grade of B (or a numeric grade of at least 79) in a technical course for the purpose of reporting. Approved technical coursework must follow the policies and procedures for CTE programs of study which is available here.
- An **industry recognized credential (IRC)** is a certificate, license, or credential that is earned through a state-approved CTE program of study which holds value at the professional level, postsecondary level, or in an Associate or Baccalaureate degree program. Attainment of an IRC will be specific to the approved CTE program of study and the credentialing body and/or licensing institution. Approved IRCs must follow the policies and procedures for CTE programs of study which is available here.
- The **Certificate of Multi-Literacy** is a nationally recognized assessment of language proficiency in both English and another language. Students demonstrate English proficiency

through assessments like Smarter Balanced (score of 3+), ACCESS (score of 5.0), PSAT 8/9 (scores of 390/410 on the ERW section), PSAT10 (score of 430), or PSAT/NMSQT (score of 460), or the SAT (score of 480 on the ERW section). Students demonstrate proficiency in another language through assessments like the American College on the Teaching of Foreign Languages (ACTFL) Assessment of Performance toward Proficiency in Languages (intermediate/mid-level on proficiency scale), AP World Language and Culture (score of 3+), or the IB Language exam (score of 4+). For more information please visit here.

- **Co-op Education or Work-based Learning** experiences provide senior level students in a state-approved CTE-pathway with coordinated on-the-job training not ordinarily available in the classroom. School systems are required to partner with employers to administer coursework, maintain employment records, cooperatively evaluate the learning experience, and ensure the learning experience is offered in accordance with all youth employment labor laws and regulations. For the purpose of granting high school credit the school system shall follow Delaware Administrative Code 525. Students demonstrate successful outcomes by earning a B or higher in an approved co-operative education course.

3.6.2 Students Included

Students enrolled in any school, district (but not necessarily the same school), and/or state from September 30 through May 31 in their 12th grade year will be deemed as being enrolled for a FAY and will be included in this measure.

3.6.3 Data Sources

Measure	Measurement	Data Source
ASVAB	50+ score on AFQT	eSchool (Test Score Center module)
SAT Essay	13+ score on combined evaluation categories	Uploaded to Data Warehouse through administrative agreement with The College Board
Advanced Placement (AP) exam (excluding AP Seminar and AP Capstone)	3+ on assessment	Uploaded to Data Warehouse through administrative agreement with The College Board
International Baccalaureate (IB)	4+ on assessment	Uploaded to Data Warehouse through administrative agreement with International Baccalaureate
Postsecondary Credit Attainment (academic & technical)	Letter grade of B or higher within an non-elective academic course or within a state-approved CTE program of study**	eSchool (LEA Course Catalog → Master Schedule)
Industry Recognized Credential	Measurement of attainment based on the specific IRC within a state-approved CTE program of study	eSchool (DOE CTE screen)
Certificate of Multi-Literacy	DDOE approved certificate based on achievement as	eSchool (DOE Multi-Literacy screen)

	measured by ACTFL Assessment of Performance toward Proficiency in Languages (i.e., intermediate/mid-level on proficiency scale), *or* AP World Language and Culture (3+), *or* IB Language exam (4+) *in conjunction with* demonstration of English proficiency (i.e., Smarter score of 3+, ACCESS score of 5.0, PSAT 8/9 scores of 390/410 on the ERW section, PSAT10 score of 430, or PSAT/NMSQT score of 460, or SAT score of 480 on the ERW section)	
Co-op Education or Work-Based Learning Experience	Letter grade of B or higher within an approved co-op education or work-based learning course (For 2017-2018, a student record of "passing" will be accepted if a letter grade is not provided)	eSchool (LEA Course Catalog → Master Schedule)

**Follows the grading the policy of the district/charter school and in some cases the policy of the Institution of Higher Education (IHE). For accountability purposes, a grade of B or better is any alpha grade of B (B-, B, or B+) or greater, and any numeric grade greater than 79%. Please note that attainment of postsecondary credit will follow the grading policy of the IHE and is not factored into the accountability rating.

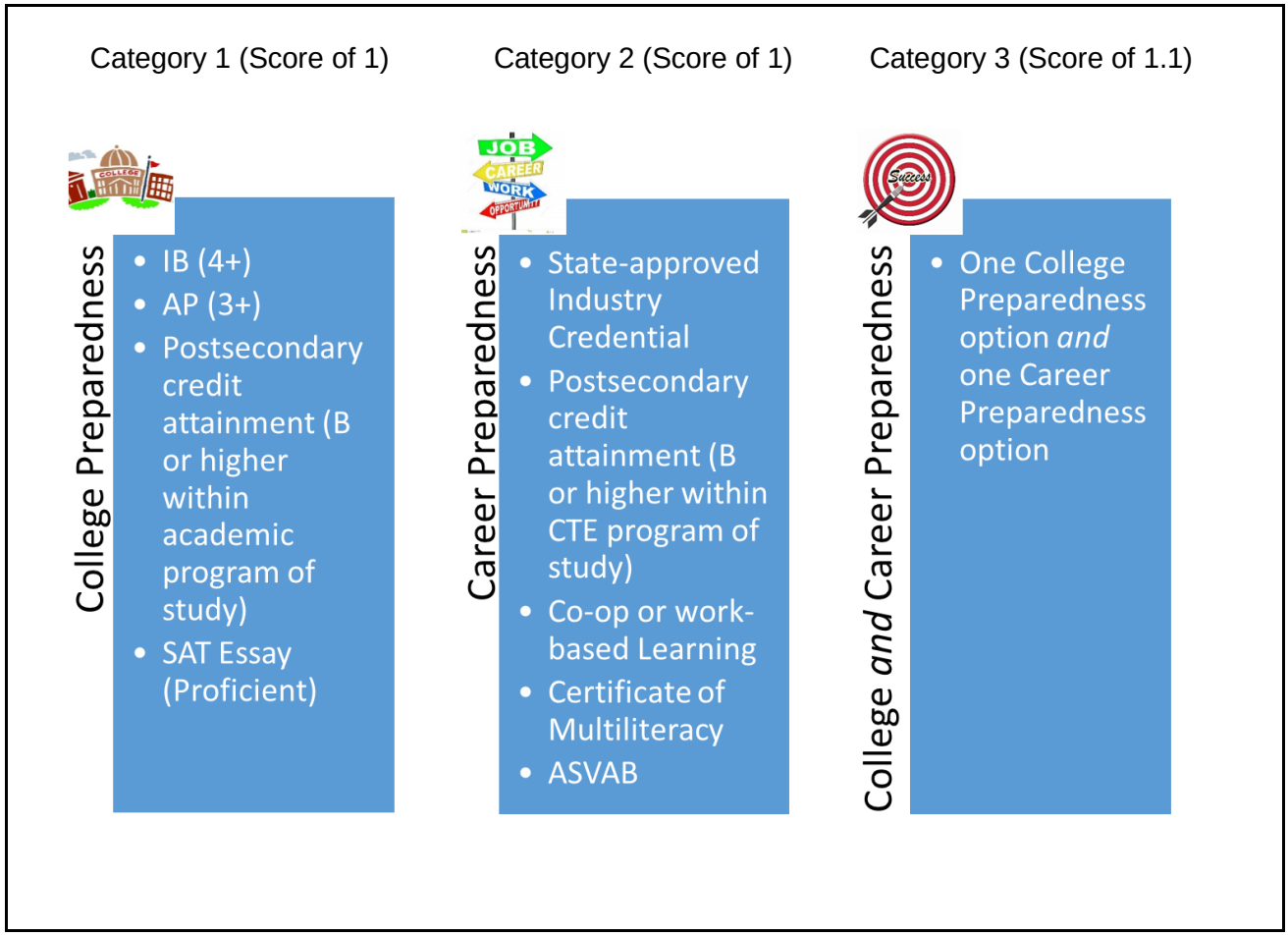
3.6.4 Calculation

The percent of students who have demonstrated success in one or more of the identified CCP indicators. The calculation follows:

- Category 1 – Any FAY 12th grade student in a high school meeting one or more of the college preparedness options ***only*** (Score of 1)
- Category 2 – Any FAY 12th grade student in a high school meeting one or more of the career preparedness options ***only*** (Score of 1)
- Category 3 – Any FAY 12th grade student in a high school meeting one or more of the career preparedness options ***and*** one or more of the career preparedness options (score of 1.1)

$$\frac{Sum\ of\ scores\ for\ students\ in\ Categories\ 1, 2, and\ 3}{Number\ of\ FAY\ 12th\ grade\ students\ in\ a\ high\ school}$$

This is illustrated by the graphic below:



3.6.5 CCP Data Collection Timeline

CCP is based on multiple data sources, including statewide summative assessments, nationally recognized assessments, eSchool data, and student-level transcript data.

CCP data are collected as follows:

- SAT data
  - June – Student-level data received from the College Board
  - June – DDOE matches SAT data to determine student ID for each student
- AP data
  - July – Student-level data received from the College Board
  - July: DDOE matches AP data to determine student ID for each student
- IB data
  - July – Student-level data received from the International Baccalaureate Organization
  - July – DDOE matches IB data to determine student ID for each student
- Postsecondary Credit Attainment

    - September – Schools and charters verify dual enrollment coursework via eSchool
    - April: Articulated college coursework is approved within the state application for CTE programs of study as part of Technical Skill Attainment
    - June: Student-level data pulled from eSchoolPLUS for academic and technical dual enrollment courses
    - June: Student-level data pulled from Master Schedule eSchool screen and cross-walked to the CTE Technical Skill Attainment data for the purpose of recognizing articulated college credit
- Industry Recognized Credentials
    - November: industry credentials are approved within the state application for a CTE programs of study as part of Technical Skill Attainment
    - April: the state-approved industry credential list is updated in the DOE CTE eSchool screen
    - June: Student-level data pulled from DOE CTE eSchool screen and cross-walked to the CTE Technical Skill Attainment data for the purpose of recognizing industry credential attainment
    - July: Deadline to submit any additional industry recognized credentials that may have been earned or recorded after the date of graduation (limited to those certifications that require a high school diploma prior to confirmation).
- Certificate of Multi-Literacy
    - November, February, and May: Certificate requests are processed from eSchool the first Monday of each of these months.
    - Certificate requests for seniors must be received by May 1 for seniors to receive medallions for the end of the school year recognition ceremonies; however, certificate requests may be added until July 15.
    - July: final certificates processed from eSchool to include those that rely on AP or IB scores
- Co-op Education and Work-Based Learning Experience
    - Third week of June – Final student-level participation pulled from eSchoolPLUS and student transcripts
    - Late June – Student-level participation data verified against Unit Count data
- ASVAB
    - June 1 – student-level data uploaded to Test Score Center eSchool screen by school personnel with user defined access

3.6.6 How the Measure Is Used in Accountability

These subgroups are reported if the number of students is 15 or greater: All Students, American Indian, African American, White, Hawaiian/Pacific Islander, Asian, Hispanic, Multiracial, SWD, EL, Low-SES, Military-Connected Youth, Homeless, and Foster Care.

3.6.7 How the Measure Is Reported

These subgroups are reported if the number of students is 15 or greater: All Students, American Indian, African American, White, Hawaiian/Pacific Islander, Asian, Hispanic, Multiracial, SWD, EL, Low-SES, Military-Connected Youth, Homeless, and Foster Care.

3.6.8 Special Circumstances

There are no special circumstances for this measure.

3.7 Measure: On Track in 9th Grade

3.7.1 Definition

On Track in 9th Grade measures the percentage of ninth graders who have earned four or more credits in core content areas, thus illustrating they are "on track" to graduate high school on time as part of their four-year cohort. This measure calculates the percent of first-time, ninth-grade students that have earned a total of four or more credits by August 15 in at least four of the following subjects: ELA, math, science, social studies, and/or a world language.

3.7.2 Students Included

All FAY students in grade 9 for the first time are included in this measure.

3.7.3 Data Sources

Measure	

On Track in 9th Grade	• National Center for Education Statistics (NCES) codes in eSchool (grade 9)
	• Assessment data –EdInsight Reports Portal
	• Enrollment data – End-of-year entry and withdrawal data in eSchool—collected between the beginning of June to mid-June and prior to enrollment rollover and captured in the Accountability Student Verification system (ASV)
	• Demographic data (ultimately verified through ASV)
	  ♦ eSchool for race, gender, and grade
	  ♦ Statewide EL data system
	  ♦ Low-SES from Direct Cert data at end of year
	  ♦ eSchool for SWD at end of year
	• Credits earned – Credit assigned per student by NCES code in eSchool by deadline of August 15
	• Bottom 25th percentile bonus – DSARA (see Special Circumstances section below)
	• SWD (certificate track) – verified by the school/district through the Accountability Student Verification (ASV) process

3.7.4 Calculation

$$\frac{\text{Number of first time 9th grade students earning 4 or more core credits by Aug 15}}{\text{Number of first time 9th grade students enrolled from Sep 30 through May 31}}$$

3.7.5 How the Measure Is Used in Accountability

These subgroups are included in accountability calculations if the number of students is 15 or greater: All Students, American Indian, African American, White, Hawaiian/Pacific Islander, Asian, Hispanic, Multiracial, SWD, EL, and Low-SES.

3.7.6 How the Measure Is Reported

These subgroups are reported if the number of students is 15 or greater: All Students, American Indian, African American, White, Hawaiian/Pacific Islander, Asian, Hispanic, Multiracial, SWD, EL, Low-SES, Military-Connected Youth, Homeless, and Foster Care.

3.7.7 Special Circumstances

- Recently Arrived EL (RA EL) students with no formal record of education history who are of high school age and placed in ninth grade by the school/district, as defined by state policy (i.e., new to ninth grade who have recently arrived) are excluded from the calculation. The DDOE defines RA EL as those students whose enrollment in any public school in the United States has been less than 12 cumulative months (not consecutive).

- Bottom 25th percentile bonus – Schools will receive a 1.1 bonus in the calculation for students that scored in the bottom 25th percentile on the eighth-grade statewide assessment in either ELA or math and that earn four or more credits by the end of ninth grade. The bottom 25th percentile group is derived from any student that scores in lowest quartile of eighth-grade regular assessment in either ELA or math for all tested students. The eighth-grade students identified as in the bottom 25th percentile will be shared with high schools at the start of the school year via the Ed Insight Dashboard. There is no minimum n requirement for the Bottom 25th percentile bonus.

- Students with disabilities (SWDs) – Any student with an Individual Education Plan (IEP) that targets graduation in more than four years (i.e., certificate track) will be considered to have met the core credit expectation that corresponds with their specific IEP for ninth grade. There is no minimum-n requirement for this special circumstance.

4.0 General Overview: Graduation Rates

Information in this section is informed by Delaware School Success Framework (DSSF) Discussion Group recommendations from May 10, 2017 and aligned with the DSSF included on page 37 in Delaware's ESSA plan approved on August 2, 2018.

4.1 Description of Indicator

Student graduation from high school with a regular high school diploma is an important indicator of school success and one of the most significant indicators of student college and career readiness (USED Non-Regulatory Guidance, 2017). This indicator measures the percentage of students who graduate in four, five, or six years with a regular high school diploma, divided by the number of students who form the adjusted cohort for the graduating class.

4.2 Measure: Four-Year Adjusted Cohort Graduation Rates

4.2.1 Definition

The four-year graduation rate counts a student who graduates with a regular high school diploma in four years or less as a high school graduate in his or her original cohort—that is, the cohort in which he/she started the ninth grade the first time. A student that graduates in three years will be counted and "banked" for a year until his/her cohort graduates. A student who graduates in more than four years is counted as a non-graduate in the adjusted four-year graduation rate. Students who drop out before beginning the ninth grade are not included in the cohort.

4.2.2 Students Included

- Any first-time, ninth-grade student who graduated with a diploma in four years within the original cohort.
- Non-diploma track students
- Student data are attributed to the last school in which the student was enrolled, regardless of length of enrollment, as evidenced by the Delaware Student Information System (DELSIS) record.

4.3 Calculation:

The manner in which the four-year adjusted cohort graduation rate is calculated can be represented in the following two ways:

$$\frac{\text{4-year graduates in year } x}{\text{1st time entering 9th graders in year } x\text{-3 + transfers in} - \text{transfers out}}$$

Or,

$$\frac{\text{Number of 2016 cohort members earning a diploma through Sep 2016}}{\text{2013 1st time 9th graders + incoming students – exiting students within the 4-year cohort}}$$

4.3.1 Data Source

The Cohort Management System (CoMS) is the data source for the four-, five-, and six-year adjusted cohort graduation rates. Access to CoMS is granted through the Identity Management System (IMS).

4.3.2 How the Measure Is Used in Accountability

The following subgroups are included in accountability calculations if the number of students is 15 or greater: All Students, American Indian, African American, White, Hawaiian/Pacific Islander, Asian, Hispanic, Multiracial, SWD, EL, and Low-SES.

4.3.3 How the Measure Is Reported

The following subgroups are reported if the number of students is 15 or greater: All Students, American Indian, African American, White, Hawaiian/Pacific Islander, Asian, Hispanic, Multiracial, SWD, EL, Low-SES, Military-Connected Youth, Homeless, and Foster Care.

4.3.4 Special Circumstances

- Only students who graduate with a regular high school diploma in four years or less may be included in the numerator of the adjusted four-year cohort graduation rate.
- Students who earn a Certificate of Performance are not included as graduates; however, they are included as a student in the four-year cohort.
- Graduation calculations “lag” in order to include students who graduate in the summer after their fourth year of high school among the cohort members who graduate in four years.
- Once a student is identified as either a Student with a Disability (SWD) or English Learner (EL) at any point in grades 9-12, he/she will maintain that status, even if he/she exits that status during high school, for the purpose of the graduation rate calculation.

4.4 Measure: Five-Year Adjusted Cohort Graduation Rates

4.4.1 Definition

The percentage of students who graduate with a regular high school diploma within five years.

4.4.2 Calculation

The manner in which the five-year adjusted cohort graduation rate is calculated can be represented in the following two ways:

$$\frac{\text{5-year graduates in year } x}{\text{1st time entering 9th graders in year } x\text{-4 + transfers in – transfers out}}$$

Or,

$$\frac{\text{Number of cohort members earning a diploma through Sep of 5th year}}{\text{1st time 9th graders + incoming students – exiting students within the 5-year cohort}}$$

4.4.3 Students Who Are Included

- Any first-time, ninth-grade student who graduated with a diploma within the extended cohort year.
- There is a minimum-n requirement of 15 for the five-year adjusted cohort graduation rate calculation.
- Non-diploma track students.
- Student data are attributed to the last school in which the student was enrolled, regardless of length of enrollment, as evidenced by the DELSIS record.

4.4.4 How the Measure Is Used in Accountability

The following subgroups are included in accountability calculations if the number of students is 15 or greater: All Students, American Indian, African American, White, Hawaiian/Pacific Islander, Asian, Hispanic, Multiracial, SWD, EL, and Low-SES.

4.4.5 How the Measure Is Reported

The following subgroups are reported if the number of students is 15 or greater: All Students, American Indian, African American, White, Hawaiian/Pacific Islander, Asian, Hispanic, Multiracial, SWD, EL, Low-SES, Military-Connected Youth, Homeless, and Foster Care.

4.5 Measure: Six-Year Adjusted Cohort Graduation Rates

4.5.1 Definition

The percentage of students who graduate with a regular high school diploma within six years.

4.5.2 Students Included

- Any first-time 9th grade student who graduated with a diploma within the extended cohort year.
- Non-diploma track students.
- Student data are attributed to the last school in which the student was enrolled, regardless of length of enrollment, as evidenced by the DELSIS record.

4.5.3 Calculation:

The manner in which the six-year adjusted cohort graduation rate is calculated can be represented in the following two ways:

$$\frac{\text{6-year graduates in year } x}{\text{1st time entering 9th graders in year } x\text{-5 + transfers in} - \text{transfers out}}$$

Or,

$$\frac{\text{Number of cohort members earning a diploma through Sep of 6th year}}{\text{1st time 9th graders + incoming students} - \text{exiting students within the 6-year cohort}}$$

4.5.4 How the Measure Is Used in Accountability

The following subgroups are included in accountability calculations if the number of students is 15 or greater: All Students, American Indian, African American, White, Hawaiian/Pacific Islander, Asian, Hispanic, Multiracial, SWD, EL, and Low-SES.

4.5.5 How the Measure Is Reported

The following subgroups are reported if the number of students is 15 or greater: All Students, American Indian, African American, White, Hawaiian/Pacific Islander, Asian, Hispanic, Multiracial, SWD, EL, Low-SES, Military-Connected Youth, Homeless, and Foster Care.

5.0 General Overview: Progress toward English Language Proficiency

Information in this section is informed by Delaware School Success Framework (DSSF) Discussion Group recommendations from May 10, 2017 and aligned with the DSSF included on page 37 in Delaware's ESSA plan approved on August 2, 2018.

5.1 Description of Indicator

Progress toward English language proficiency (ELP) is an index calculation that measures the percentage of all current ELs who make annual progress toward ELP as measured by the statewide ELP assessment. ELP is defined as scoring a PL of 5.0 on the statewide ELP assessment. Attainment has been defined in Delaware as a PL of 5.0 and a level in which a student is considered to have met a proficiency level comparable to their native English speaking peers. Therefore, a PL of 5.0 is considered a student's Attainment Target (AT). *Please note: DDOE is considering changing the AT based on a review of actual EL student performance over time. This section will be updated accordingly once an informed decision has been made.*

5.2 Indicator Data Source

Measure	
Progress toward ELP	• WIDA ACCESS 2.0 • eSchool

5.2.1 Definition

The ELP indicator measures the percentage of ELs making progress toward proficiency in reading, writing, and speaking the English language by reaching the AT of PL 5.0 on the statewide ELP assessment (WIDA ACCESS 2.0).

5.2.2 Students Included

Students in grades K through 12 who are identified as eligible for EL services through the Home Language Survey are included in this measure. Students must have two consecutive years of ACCESS 2.0 assessment data to be included in this measure's calculation (matched cohort).

5.2.3 Student-level Calculation

This calculation uses a student's initial PL on their first annual ACCESS for ELs 2.0 assessment to determine:

- The number of years that a student has to reach proficiency, and
- The student-level targets for annual progress based on entering grade-level SS.

The table below (Table 24: Final Cut Scores: Overall) is from the *WIDA ACCESS for ELLs 2.0 Assessment Proficiency Level Scores Standard Setting Project Report* conducted in 2016-2017 by WIDA Research and the Center for Applied Linguistics. Using the table below, one can see that a PL of 5.0 has a corresponding scale score of 344 at grade 1. The full document is available for review in the PerformancePLUS application through the IMS.

Grade	WIDA Proficiency Levels - Overall Composite Scores					
	1.0	2.0	3.0	4.0	5.0	6.0
K	100	229	261	293	325	350
1	100	242	274	315	344	368
2	100	254	289	329	359	383
3	100	265	300	340	371	396
4	100	279	309	350	382	406
5	100	286	317	358	390	415
6	100	291	324	365	399	423
7	100	298	331	372	406	431
8	100	304	337	378	412	438
9	100	311	344	385	418	446
10	100	318	350	391	424	453
11	100	325	356	397	429	459
12	100	331	362	402	434	466

The maximum number of years that students have to attain proficiency is six years; however, the actual time limit is determined by a student's baseline score in conjunction with his/her entering grade level.

AT setting example:

- An incoming third-grade student takes the ACCESS 2.0 for the very first time and obtains an initial baseline SS of 192.
- A SS of 192 corresponds to a PL of 1.4 on the ACCESS 2.0 assessment scale.
- Since the student's PL is in the 1.0-1.9 range, the student has six total years to attain proficiency (PL of 5.0) or 5 more years beyond the baseline year as defined by the SS table—refer to Table 1 below.
- Five years from grade 3 corresponds to attaining proficiency by grade 8.
- The student's AT (always a PL of 5.0) for eighth grade is a SS of 412.
- In summary, the student must move from an initial SS of 192 in grade 3 to a SS of 412 or higher in grade 8 to attain proficiency.

Interim growth targets between the baseline year and attainment year are set annually by subtracting the previous year SS from the attainment SS and dividing by the remaining number of years to reach attainment—refer to Table 2 below. This method allows for a variable growth trajectory depending on each student's progress over time while still requiring that the AT be reached within the required number of years. The annual reset allows the individual student's interim SS targets to reflect the amount of growth that the student made in the previous year. This yearly reset recognizes the nonlinear growth that students at varying PLs make within a year's time.

Interim growth target setting example:

- The third-grade student in the AT example above obtained a baseline initial ACCESS SS of 192 and must reach 412 by grade 8—the student has five remaining years to reach attainment.
- The student's growth target for grade 4 would be a gain of 44 scale points in the first year after baseline—(412–192)/5 = 44.
- This corresponds to obtaining a SS of 236 in the year after the baseline year (194 + 44 = 236).
- In summary, the student's target is to move from an initial SS of 192 in grade 3 to a SS of 236 or higher in grade 4.

Table 1 below summarizes the method of setting the AT and interim targets for all students based on their initial ACCESS PL.

Table 1. EL ACCESS Growth Targets – Annual Calculation Method

	Growth Target				
Year 1 Baseline ACCESS PL	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
5.0 or Higher					
4.0 - 4.9	Year 1 SS plus SS progress to reach to AT divided by 2	SS for 5.0 two grades out (AT)			
3.0 - 3.9	Year 1 SS plus SS progress to reach to AT divided by 3	Year 2 SS plus SS progress to reach to AT divided by 2	SS for 5.0 three grades out (AT)		
2.0 - 2.9	Year 1 SS plus SS progress to reach to AT divided by 4	Year 2 SS plus SS progress to reach to AT divided by 3	Year 3 SS plus SS progress to reach to AT divided by 2	SS for 5.0 four grades out (AT)	
1.0 - 1.9	Year 1 SS plus SS progress to reach to AT divided by 5	Year 2 SS plus SS progress to reach to AT divided by 4	Year 3 SS plus SS progress to reach to AT divided by 3	Year 4 SS plus SS progress to reach to AT divided by 2	SS for 5.0 five grades out (AT)

Please note:

1. *ATs are highlighted in yellow.*
2. *Students receiving a performance level (PL) of 5.0 or higher on their initial ACCESS assessment (Year 1) are considered to have met their growth target.*
3. *Students scoring below 5.0 on their Year 1 ACCESS assessment have between two to five years to reach attainment depending on their initial PL.*
4. *Each student's attainment growth target is the SS at a PL 5.0 at the grade level for the year that they are expected to reach attainment. See Special Circumstances for additional information.*
5. *Each student's interim growth targets are calculated annually by subtracting their previous year SS from the attainment SS and dividing the difference by the remaining number of years required to reach attainment.*
6. *This method allows for a variable trajectory depending on each student's progress over the years while still requiring that the AT be reached in the required number of years.*

An index approach is used to assign points to schools at the student level based on each student's progress made toward their individual targets. The points are totaled across all students, divided by the total number of students, and multiplied by 100 to obtain the overall school score.

Student-level index scores for ELP growth will range from 0.00 to 1.10 with (see Table 2 below):

- 0.00 assigned to students who showed no growth;
- 0.01 to 0.99 assigned to students who have made growth toward the interim target but did not reach it;
- 1.00 to 1.10 assigned to students who have reached (1.00) or exceeded the interim target (1.01 to 1.09), with a maximum bonus for exceeding the interim target by 10% or more (1.10);
- Students attaining proficiency (PL 5.0) before their designated attainment year receive 1.10 points;
- Students receive 0.75, 0.50 or 0.25 points if they reach proficiency ***after*** their designated attainment year. The score depends on how long after the designated attainment year that the student reaches proficiency.

In most cases, the points are calculated by dividing the amount of actual SS gain by the growth target.

Points calculation example:

- The student in the example above has a grade 4 interim target of a 44-point SS gain, or a SS of 236.
- Assumption: the student obtained an actual score of 232 or a 40-point SS gain in grade 4.
- The calculated points for the student would be 0.91 (40/44 = 0.91).

Table 2 below summarizes the points assigned to students in various scenarios.

Table 2. Student-Level ELP Growth Index Score by Student Outcome

Rules for years up to and including the designated attainment year:

	Student Outcome			
Year	**Non-participant**	**No progress toward target**	**Progress toward target but grade-level attainment target not met**	**Grade-level attainment target met or exceed**
Before designated attainment year	0.00	0.00	0.01 - 1.10* (CY SS - PY SS) /(IT SS - PY SS)	1.10
In designated attainment year	0.00	0.00	0.01 - 0.99 (CY SS - PY SS) /(AT SS - PY SS)	1.00 - 1.10* (CY SS - PY SS) /(AT SS - PY SS)

Rules for years after the designated attainment year:

	Student Outcome		
Year	**Non-participant**	**Grade-level attainment target not met**	**Grade-level attainment target met**
1 year late	0.00	0.00	0.75
2 years late	0.00	0.00	0.50
3+ years late	0.00	0.00	0.25

PY SS - Previous Year Scale Score
CY SS - Current Year Scale Score
IT SS - Interim Target Scale Score
AT SS - Grade-level Attainment Target Scale Score

*Index score of 1.10 is the maximum (10% credit for exceeding target by 10% or more)

In summary, the steps in calculating student-level growth are shown below:

1. ***Determine Expected Growth***

$$\frac{\text{Target SS To Attain On Time} - \text{Scale Score (previous year)}}{\text{Years Left To Attain (previous year)}}$$

Round the number to a whole number if it has decimals.

2. ***Determine Actual Growth***

Scale Score (current year) – Scale Score (previous year)

3. ***Determine Whether the Target Was Met***

If Actual Growth ≥ Expected Growth, **Yes**
If Actual Growth < Expected Growth, **No**

4. ***Determine whether the Student Attained***

If Scale Score ≥ Target SS To Attain This Year, **Yes**
If Scale Score < Target SS To Attain This Year, **No**

5. ***Calculate the Index Score***

If Actual Growth/Expected Growth ≥ 1.1, **1.10**
If Actual Growth/Expected Growth ≤ 0, **0.00**
Else **Actual Growth/Expected Growth**

Round the number to two decimal places if it has decimals.

5.2.4 School-level Calculation

$$\frac{\text{(Sum of Student Index Scores)}}{\text{(Count of all students)}} \times 100$$

The steps in calculating school-level growth shown in the formula above are outlined below:

1. ***Determine the Percent of Students Making Targets (for reporting only)***

$$\frac{\text{Count of Students Where Made Target = Yes}}{\text{Count of All Students}}$$

Multiply the above result by 100.

Round the number to one decimal place if it has decimals.

For example: 3 students out of 6 made their targets at Favorite Middle School
3/6 x 100 = **50.0**

2. ***Calculate the Index Growth Score***

$$\frac{\text{Sum of Index Scores for all Students}}{\text{Count of All Students}}$$

Multiply the above result by 100.

Round the number to a whole number if it has decimals.

For our sample school, the index scores for each of the 6 students is divided by the total number of students, then multiplied by 100

$$\frac{(0.00 + 1.10 + 1.10 + 0.25 + 0.55 + 1.10)}{6} \times 100 = \mathbf{68.3}$$

The resulting number is rounded to the nearest whole number. In the example, Favorite Middle School would earn 68 points for the ELP measure. All school-level scores are capped at 100 points.

5.2.5 Data Sources

- Assessment data: WIDA ACCESS 2.0
- Enrollment data: Delaware Student Information System (DELSIS)
- Demographic data: eSchool (ultimately verified through ASV)

5.2.6 How the Measure Is Used in Accountability

As this measure is designed specifically to calculate progress of the EL subgroup toward English language proficiency, only EL students are included in accountability calculations if the minimum n is 15 or greater.

5.2.7 How the Measure Is Reported

The percentage of EL students reaching their attainment targets (PL 5.0 on ACCESS) on an annual basis will be reported only—it will not be included in the accountability calculation.

5.2.8 Special Circumstances

- Students achieving a PL of 5.0 or higher on their *initial* ACCESS assessment (Year 1) are considered to have met their growth target and the school receives full credit.
- Any student whose number of years to attain proficiency exceeds grade 12 based on their initial ACCESS assessment will be assigned the SS at a PL 5.0 *at grade 12* as their attainment target.
- A bonus of 10% will be awarded to the EL student's score when ELP is achieved prior to the required year of attainment as described in the "Calculation" section. Bonus points are aggregated in the school-level calculation, which is capped at 100%.
- EL students who are retained are expected to meet the interim target for the grade level in which they are actively enrolled (e.g., a 7th grade EL student who is retained in 7th grade is expected to meet his/her 7th grade interim growth target). These students are expected to reach their attainment targets in the same amount of time as determined by their initial ACCESS 2.0 scores as described in Table 1. No extra time is provided due to retention.

6.0 General Accountability Definitions for the DSSF

6.1 General Definitions

Accountability School – Any school for which an accountability rating is calculated. Schools that are served as Title I schools for the given year or schools that are not served as Title I schools for the given year but have enrolled students according to the Unit Count are considered accountability schools.

Accountability System – The system that states must have in place for identifying school performance objectives and subsequently measuring, reporting, and addressing progress of schools against those objectives.

Attainment – Attainment is defined as achieving a Performance Level of 5.0 on the WIDA ACCESS 2.0 assessment, at which a student is considered to have met an English proficiency level comparable to their native English-speaking peers.

Business Rule – A statement that defines how a measure is calculated.

Career and Technical Education (CTE) – Those programs that are consistent with the provisions of Delaware's State Plan for Career and Technical Education and meet the provisions of the content standards approved by the Department of Education. See DE Admin Code 525 for additional detail.

Delaware School Success Framework (DSSF) – the name of Delaware's accountability system.

Denominator – Number of students eligible for any given measure once business rules have been applied. It is used as the bottom number in the fraction for calculation of a measure.

Full Academic Year (FAY) – The time period during which a student must be enrolled in the same school for 85% of instructional days between September 30 and May 31 to be included in one or more of the school's accountability measures

Indicator – A broad accountability category into which one or more measures are summarized.

Measure – An individual calculated statistic in the accountability system.

Minimum n for Accountability – The minimum number of students required in the denominator for any measure for any subgroup within a school to be included in accountability decisions.

Non-Accountability School – Any school for which an accountability rating is not calculated. Only schools that are not served as Title I schools for the given year but have enrolled students according to the Unit Count may fall into this category. Students in a non-accountability school, however, must be assigned to an accountability school.

Numerator – Number of students from the denominator that meet the characteristic of the measure. It is used as the top number in the fraction for calculation of a measure.

Performance Level – Performance levels describe knowledge, skills, and practices that a typical student, at each level, should be able to demonstrate based on his/her command of grade-level standards.

Student Accountability School (SAS) – The school to which a student is assigned for school accountability purposes. All students attending public schools must be assigned to an accountability school, including those enrolled in a non-accountability school.

Title I – A federal funding program that provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

Unit Count – A statewide student count that is conducted each year on September 30 by the Department of Education. District and charter school allocations are based on a ratio of students. The ratios are considered as equivalent to a funding "unit" as referenced in 14 Del. C. § 1703.

Year – Defined as an academic year, such as July 1, 2016 to June 30, 2017.

6.2 Student Demographic Definitions

Accountability Subgroups – Subgroups for which performance is included in accountability ratings. Subgroup categories are delineated as follows:

- **All Students** – Includes all students in the school/district/charter/state for which accountability is calculated.
- **English Learner (EL)** – A student whose primary language is other than English and who is in the process of attaining English language proficiency.
- **Former English Learner** – Former ELs are K-12 students who at one time were identified as ELs and have met the criteria for attainment of English language proficiency. Please note that Former ELs are included in the EL subgroup for four years after exiting active EL status.
- **Low-Socioeconomic Status (Low-SES)** – Includes only those students who receive one of the following benefits: Temporary Assistance for Needy Families (TANF) or Supplemental Nutrition Assistance Program (SNAP) (Direct Certification).
- **Race/Ethnicity** – This category is further divided into African American, American Indian/Alaska Native, Asian/Pacific Islander, Hispanic, Multiracial, and White.
- **Recently Arrived English Learner (RA EL)** – An EL whose enrollment in any public school in the United States has been less than 12 cumulative months (not consecutive).
- **Students with Disabilities (SWD)** – Includes those students with an Individual Education Program (IEP) under the Individuals with Disabilities Education Act (IDEA).

Grade – School-level education divided into years K-12. Students are assigned to grades based on age and/or credits earned within a given school year.

Non-Accountability Subgroups – Subgroups for which performance is reported but not included in any accountability ratings. These subgroups are delineated as follows:

- **Foster Care Student** – Consistent with the Fostering Connections Act, "foster care" means 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care

facility is licensed and payments are made by the state, tribal, or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made. (45 C.F.R. § 1355.20(a)).[1]

- **Homeless Student** – Section 725(2) of the McKinney-Vento Act defines "homeless children and youths" as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes:
  - Children and youths who are:
    - Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as "doubled-up");
    - Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
    - Living in emergency or transitional shelters;
    - Abandoned in hospitals;
    - Children and youths who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
    - Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
    - Migratory children who qualify as homeless because they are living in circumstances described above.[2]
- **Military-Connected Youth** – Pursuant to 14 DE Admin. Code 932.2.0, any student having an immediate family member, including a parent, step-parent, sibling, or any other person residing in the same household, who is on active duty, serving in the reserve component, or recently retired from a branch of the United States armed forces.
- **Migrant Student** – Consistent with Sections 1115(b)(1)(A) and 1309 of Title I, Part C, a student who is, or whose parent, spouse, or guardian is, a migratory agricultural worker or migratory fisher, and who, in the preceding 36 months, has moved from one school district to another, to obtain or accompany such parent, spouse, or guardian, in order to obtain temporary or seasonal employment in agricultural or fishing work.

Repeater – A student who has not earned enough credits to advance to the next consecutive grade and subsequently remains in the same grade for more than one school year (e.g., 10th grade two years in a row).

Skipper – A student who earns enough credits to "skip" the next consecutive grade (e.g., 10th grade to 12th grade).

[1] Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care
[2] Education for Homeless Children and Youths Program Non-Regulatory Guidance

6.3 Student Outcome Definitions

Absence – A failure to attend or appear in school when expected.

Articulated College Credit (CTE only) – College coursework completed during high school, and the credit earned is transferred to the college only upon student admission to the school that offered the course. Not included in the College and/or Career Preparedness measure calculation.

Baseline – A student's score from a previous year that serves as a reference point for the calculation of a measure.

Certificate of Multiliteracy – A certificate that honors and recognizes Delaware high school students, grades 9-12, who have attained high levels of proficiency in one or more world languages in addition to proficiency in the English language as measured by national and statewide assessments.

Co-op Education Program or Work-Based Learning – Successful completion of a co-op education program or work-based learning course (based on updated CTE policy and in accordance with 14 Del. Admin. Code 525).

English Language Proficiency Attainment – Reaching English language proficient status or "exited" from the EL status.

Growth – A change in performance for the same student between at least two points in time as measured by a statewide summative assessment.

Nonparticipant – A student who was enrolled during the assessment window and did not complete the assessment.

Non-Proficient – Student performance that does not meet an established standard of mastery as measured by a statewide summative assessment.

On Track in 9th Grade – The percent of ninth-grade students who have earned the credits necessary to be on track to graduate from high school on time. These include four credits in the following five content areas: ELA, Math, Science, Social Studies and/or World Languages.

Participant – For accountability, a student who was enrolled during the assessment window and completed the minimum number of items required on the relevant statewide assessment.

Postsecondary Course – Students attend class and complete the same assignments required of regular college students, having the potential to earn both high school and college credit. The course can be taken in a variety of settings such as in a high school, on a college campus, or online.

Postsecondary Credit Attainment – Students earning both high school and college credit based on the successful completion of coursework that offers postsecondary credit. Credit attainment falls in one of two categories: Academic (outside of CTE Program of Study) or technical (within CTE program of study and/or non-core content area). For consideration in the calculation of the DSSF, courses that meet the standard of non-academic elective require a college *other than the college delivering the course* to accept the course as a direct transfer (e.g. computer science credit for computer science credit, or math credit as math credit) and NOT as an elective credit.

Postsecondary Outcomes – Percent of Delaware high school graduates enrolled in a postsecondary institution by May 31 of the year following graduation (e.g., within 12 months of a spring graduation).

Proficient – Student performance that meets or exceeds an established standard of mastery relative to state content standards as measured by a statewide summative assessment.

State-Approved Industry Recognized Credential – A technical skill attainment measure within a state-approved CTE program of study application (where available and appropriate).

6.4 School-Level Measure Definitions

Four-Year Adjusted Cohort Graduation Rate – The number of students in one cohort of students who started in a school, district, or state in ninth grade and graduated four years later excluding students who earn a Certificate of Attendance or a GED, divided by the same number plus those that have dropped out during the same four year period.

Five-Year Adjusted Cohort Graduation Rate – The number of students in one cohort of students who started in a school, district, or state in ninth grade and graduated five years later, excluding students who earn a Certificate of Attendance or a GED, divided by the same number plus those that have “dropped out” during the same five-year period (inclusive of the original four-year cohort).

Six-Year Adjusted Cohort Graduation Rate – The number of students in one cohort of students who started in a school, district, or state in ninth grade and graduated six years later, excluding students who earn a Certificate of Attendance or a GED, divided by the same number plus those that have “dropped out” during the same six-year period (inclusive of the original four-year cohort).

7.0 DSSF Weighting

The indicators of the DSSF are aggregated on a 500-point scale reflecting different values for elementary/middle, high schools, and high schools that serve grades beyond 9-12 (e.g., a grades 6-12 school). Each indicator (e.g., Academic Achievement), will receive a text-based rating based on the aggregated performance on the measures in that particular area. The ESSA-approved indicator weights for ES (K-5), MS (6-8), HS (9-12) and HS Plus (for schools that serve additional grades beyond 9-12, i.e. 6-12) and associated points are as follows. High School weighting will be applied to single high school districts as well as districts serving multiple high schools serving grades 9-12 only. High School Plus weighting will be applied to all other districts.

Elementary (grades K-5)/Middle School (grades 6-8)

Indicators/Measures	Weight	Points
Academic Achievement	***30%***	***150***
Proficiency ELA (grades 3-8)	15%	75
Proficiency Math (grades 3-8)	15%	75
Academic Progress	***40%***	***200***
Growth in ELA (grades 4-8)	15%	75
Growth in Math (grades 4-8)	15%	75
Growth of lowest quartile ELA (grades 4-8)	2.5%	12.5
Growth of highest quartile ELA (grades 4-8)	2.5%	12.5
Growth of lowest quartile Math (grades 4-8)	2.5%	12.5
Growth of highest quartile Math (grades 4-8)	2.5%	12.5
School Quality/Student Success	***20%***	***100***
On Track Attendance (K-12)	10%	50
Proficiency Science (grades 5 and 8)	5%	25
Proficiency Social Studies (grades 4 and 7)	5%	25
Progress toward English Language Proficiency	***10%***	***50***
Total	***100%***	***500***

High School (grades 9-12)

Indicators/Measures	Weight	Points
Academic Achievement	***30%***	***150***
Proficiency ELA	15%	75
Proficiency Math	15%	75
School Quality/Student Success	***40%***	***200***
On Track Attendance (K-12)	5%	25
Proficiency Science (Biology)	5%	25
Proficiency Social Studies (Grade 11)	5%	25
College and/or Career Preparedness (9-12)	15%	75
On Track in 9th Grade (grade 9)	10%	50
Graduation Rate	***20%***	***100***
4-Year Cohort Graduation Rate	15%	75
5-Year Cohort Graduation Rate	3%	13
6-Year Cohort Graduation Rate	2%	12
Progress toward English Language Proficiency	***10%***	***50***
Total	***100%***	***500***

High School Plus (For districts and for schools with variant grade configurations that include grades 9-12, e.g. 6-12)

Indicator/Measures	Weight	Points
Academic Achievement	***20%***	***100***
Proficiency ELA (grades 3-8 and 11)	10%	50
Proficiency Math (grades 3-8 and 11)	10%	50
Academic Progress	***25%***	***125***
Growth in ELA (grades 4-8)	10%	50
Growth in Math (grades 4-8)	10%	50
Growth of lowest quartile ELA (4-8)	1.25%	6.25
Growth of highest quartile ELA (4-8)	1.25%	6.25
Growth of lowest quartile Math (4-8)	1.25%	6.25
Growth of highest quartile Math (4-8)	1.25%	6.25
School Quality/Student Success	***25%***	***125***
On Track Attendance (K-12)	2.5%	12.5
Proficiency Science (5, 8 and Biology)	5%	25
Proficiency Social Studies (4, 7 and 11)	5%	25
College and/or Career Preparedness (9-12)	7.5%	37.5
On Track in 9th Grade (grade 9)	5%	25
Graduation Rate	***20%***	***100***
4-Year Cohort Graduation Rate	15%	75
5-Year Cohort Graduation Rate	3%	13
6-Year Cohort Graduation Rate	2%	12
Progress toward English Language Proficiency	***10%***	***50***
Total	***100%***	***500***

7.1 Weighting and Grade-level Configurations

The DSSF index is designed not only to meet federal ESSA requirements to identify specific categories of schools, but also to provide an informative diagnostic tool all schools and districts can use to identify the areas where they are performing well and the areas where additional support is needed.

Elementary School weighting will be applied for schools serving any grade configurations that include Kindergarten through 5th grade. Middle School weighting will be applied for schools serving any grade configurations that include grades 6 through 8. High School weighting will be administered for any schools serving only grades 9 through 12. High School Plus weighting will be applied for any schools serving grades that include grades prior to 9th grade, but include 12th grade (i.e., a grade 7-12 school). If a high school's grade configuration is such that it includes any grades *excluding 12th grade* (i.e., a charter school adding on grades each year), then the High School weighting will be applied to include the On Track in 9th Grade measure.

High School Plus weighting will be applied to all districts. High School weighting will be applied to single high school districts as well as districts comprised of multiple schools that serve only grades 9-12.

7.2 Calculating overall ratings

Indicator level ratings are calculated by taking the actual points earned by the school (true points) and dividing by the total number of index points possible for that indicator as described in Sections 7.0 and 7.1 above. Overall summative ratings are calculated by taking the actual points earned by the school overall (true points) and dividing by the total number of overall index points possible.

If performance data for a measure or indicator are missing or nonexistent (i.e. school does not meet minimum n of 15), the points for the missing measure or indicator are removed from the overall index and an overall score is calculated based on the *actual points earned* divided by the *total points possible*. For example, if an elementary school does not meet the minimum n for Proficiency in Science, the 25 points allocated to Proficiency in Science are excluded from the school's score and the overall score is based on points actually earned by the school. In other words, the overall score and rating a school receives is for ONLY those measures and indicators for which the school qualifies. *Please note: the point values calculated at the measures level for all DSSF measures are rounded. As a result, percentages calculated at the indicator level and overall school level are not rounded.*

Following is an example of how this leads to the calculation of an overall rating:

Elementary (grades K-5)/Middle School (grades 6-8)

Indicators/Measures	Weight	Points
Academic Achievement	***30%***	***150***
Proficiency ELA (grades 3-8)	15%	75
Proficiency Math (grades 3-8)	15%	75
Academic Progress	***40%***	***200***
Growth in ELA (grades 4-8)	15%	75
Growth in Math (grades 4-8)	15%	75
Growth of lowest quartile ELA (grades 4-8)	2.5%	12.5
Growth of highest quartile ELA (grades 4-8)	2.5%	12.5
Growth of lowest quartile Math (grades 4-8)	2.5%	12.5
Growth of highest quartile Math (grades 4-8)	2.5%	12.5
School Quality/Student Success	***20%***	***100***
On Track Attendance	10%	50
Proficiency Science (grades 5 and 8)	5%	25
Proficiency Social Studies (grades 4 and 7)	5%	25
Progress toward English Language Proficiency	***10%***	***50***
Total	***100%***	***500***

DSSF Rating will be based ONLY on those measures for which there are enough students (15+) to receive a score:

- NO point redistribution to other measures
- NO point approximation based on other indicator performance

For Example School A to the left:

- No points for Science or Social Students (in pilot)
- No points for EL (not enough students)
- So the max points available is 400 as opposed to 500

School A does not meet the minimum *n* for the ELP indicator in 2018.

The school has earned 360 overall points on the DSSF without the ELP indicator, Science and Social studies measures. ELP is worth 50 points, Science is worth 25 points, and Social Studies is worth 25 points – all of which are deducted from the total number of points possible. Therefore, after subtracting 100 points from 500, the overall score is calculated as follows: 360/400 = 90%,

By using the percentage of total points earned, schools are able to be evaluated on the indicators/measures for which they truly earn points and allows *all* schools to be measured against the rating scale for continuous improvement.

Note: These percentages are for illustrative purposes only

Performance Cuts - Overall School Score (ES/MS)

Descriptor	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Exceeds	72% - 100%	74% - 100%	76% - 100%	77% - 100%	79% - 100%	80% - 100%	82% - 100%	84% - 100%	85% - 100%	87% - 100%	89% - 100%	90% - 100%	92% - 100%
Meets	61% - 71%	63% - 73%	64% - 75%	66% - 76%	68% - 78%	69% - 79%	70% - 81%	73% - 83%	73% - 84%	76% - 86%	77% - 88%	79% - 89%	81% - 91%
Below	49% - 60%	50% - 62%	52% - 63%	54% - 65%	56% - 67%	57% - 68%	59% - 69%	61% - 72%	62% - 72%	64% - 75%	65% - 76%	67% - 78%	69% - 80%
Well Below	0% - 48%	0% - 49%	0% - 51%	0% - 53%	0% - 55%	0% - 56%	0% - 58%	0% - 60%	0% - 61%	0% - 63%	0% - 64%	0% - 66%	0% - 68%

If the Overall School Score is translated to the % of the overall index, then an Exceeds Expectations rating in 2018 would be represented by 72% - 100% of the total points, Meets would be 61% - 71% and so on.

Descriptor	2018
Exceeds	72% - 100%
Meets	61% - 71%
Below	49% - 60%
Well Below	0% - 48%

Therefore, School A with a score of 90% would fall in the "Exceeds Expectation" category for 2018.

8.0 Accountability Student Verification Process

The purpose of the Accountability Student Verification (ASV) system is to provide districts, schools and charter schools with an opportunity to verify the students that will be counted in a school's or district's accountability rating. The goal of the ASV system is to improve transparency and increase efficiency in the production of accountability ratings so that students, parents, teachers, administrators, policymakers, and the general public have an accurate account of educational performance.

The ASV system is built on the same principles as the Educator of Record Roster Verification System (RVS) and draws upon data in eSchoolPLUS to automatically generate rosters for each school in the state for students in grades K–12. The ASV tool then communicates with a number of other DDOE databases, including homeschool and private school enrollment, the Dropout Verification System (DVS), and RVS, to increase the accuracy of a student's placement for accountability purposes. A significant amount of the information included in the ASV is verified through other internal DDOE processes (e.g., September 30 count), thereby limiting the number of students that need to be reviewed.

Students identified in this system and verified by the LEA encompass the base list of students who are used in the calculation of accountability measures. All students have additional validation of their FAY status prior to their inclusion in the calculation of specific metrics.

8.1 Business Rules for Creation of AVS Rosters

1. Extract all students in grades K–12 from the final September 30 Unit Count snapshot, which is hereafter referred to as UnitCount dataset.
   Race/Ethnicity, Grade, SWD, ELL, and LowSES are initially set based on this snapshot.
2. School changed from Unit Count school to Accountability school, if explicitly set in eSchoolPLUS (and transferred to DELSIS).
3. Extract all students in grades K–12 who enrolled in a Delaware public school after September 30, which is hereafter referred to as DELSIS dataset.
   a. Race/Ethnicity, Grade, SWD, ELL, and LowSES are initially set based on this snapshot.
4. Service enrollment records are removed when the student also has an active enrollment record—targeted at dual enrolled Delaware Adolescent Program, Inc. (DAPI) students.
5. Update UnitCount dataset SchoolCode based on enrolled school changes found in the DELSIS dataset for matching students.
6. Delete students from DELSIS dataset that exist in the UnitCount dataset.
7. Add remaining DELSIS dataset students to the UnitCount dataset.
8. Update UnitCount dataset SchoolCode to homeschool for those students who are (still) associated with a non-accountability school.
9. Update UnitCount dataset SchoolCode to previously enrolled school for those students who are (still) associated with a non-accountability school.
10. SWD status updated from current December 1 SWD determinations.

11. ELL status updated from current ELL 2.0 system data.
    a. ELL status of “Y” or within the 2-Year monitoring window is considered ELL
12. Race/Ethnicity updated from current DELSIS enrollment data.
13. Add Students to ASV.
14. Associate Students with ASV rosters based on matching SchoolCode.
15. Student Membership and Attendance Days calculated based on eSchoolPLUS calendar days and total absences reported. This is calculated at the school level. The data is extracted from eSchoolPLUS for both membership and absence days. The attendance days are calculated based on the excused and unexcused absences for a student, which are then subtracted from the membership days.
16. Student FAY for school, district, and state computed.
    a. If student is actively enrolled in a school/district/state for 85% of the FAY window, which is September 30 through May 31, the student is considered FAY at the school/district/state level.
17. The following students have their roster status set to “not included” based on vetted data found electronically in other data sources:
    a) Z-Calendar students are found in eSchoolPLUS data.
    b) Previous year’s summer graduates whose enrollment were mistakenly included in a current roster.
    c) Students who transferred out of the Delaware public school system based on eSchoolPLUS data. Examples include:
        - Out-of-country and deceased students based on eSchoolPLUS data.
        - Students found in the Groves graduation data.
        - Students found in the current Groves enrollment data.
        - Students found in current nonpublic (private/home) school data.
        - Students found in graduation data with a diploma or certificate.
18. Students in grades K-2 are automatically approved.

9.0 Quick-view Guide to Data Sources

Relationship of General Characteristics to Measures

Indicator/Measure(s)	General Characteristic Applies?		
	SAS	FAY	Min n
Academic Achievement			
Proficiency in ELA (3-8 and 11)	Yes	Yes	Yes
Proficiency in Math (3-8 and 11)	Yes	Yes	Yes
Academic Progress			
Growth in ELA (4-8)	Yes	Yes	Yes
Growth in Math (4-8)	Yes	Yes	Yes
School Quality/School Success			
On Track Attendance (K-12)	Yes	Yes	Yes
Proficiency in Science (5, 8, and Biology)	Yes	Yes	Yes
Proficiency in Social Studies (4, 7, and 11)	Yes	Yes	Yes
College and Career Preparedness (9-12)	Yes	Yes	Yes
On Track in 9th Grade	Yes	Yes	Yes
Graduation Rates			
Four-Year Adjusted Cohort Graduation Rate	No	No	Yes
Five-Year Adjusted Cohort Graduation Rate	No	No	Yes
Six-Year Adjusted Cohort Graduation Rate	No	No	Yes
ELP			
Progress Toward ELP (1-12)	Yes	No	Yes

Relationship of General Characteristics to Measures

Demographics	General Characteristics		
	Data Source (eSchool, transcript, etc.)	Data Collection Timeline	Special Circumstance
Student Level			
EL (Active)	eSchool>StudentCenter>Search and Select student>English Learner Data	June	No
EL (Former)	eSchool>StudentCenter>Search and Select student>English Learner Data	June	Yes[2]
Foster Care	eSchool>StudentCenter>Demographic>DOE Homeless	June	No
Grade	eSchool>StudentCenter>Search and Select student> Registration Information	October/June	Yes[1]
Homeless	eSchool>StudentCenter>Demographic>DOE Homeless	June	No
Low-SES	Unit Count/ Direct Certification	October/June	Yes[1]
Military-Connected Youth	eSchool>StudentCenter>Demographic>DOE Military Connected Youth	June	No
Race/Ethnicity	eSchool>StudentCenter>Demographic>Personal	October/June	Yes[1]
Skipper	Unit Count/eSchool	October/June	Yes[1]
SWD	eSchool>StudentCenter>Demographic> DOE Special Education	June	Yes[1]

Relationship of General Characteristics to Measures (continued)

Demographics	General Characteristics		
	Data Source (eSchool, transcript, etc.)	Data Collection Timeline?	Special Circumstance
Participant	PUBLICREPORTMART	June	Yes[3]
Repeater	Unit Count/eSchool	October/June	Yes[1]
School Level			
Accountability School	eSchool	June	No
Full Academic Year	eSchool Attendance Screen	June	No

Notes:

[1] *Demographics are initially collected during Unit Count. For those students enrolled during Unit Count, their demographics are collected at that time. The June demographic collection is for all students not enrolled during Unit Count. As currently defined, if a student's student-level demographics change between Unit Count and the end of the year, they are ignored.*

[2] *Former EL student data are pulled from the state's longitudinal data warehouse as these students are removed from the EL system. Former EL students remain in the EL subgroup for four years after exiting.*

[3] *Daily enrollment data is used to determine if a student is enrolled during the testing window and for how long.*

10.0 Reference Pages

10.1 Delaware State-Level Assessment

Office of Assessment

Delaware State-Level Assessments (2019-2020)

State Assemments (Mandatory)	Subjects	Grades	Purpose	Alignment to Standards	Users of the Assessments	Testing window	Type of administration, Length, & Frequency	Results availability
ELA & Math Summative	ELA & Math	3-8	1. Meet federal requirements for school accountability. 2. Measure student achievement toward the DE Standards in ELA/Lit. & Math 3. Serve as a primary indicator.	Delaware Content Standards in English language arts/literacy & mathematics	State, district, school, teachers, parents, and various stakeholder groups	March 16-May 22, 2020	* Online adaptive tests * About 3-4 hours each content * Once a year in the spring	July/August
Science Summative	Science	5, 8, and Biology	1. Meet federal requirements for school accountability. 2. Measure student achievement toward the Science Standards 3. Serve as a primary indicator.	Delaware Next Gen Content Standards	State, district, school, teachers, parents, and various stakeholder groups	March 16-May 22, 2020	Online Fixed forms * elementary designed to take approx 90 min. secondary designed to take approx 120 min. * once in spring	July/August
Social Studies Summative	Social Studies	4, 7, and 11	1. Accountability in participation. 2. Measure student achievement toward the Social Studies Standards.	Delaware Social Studies Content Standards	State, district, school, teachers, parents, and various stakeholder groups	March 16-May 22, 2020	Online Fixed forms * about 2-3 hrs * once in spring	July/August
SAT School Day	Reading, Writing & Math	All grade 11 students (general state assessment.)	1. Meet federal requirements for school accountability. 2. Measure student achievement toward the standards. 3. Measure student readiness for college.	Aligned to College Board Content Standards (somewhat aligned to CCSS)	State, district, school, teachers, and parents	March 4, 2020 and March 25 (Make up)	* Multiple-Choice and essay in writing * 4hrs 22mins * Once in spring	College Board Portal - May; State reporting July/August
PSAT 10	ELA & Math	Gardes 8/9 students	1. Measure student achievement toward the standards. 2. Measure student readiness for SAT.	Aligned to College Board Content Standards (somewhat aligned to CCSS)	State, district, school, teachers, and parents	Feb 26-March 11, 2020	* Multiple-Choice and essay in writing * 4hrs 22mins * Once in spring	College Board Portal - May; State reporting July/August
DeSSA-Alternate	ELA ; Math & Science	Students with disabilities in grades 3-11	1. Meet federal requirements for school accountability. 2. Measure student achievement toward the CCSS Standards in ELA/Lit. & Math 3. Serve as a primary indicator.	Delaware Content Standards - Grade level (based on Common Core State Standards)	State, district, school, teachers, and parents	Mar 16-May 8, 2020	Untimed, usually takes 1 hour	July/August
DCPS (1% ALT)	ELA ; Math & Science	Students with disabilities in grades 3-11	1. Meet federal requirements for school accountability. 2. Measure student achievement toward the CCSS Standards in ELA/Lit. & Math 3. Serve as a primary indicator.	Delaware Content Standards - Grade level (based on Common Core State Standards)	State, district, school, teachers, and parents	Oct. 14, 2019 - Feb. 14, 2020 (see Assessment Calendar for Observation Windows)	Includes 3 observation windows * Online	July/August
National Assessment of Educational Progress (NAEP)	ELA, Mathematics, Science, & Writing	4 and 8	Measures student knowledge of reading, mathematics and science	Aligned to NAEP Standards	Nation, State, and large school district levels	N/A	National Survey Test * Paper/Pencil and Online * about 90 minutes each block * every two years, 2017, 2019, etc	Dec. 2018/Jan. 2019
ACCESS for ELLs	Reading, writing, listening, speaking	K-12	To measure an ELL student's level of English language proficiency at year-end.	WIDA English Language Development Standards	State, district, school, teachers, and parents	Feb. 3 - Mar 20, 2020	Online fixed forms * Once a year * Untimed, it usually takes about 2 hours	July/August
ACCESS for ELLs- ALT	Reading, writing, listening, speaking	K-12	To measure an ELL student with significant cognitive disabilities' level of English language proficiency at year-end.	WIDA English Language Development Standards	State, district, school, teachers, and parents	Feb. 3 - Mar 20, 2020	Online fixed forms * Once a year * Untimed, it usually takes about 2 hours	July/August
Supplemental (S) - Optional (O) Assessments	**Subjects**	**Grades**	**Purpose**	**Alignment to Standards**	**Users of the Assessments**	**Testing window**	**Type of administration, length, & Frequency**	**Results availability**
Science End of Unit (S)	Science	Grades 3-10	1. Provide instructional information to students and teachers. 2. Provide evaluative information at the classroom, school and district levels. 3. Signal field to expectations of shifts in standards/instruction.	Delaware Next Gen Content Standards	Science Coalition, district, school, teachers, parents, and students	Field test for first round 5, 8 and Biology begins November 2018	Paper pencil Fixed forms * elementary designed to take approx 45-60 min. secondary designed to take approx 90 min. * 3x per year	Teacher scored.
PSAT 8/9 (O)	ELA & Math	8/9	Improve classroom instruction and readiness for SAT	Aligned to College Board Content Standards (somewhat aligned to CCSS)	State, district, school, teachers, parents, and various stakeholder groups	Sept. 23 - Mar 27, 2020	Online and paper/pencil	College Board Portal - May
Smarter ELA and Math Interim Assessments Blocks (IABs)/Interim Comprehensive (ICAs) (O)	ELA & Math	3-10	1. Improve classroom instruction and determine student achievement toward Delaware Content Standards 2. Readiness for summative	Delaware Content Standards in English language arts/literacy & mathematics	State, district, school, teachers, parents	Available Entire School year	* Online Fixed Forms * About a class period for each block for each content * No limit on Frenquency	Immediate results unless some hand-scoring for PTs and Writing

10.2 Assessment Participation and Results Policies

Administration Policy
2019-2020 School Year

Smarter and Alt Assessments for ELA/Literacy and Mathematics: Grades 3–8

Business rule: Students assigned to grades 3–8, even those repeating the grade, will be assessed in each of these content areas at their current grade.

DeSSA-Alt Assessment for ELA/Literacy and Mathematics: (Grade 11)

Business rule: Alt students in grade 11, even those repeating the grade, will be assessed in each of these content areas at their current grade.

DeSSA Science (Grades 5, 8, and Biology) ***and DeSSA-Alt Science:*** (Grades 5, 8 and 10)

Business rule: DeSSA-Alt Students assigned to grades 5, 8, and 10, and General Ed. Students assigned to grades 5, 8, and high school biology course, even those repeating the grade, will be assessed in this content area at their current grade or course.

Data implications: Students assigned to these grades, including repeaters, will be counted as part of the participation rate and their results will be included for the State Summary. For Accountability and Federal Reporting, repeaters' performance on the second administration will **NOT** be included in either the participation rate or results.

DeSSA Social Studies (Grades 4, 7, and 11)

Business rule: Students assigned to grades 4, 7 and 11, even those repeating the grade, will be assessed in this content area at their current grade.

Data implications: Students assigned to these grades, including repeaters, will be counted as part of the participation rate and their results will be included for the State Summary. For Accountability Reporting, grade 11 repeaters' performance on the second administration are **NOT** included in either the participation rate or results.

PSAT: Grade 10

Business rule: Students assigned to grade 10, even those repeating the grade, will take the PSAT.

SAT: ELA/Mathematics/Essay (High School)

Business Rule: Students assigned to grade 11 will take the SAT School Day. *Any student repeating grade 11 will not be required to retest if they have taken the Delaware SAT School Day previously.*

Students who took the SAT on a Saturday (Aug.24, Oct.5, Nov.2, Dec.7) of their grade 11 year:

Business Rule: Students who took the test on a Saturday* of their grade 11 year (ELA/mathematics/Essay) and received a proficient score in **ALL 3** areas (ERW, Math and Essay), will be will be included in accountability calculations.

Students in their third year of high school and not in grade 11:

Business rule: School districts and charter schools *may allow* Grade 9 or 10 students to take the SAT if the student is anticipated to be in grade 12 next school year.
Please note that these students will be included in accountability calculations.

Students who were in 11th grade and did not take the SAT as required:

Business Rule: Students who did not take the SAT and did not have a medical exemption will be included in accountability calculations as non-participants with a score of 0. *Please note: for accountability purposes only, these students are included only once in a school's accountability calculations.*

(1) Students who skip a grade:

Business rule: If a student skips a grade 3-8, the student will not need to complete any assessments for the grade skipped (*see exceptions for SAT below*).

Data implications: Students skipping a grade will not be included in the participation rate calculation or results for either State Summary, Accountability or Federal Reporting.

Students in grade 12:

Business rule: Students in grade 12 *that have not taken the SAT in a Delaware high school* are required to take the SAT during Fall, School Day, Make-Up Day or Saturday (Aug.-Dec. 2019) administrations.

Data implications: Grade 12 students taking the SAT for the first time in high school are counted as part of the participation rate and their results will be included for the State Summary, Accountability and Federal Reporting. However, for students who are in grade 12 and did not take the SAT as an 11th grader and did **not** skip 11th grade, scores will not be included in the accountability calculations a second time, but will be included in the State Summary and Federal Reporting.

NOTE: If students have a valid exemption for any DeSSA assessments, they will not be included in any participation calculations.

PARTICIPATION POLICY
2019-2020 School Year

In order to ensure consistent policies across reporting systems, the Department of Education has established the following rules to determine: (1) who is expected to take the assessment(s) and (2) who counts as a participant in Statewide Assessments.

ELA/Literacy and Mathematics (Smarter only): Grades 3–8:
(1) Expected: Any student enrolled in a Delaware public school for the entire testing window.* (2) Participant: Student's test count as complete when they answer at least 1 item on each portion (CAT and PT) of the Smarter test and receive a valid score.
SAT: ERW/Mathematics/Essay (High School):
(1) Expected: Any student enrolled during the administration of the SAT (2) Participant: Students who were enrolled during the administration of the SAT (School Day and SAT Make-up day) and answered at least 1 item on the SAT for each of the three sections and receive a valid score OR Student registered for and completed a Saturday SAT Administration *and* was proficient on ALL three components of the assessment
Science and Social Studies: Grades 5, 8, and Biology and Grades 4, 7, and 11 Social Studies)
(1) Expected: Any student enrolled in a Delaware public school for the entire testing window.* (2) Participant: Students' test count as complete when they answer at least 1 item on the assessment and receive a valid score.
DeSSA-ALT: ELA/Mathematics - Grades 3-8 and 11 and Science – Grade 5, 8 and 10
(1) Expected: Any student enrolled in a Delaware public school for the entire testing window.* (2) Participant: Students' test count as complete when they answer at least 1 testlet for each content area (ELA, Math, Science) and receive a valid score.
ACCESS 2.0 (WIDA Test for ELLs)
(1) Expected: Any student enrolled in a Delaware public school who is currently identified as English learner (EL)*. (2) Participant: Students' test count as complete when they answer at least 1 item for each domain. ACCESS Attemptedness Criteria

NOTE:
If students have a valid exemption for any DeSSA assessments, then they will not be included in the participation calculation.

* Any student enrolled in a Delaware public school for the entire testing window or up to the last two weeks of testing (for students transferring from out of state)* are expected to participate in testing.

*SAT 2019-20 Saturday Dates: Aug. 24, 2019, Oct. 5, 2019, Nov. 2, 2019, Dec. 7, 2019

10.3 Growth Target Lookup Tables

ELA Growth Targets (SY2016 to SY2017 Model)

Grade	Achievement Level 1		Achievement Level 2		Achievement Level 3		Achievement Level 4	
In Year 1	1 - Low	2 - High	3 - Low	4 - High	5 - Low	6 - High	7 - Low	8 - High
3	<=2330	2331-2366	2367-2399	2400-2431	2432-2461	2462-2489	2490-2522	>=2523+
	73	61	59	59	51	48	46	37
4	<=2382	2383-2415	2416-2442	2443-2472	2473-2502	2503-2532	2533-2569	>=2570+
	75	59	60	58	51	47	39	32
5	<=2404	2405-2441	2442-2471	2472-2501	2502-2541	2542-2581	2582-2618	>=2619+
	54	37	31	33	23	23	15	10
6	<=2415	2416-2456	2457-2494	2495-2530	2531-2573	2574-2617	2618-2656	>=2657+
	63	53	46	45	34	31	27	20
7	<=2438	2439-2478	2479-2515	2516-2551	2552-2699	2600-2648	2649-2687	>=2688+
	61	44	33	34	23	19	13	2
8	<=2455	2456-2503	2504-2544	2545-2585	2586-2619	2620-2652	2653-2685	2686+

Notes:

1. Scales sore ranges represent student performance in Year 1.
2. Growth targets are the 60th percentile of scales score growth from 2016 (Year 1) to 2017 (Year 2).

Math Growth Targets (SY2016 to SY2017 Model)

Math Achievement Level Scale Score Ranges and Growth Targets

Grade	Achievement Level 1		Achievement Level 2		Achievement Level 3		Achievement Level 4	
In Year 1	1 - Low	2 - High	3 - Low	4 - High	5 - Low	6 - High	7 - Low	8 - High
3	<=2351	2352-2380	2381-2408	2409-2435	2436-2468	2469-2500	2501-2525	>=2526+
	69	56	54	52	50	48	48	38
4	<=2381	2382-2410	2411-2448	2449-2484	2485-2516	2517-2548	2549-2574	>=2575+
	49	42	36	39	38	42	44	33
5	<=2420	2421-2454	2455-2493	2494-2527	2528-2553	2554-2578	2579-2605	>=2606+
	40	40	38	37	29	29	28	32
6	<=2435	2436-2472	2473-2513	2514-2551	2552-2580	2581-2609	2610-2640	>=2641+
	52	36	36	34	32	33	34	32
7	<=2439	2440-2483	2484-2528	2529-2566	2567-2602	2603-2634	2635-2663	>=2664+
	55	25	21	22	30	31	41	45
8	<=2455	2456-2503	2504-2544	2545-2585	2586-2619	2620-2652	2653-2685	2686+

Notes:

1. Scales sore ranges represent student performance in Year 1.
2. Growth targets are the 60th percentile of scales score growth from 2016 (Year 1) to 2017 (Year 2).

10.4 Calculating Highest and Lowest Quartiles for School-Level Growth

Examples of highest and lowest quartile index calculations

School Year	Sample Student ID	Grade	Prior Scale Score	Quartile (based on prior year scale score)	Target Scale Score (based on growth target)	Actual Scale Score	Percent Growth Target Achieved
2017	1	6	2300	Bottom 25	2354	2393	110%
2017	2	7	2310	Bottom 25	2373	2368	92%
2017	3	8	2364	Bottom 25	2425	2430	108%
2017	4	8	2370	Bottom 25	2431	2377	11%
2017	5	7	2386	Bottom 25	2449	2374	0%
2017	6	6	2388	Bottom 25	2442	2439	94%
2017	7	7	2390	Bottom 25	2453	2420	48%
2017	8	7	2403	Bottom 25	2466	2398	0%
2017	9	6	2416	Bottom 25	2453	2533	110%
2017	10	7	2426	Bottom 25	2479	2525	110%
2017	11	6	2430	Bottom 25	2467	2472	110%
2017	12	7	2431	Bottom 25	2484	2438	13%
2017	13	8	2433	Bottom 25	2494	2566	110%
2017	14	6	2435	Bottom 25	2472	2422	0%
2017	15	6	2438	Bottom 25	2475	2498	110%
2017	16	6	2442	Bottom 25	2473	2465	74%
2017	17	6	2448	Bottom 25	2479	2469	68%
2017	18	7	2456	Bottom 25	2509	2528	110%
2017	19	8	2462	Bottom 25	2506	2470	18%
2017	20	8	2470	Bottom 25	2514	2526	110%
2017	21	8	2477	Bottom 25	2521	2356	0%
2017	22	8	2477	Bottom 25	2521	2571	110%
2017	23	8	2477	Bottom 25	2521	2500	52%
2017	24	7	2478	Bottom 25	2524	2482	9%
2017	25	6	2478	Bottom 25	2511	2516	110%
2017	26	6	2479	Middle 50	2512	2509	91%
2017	27	7	2481	Middle 50	2527	2423	0%
2017	28	8	2483	Middle 50	2516	2526	110%
2017	29	7	2493	Middle 50	2539	2465	0%
2017	30	8	2498	Middle 50	2531	2512	42%

Bottom 25 Growth Index	Top 25 Growth Index
67.48%	46.16%

For highest quartile scores, this table is continued on the next page.

Examples of highest and lowest quartile index calculations

2017	65	8	2584	Middle 50	2607	2676	110%
2017	66	8	2591	Middle 50	2614	2523	0%
2017	67	7	2592	Middle 50	2623	2580	0%
2017	68	8	2592	Middle 50	2615	2595	13%
2017	69	8	2593	Middle 50	2616	2575	0%
2017	70	8	2594	Middle 50	2617	2626	110%
2017	71	8	2595	Middle 50	2618	2678	110%
2017	72	7	2598	Middle 50	2629	2606	26%
2017	73	8	2604	Middle 50	2623	2561	0%
2017	74	8	2609	Middle 50	2628	2594	0%
2017	75	8	2615	Middle 50	2634	2605	0%
2017	76	6	2619	Top 25	2629	2633	110%
2017	77	8	2619	Top 25	2638	2600	0%
2017	78	6	2621	Top 25	2631	2563	0%
2017	79	8	2622	Top 25	2641	2655	110%
2017	80	8	2624	Top 25	2643	2552	0%
2017	81	7	2630	Top 25	2657	2642	44%
2017	82	8	2633	Top 25	2652	2687	110%
2017	83	6	2637	Top 25	2647	2638	10%
2017	84	8	2642	Top 25	2661	2600	0%
2017	85	8	2651	Top 25	2664	2643	0%
2017	86	8	2653	Top 25	2666	2758	110%
2017	87	8	2656	Top 25	2669	2701	110%
2017	88	7	2657	Top 25	2677	2721	110%
2017	89	8	2664	Top 25	2677	2664	0%
2017	90	8	2665	Top 25	2678	2701	110%
2017	91	8	2676	Top 25	2689	2663	0%
2017	92	8	2680	Top 25	2693	2848	110%
2017	93	8	2701	Top 25	2703	2700	0%
2017	94	8	2709	Top 25	2711	2732	110%
2017	95	8	2715	Top 25	2717	2664	0%
2017	96	8	2718	Top 25	2720	2676	0%
2017	97	8	2734	Top 25	2736	2745	110%
2017	99	8	2759	Top 25	2761	2714	0%
2017	100	8	2819	Top 25	2821	2754	0%

10.5 DSSF and Schools Identified for Comprehensive Support and Improvement (CSI) and/or Targeted Support and Improvement (TSI)

Identification

CSI: Based on the system of meaningful differentiation described in subparagraph Section 1111(c)(4)(C) of ESSA, each state shall establish a methodology to identify— (i) beginning with school year 2017–2018, and at least once every three school years thereafter, one statewide category of schools for comprehensive support and improvement, as described in subsection (d)(1), which shall include— (I) not less than the lowest-performing 5 percent of all schools receiving funds under this part in the State; (II) all public high schools in the State failing to graduate one third or more of their students; and (III) public schools in the State described under subsection (d)(3)(A)(i)(II); and (ii) at the discretion of the State, additional statewide categories of schools. In Delaware, this additional category is identified as CSI-R which is described in the table below.

TSI: ESSA calls for schools to be identified as in need of "targeted support and improvement" if they have at least one subgroup of students underperforming. ESSA calls for two types of TSI schools:

Low-Performing Subgroup at Level of Lowest 5% of Schools (TSI-1): Schools (Title I or non-Title I) with at least one low-performing subgroup of students, defined as a subgroup of students that is performing as poorly as all students in any of the lowest-performing 5% of Title I schools (CSI schools).

Consistently Underperforming Subgroups (TSI-2): Schools (Title I or non-Title I) that have at least one "consistently underperforming" subgroup as identified through a DDOE-established methodology based on the state's accountability system (please see table below).

CSI School Identifier	Definitions and Data Considerations
Lowest-Performing 5% of Title I Schools (CSI-1) – *Identified every 3 years*	The lowest-performing 5% of all Title I schools in the state, including any non-Title I schools performing equally as low
Low Graduation Rate High Schools (CSI-2) - *Identified every 3 years**	All public schools (Title I or non-Title I) that graduate less than 67% of their students.
Schools with Chronically Low-Performing Subgroups (CSI-3) – *Identified every 3 years beginning November 2021*	A school identified for TSI-1 that after three years still remains in the bottom 5% for its identified chronically low-performing subgroup(s) and has not met exit targets will be identified as CSI-3.
CSI-Re-identified (CSI-R) - *Identified every 3 years*	Schools identified as Priority Schools under ESEA Flex and have not yet met exit targets will automatically be elevated to CSI-R status **if** they are re-identified under ESSA accountability measures. CSI schools initially identified in November 2018 that do *not* meet CSI targets by November 2021 will be "re-identified" as CSI-R.

***Please note:** Schools will be formally identified as CSI for low graduation rate once every 3 years. However, schools that have a graduation rate of less than 67% in the years when schools are not formally identified for CSI will be monitored and supported prior to the next identification cycle.

TSI School Identifier	Definitions and Data Considerations
Low-Performing Subgroup (TSI-1) - *Identified every 3 years*	Schools (Title I or non-Title I) with at least one low-performing subgroup of students, defined as a subgroup of students that is performing as poorly as all students in any of the lowest-performing 5% of Title I schools (CSI schools).
Consistently Underperforming Subgroups (TSI-2) – *Identified annually*	Schools (Title I or non-Title I) that have at least one "consistently underperforming" subgroup. Based on an index across all indicators of the DSSF for each student subgroup for each of two consecutive years (Consistently Underperforming).

Methodology for Identification of CSI-1 Schools
For the example below, consider the total number of public schools to equal 100.

Step 1: Determine the overall DSSF percentages for all 100 schools

School	Title I (Y/N)	Overall DSSF Percentage
1	Y	31.63%
2	Y	48.41%
3	N	33.33%
4	Y	34.44%
5	N	35.81%
6	Y	29.83%
7	Y	43.12%
8	Y	54.83%
9	Y	31.58%
…100	Y	28.71%

Step 2: Determine the lowest performing 5% of Title I schools from this list (5% of 100 schools = 5 schools to be identified).

School	Overall Percentage (lowest 5%)
100	28.71
6	29.83
9	31.58
1	31.63
4	34.44

For the purpose of this example, these schools are the lowest performing 5% of Title I and non-Title I schools and are therefore identified for Comprehensive Support and Improvement.

Please note: In accordance with Delaware's ESSA plan, all schools regardless of Title I status will be considered when identifying schools for CSI. Therefore, in the example above, School 3, with an overall DSSF percentage of 33.33%, would also be identified for CSI.

Methodology for Identification of TSI-1 and TSI-2 Schools

TSI-1 School Identification

Schools (Title I or non-Title I) with at least one low-performing subgroup of students, defined as a subgroup of students that is performing as poorly as all students in any of the lowest-performing 5% of Title I schools (CSI schools).

TSI-2 School Identification

TSI-2 schools will be identified annually based on an index across all indicators of the DSSF for each student subgroup for each of two consecutive years.

All subgroup index scores will be ranked in a single list irrespective of subgroup for each of the two consecutive years. Any school on the list with a subgroup performing as low as or lower than all students in any of the lowest-performing 5% of Title I schools will be identified each year, skipping any schools on the list that are currently identified as CSI-R, CSI or TSI-1.

Please note: *In order to identify the first round of TSI-1 schools in November 2018, TSI-2 (consistently underperforming) schools must be identified first. This provides two years of trend data from which to determine consistently underperforming subgroups in a given school. After the initial identification of TSI-1 schools in November 2018, TSI-2 schools will be notified annually and serve as a "watch list."*

Example of identification of TSI-2 and TSI-1 schools

Step 1: Identify the lowest performing 5% of all schools, Title I and non-Title I, based on the overall DSSF percentage (All Students).

Step 2: Compare the performance of each subgroup (American Indian, African American, White, Hawaiian/Pacific Islander, Asian, Hispanic, Multiracial, SWD, EL, & Low SES) to the performance of all students in CSI schools for two consecutive years. This is illustrated in the table below.

Performance *Rank Ordered* by Lowest Performing Subgroups		
Year 1 2016-2017	**Year 2 2017-2018**	**TSI-1 based on lowest subgroup performance for two consecutive years**
• School A - SWD • School B - EL • School C - AfAm • School D – Low SES • School A - EL • School E - SWD	• School E - SWD • School H - EL • School B - SWD • School B - EL • School C – Low SES • School I - AfAm	• School A – SWD • School A - EL • School E – SWD • School B – EL • School F – AfAm

• School C - SWD • School F - AfAm • School E – Low SES • School G - SWD	• School A - SWD • School D - EL • School F - AfAm • School J - SWD • School A - EL	Note: School A is identified as having two low performing subgroups (SWD, EL)

Step 3: The initial identification of TSI-2 schools in November 2018 will consist of the remaining schools based on the 2017-2018 data that were <u>not</u> identified for TSI-1. For the remainder of the three-year identification cycle, TSI-2 schools will be identified annually based on the previous school year data and serve as a "watch list". ***See column four in the chart below.***

Performance *Rank Ordered* by Lowest Performing Subgroups			
Year 1 2016-2017	**Year 2 2017-2018**	**TSI-1: Based on lowest subgroup performance for two consecutive years**	**TSI-2: Based on lowest subgroup performance of past year, not TSI-1**
• School A - SWD • School B - EL • School C - AfAm • School D – Low SES • School A - EL • School E - SWD • School C - SWD • School F - AfAm • School E – Low SES • School G - SWD	• School E - SWD • School H - EL • School B - SWD • School B - EL • School C – Low SES • School I - AfAm • School A - SWD • School D - EL • School F - AfAm • School J - SWD • School A - EL	• School A – SWD • School A - EL • School E – SWD • School B – EL • School F – AfAm Note: School A is identified as having two low performing subgroups (SWD, EL)	• School H - EL • School B - SWD • School C – Low SES • School I - AfAm • School D - EL • School J - SWD

Step 4: After initial identification of schools in November 2018, the next three-year cycle of identification will begin in November of 2021. Schools identified for TSI-2 in both the 2019-2020 and 2020-2021 school years will be identified for TSI-1.

Please Note: *A school identified for TSI-1 that after three years still remains in the bottom 5% for that subgroup and has not met exit targets will be identified as CSI-3 (Chronically low-performing subgroup). Although the school may not be identified as CSI based on the total DSSF score, the fact that they did not improve for that subgroup beyond the lowest 5% over the identification cycle would determine the school to be "chronically low-performing subgroup" and thus elevate to CSI-3 status.*

Special Circumstances

While all Delaware accountability schools will receive summative, text-based ratings as measured by the DSSF, the following accountability schools will not be identified as CSI schools in the 2018-2019 cycle:

1. Schools that have a total enrollment of less than 100 students and/or do not qualify for at least 220 total points possible in the DSSF index
2. Charter schools that have not yet reached their full grade configuration in their approved charter
3. Special schools that serve 100% special populations and/or are measured by the alternative academic performance framework through the charter school office
4. Charter schools that are in formal review, non-renewed, or will close within the CSI identification cycle

Timeline for Next 18 Months (For the full timeline, please see p. 61 of Delaware's ESSA plan)

SY 17-18	• *Continuation of school support and improvement cycle under Ed Flex Waiver* • Year 2 implementation for Focus • Year 3 for Focus Plus, and Priority Schools • DDOE technical assistance and support to districts and schools
	➢ *Baseline data for first cohort identification, support and improvement cycle (under ESSA)*

SY 18-19	• Year 3 implementation for Focus • Sustainability for Focus Plus and Priority Schools until ESSA identification in November, 2018 • DDOE technical assistance and support to districts and schools
	➢ ***First cohort identification and improvement cycle begins (under ESSA)*** ➢ November (2018); CSI, TS1-2 and TSI-1 schools identified ➢ November – May (2018-2019): CSI and TSI-1 target setting and needs assessment/planning support to districts and schools; may include planning grants, depending on funding ➢ May – July (2019): CSI plan and grant submission to DDOE; TSI-1 plan approval by LEA + TSI-1 grant submission to DDOE

ESSA Requirements

ESSA Requirement	CSI	TSI-1	TSI-2	CSI-R
Plan must be developed with stakeholders (including school leaders, teachers, & parents).	Yes	Yes	Yes	Yes
Plan is informed by student performance against DSSF	Yes	Yes	Yes	Yes
Plan includes evidence-based interventions	Yes	Yes	Yes	Yes
Plan includes a school-level needs assessment	Yes			Yes
Plan includes a district-level needs assessment				Yes
Plan addresses resource inequities	Yes	Yes		Yes
School, District, & DOE must approve plan	Yes			Yes
Only District approves plan prior to implementation		Yes	Yes	
Upon approval and implementation, DOE monitors & periodically reviews plan	Yes			Yes
District monitors & reviews plan		Yes	Yes	

ESSA Implementation Planning – DOE Actions

- Developing cross-departmental structure to more effectively/efficiently support districts & schools

- Assist districts and schools in understanding and identifying the most appropriate ***Evidence-Based*** interventions/strategies to best support school improvement efforts
- Coordinating efforts to support districts and schools through the needs assessment process, data analysis, plan development, application process, and subgrant submission
- Identifying areas where DOE experts can work collaboratively with district leaders/experts to best support improvement efforts at the district and school level
- Engaging district leaders from the eight districts with currently identified schools to share DOE approach to school improvement under ESSA, get feedback regarding current iteration of school improvement, and introduce leaders to the research-based framework of the *Four Domains for Rapid School Improvement*. First session will be on **March 28, 2018**.

Evidence-Based Interventions

Evidence-Based Interventions (EBI) are practices or programs that have proven to be effective in leading to a particular outcome. The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four levels of evidence: Evidence Tiers and Definitions:

- **Tier 1: Strong Evidence** -- Supported by one or more well-designed and well-implemented randomized control experimental studies
- **Tier 2: Moderate Evidence** -- Supported by one or more well-designed and well-implemented quasi-experimental studies.
- **Tier 3: Promising Evidence** -- Supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
- **Tier 4: Demonstrates a Rationale** -- Practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, local education agency, or outside research organization to determine their effectiveness.

ESSA requires CSI and TSI plans to have strong, moderate, or promising evidence (Tiers 1- 3 as described above) to support them.

10.6 Previous Growth Target Lookup Tables

ELA Growth Targets

ELA Achievement Level Scale Score Ranges and Growth Targets

Grade	Achievement Level 1		Achievement Level 2		Achievement Level 3		Achievement Level 4	
in Year 1	1 - Low	2 - High	3 - Low	4 - High	5 - Low	6 - High	7 - Low	8 - High
3	<=2330	2331-2366	2367-2399	2400-2431	2432-2461	2462-2489	2490-2522	2523+
	82	68	62	64	56	55	48	44
4	<=2382	2383-2415	2416-2442	2443-2472	2473-2502	2503-2532	2533-2569	2570+
	77	62	64	59	56	50	45	34
5	<=2404	2405-2441	2442-2471	2472-2501	2502-2541	2542-2581	2582-2618	2619+
	61	52	47	39	33	30	28	19
6	<=2415	2416-2456	2457-2494	2495-2530	2531-2573	2574-2617	2618-2656	2657+
	68	55	49	47	42	39	33	31
7	<=2438	2439-2478	2479-2515	2516-2551	2552-2599	2600-2648	2649-2687	2688+
	68	54	44	36	34	24	19	17
8	<=2446	2447-2486	2487-2526	2527-2566	2567-2617	2618-2667	2668-2703	2704+

Notes:

1. Scale score ranges represent student performance in Year 1.
2. Growth targets are the 60th percentile of scale score growth from 2015 (Year 1) to 2016 (Year 2).

Math Growth Targets

Math Achievement Level Scale Score Ranges and Growth Targets

Grade	Achievement Level 1		Achievement Level 2		Achievement Level 3		Achievement Level 4	
in Year 1	1 - Low	2 - High	3 - Low	4 - High	5 - Low	6 - High	7 - Low	8 - High
3	<=2351	2352-2380	2381-2408	2409-2435	2436-2468	2469-2500	2501-2525	2526+
	76	64	57	57	51	52	52	47
4	<=2381	2382-2410	2411-2448	2449-2484	2485-2516	2517-2548	2549-2574	2575+
	53	40	37	42	46	44	42	37
5	<=2420	2421-2454	2455-2493	2494-2527	2528-2553	2554-2578	2579-2605	2606+
	41	34	35	33	32	30	31	35
6	<=2435	2436-2472	2473-2513	2514-2551	2552-2580	2581-2609	2610-2640	2641+
	48	42	36	35	35	39	38	35
7	<=2439	2440-2483	2484-2528	2529-2566	2567-2602	2603-2634	2635-2663	2664+
	57	28	30	28	30	39	42	46
8	<=2455	2456-2503	2504-2544	2545-2585	2586-2619	2620-2652	2653-2685	2686+

Notes:

1. Scale score ranges represent student performance in Year 1.
2. Growth targets are the 60th percentile of scale score growth from 2015 (Year 1) to 2016 (Year 2).

11.0 History of Changes

This section summarizes the history of changes made to the DSSF and this document over the course of school years. The original framework Reference Guide documented the DSSF as it was calculated based on the data from 2017-2018 school year. The sections below show changes made in subsequent years.

Date	Section(s)	Description
8/27/18	p. 17	Added clarification for absences due to concussions
8/27/18	p. 51	Revised example of overall score calculation for clarity
9/11/18	p. 26	Added clarification that a Certificate of Multiliteracy must be approved by DDOE to be included in the CCP measure
9/20/18	p. 4	Removed references to high school growth
11/8/18	Throughout document	Changed all references from Chronic Absenteeism to On Track Attendance
11/8/18	p. 57	Added DeSSA Administration and Participation Policy
11/15/18	p. 60	Added clarification note about not testing in the last two weeks for out-of-state students
11/29/18	p. 50	Added clarification regarding rounding for ratings.
12/4/18	p. 66	Math and ELA growth tables updated to reflect 2016-2017 growth targets using a third year of Smarter assessment data
12/4/18	p. 75	Added section 10.6 to reflect prior Math and ELA growth target tables
12/10/18	p.62-63	Added updated Office of Assessment administration policy
1/7/19	p. 18	Example of student-level growth calculation revised to reflect 2017 growth targets
3/19/19	p. 71	Removal of sentence: "The 5% of accountability schools with the lowest overall performance will be identified in each year skipping any schools on the list that are currently identified as CSI-R, CSI or TSI-1" and replaced with: "Any school on the list with a subgroup performing as poorly as all students in any of the lowest-performing 5% of Title I schools will be identified each year, skipping any schools on the list that are currently identified as CSI-R, CSI or TSI-1."
3/19/19	p. 66	ELA Growth Targets table corrected
5/6/19	p. 32	Added clarification regarding what constitutes a "B" for dual enrollment credit
6/10/19	p. 23	Revised language to state the following: "Please note: performance in science and social studies was not included in the 2017-2018 accountability calculation due to field testing. While the statewide science and social studies assessments were operational in the 2018-2019 school year, science and social studies performance will not be included until the 2019-2020 accountability calculation, after standard setting and technical quality studies have been completed."
6/12/19	p. 20	Replaced "school's membership days" with "student's membership days" in 3.2.1
11/12/19	Throughout document	Replaced all references to DSARA as DSARA was retired 6/30/19

11/12/19	p. 62	Updated Office of Assessment Administration and Participation Policies to reflect SY 2019-2020
11/12/19	Throughout document	Replaced December 1 identification date for SWD and June 1 identification dates for other demographics with “at end of year”
11/26/19	p. 33	Added deadline information for Certificate of Multiliteracy
1/13/20	p. 21	Updated data source pathway in eSchool