

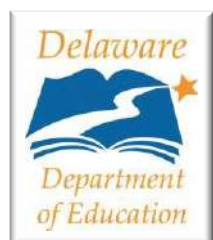
**State Summaries of Delaware
Comprehensive Assessment System
(DCAS) Science, Social Studies and
DCAS-Alt1 Assessments**

2014-2015 Administration

August 2015

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I. GENERAL OVERVIEW

In the 2014-15 school year, Delaware's assessment program was renamed the Delaware System of Student Assessments (DeSSA). DeSSA assessments include Smarter English Language Arts/Literacy (ELA) and Mathematics assessments, the Delaware Comprehensive Assessments System (DCAS) Science and Social Studies assessments, End of Course (EOC) assessments (US History, Algebra II and Integrated Math III) and the Delaware Comprehensive Assessment System-Alt1 (DCAS-Alt1) for Reading, Mathematics, Science, and Social Studies assessments as well as some national assessments. This report summarizes the participation and performance results of the 2015 DCAS Science and Social Studies and the DCAS-Alt1 in reading, mathematics, science, and social studies assessments.

The DCAS is a series of assessments designed to measure the progress of Delaware students in prioritized content standards in science grades 5, 8, and 10; and social studies grades 4 and 7.

The DCAS-Alt1 is an assessment designed to measure what students with the most significant cognitive disabilities know and are able to do in reading and mathematics in grades 3–11; science in grades 5, 8, and 10; and social studies in grades 4, 7, and 9 as they progress towards Meet Standard.

The Smarter, DCAS and the DCAS-Alt1 satisfy assessment requirements of Title I of the United States Elementary and Secondary Education Act in these areas.

DCAS Overview

The administration of the DCAS for science in grades 5, 8, and 10 and social studies in grades 4 and 7 occurred during the spring 2015. Refer to Appendix A for the assessment windows available for administration, [Table A-1](#).

The DCAS Science and Social Studies scores reported in this summary are based on the scale scores and the achievement levels for the state, the districts, and the schools. The scores for DCAS Science and Social Studies are reported on a developmental scale for grades 3-8 and 11, ranging from approximately 15 to 650. Student achievement is reported in four performance levels:

- Advanced
- Meets Standard
- Below Standard
- Well-Below Standard

The proficiency level is reported as the percentage of students who are proficient, that is, the percentage of students in Meets Standard and Advanced performance levels combined.

It is important to note that the participation rate and the percent proficient are generated differently in this report than those generated for accountability purposes.

Located in Appendix A, [Tables A-2 and A-3](#) show the DCAS cut scores and performance levels for all grades and contents.

The preliminary standard setting for the DCAS Science and Social Studies took place in August 2010 using the Bookmark Method. Panelists were representative of Delaware educators in terms of gender, ethnicity, and geographic location. Community members and parents were also represented among the panelists. More information about the standard setting can be found in the *Standard Setting Technical Report: Setting Performance Standards for the Computer-Adaptive Delaware Comprehensive Assessment System (DCAS)*.¹

A confirmatory standard setting for the DCAS was performed in June 2011. The purpose of the confirmatory standard setting was to review the performance standards set in August 2010 in light of the first year of operational data. Following the panel review of the 2010–2011 DCAS operational results, panelists recommended that the interim performance standards be confirmed. The Delaware State Board of Education approved this recommendation at its July 2011 public meeting.

Information about the testing conditions under which DCAS was administered is available in the test administration manuals available on the DCAS Portal (<http://de.portal.airast.org/>).

All Students with Disabilities (SWDs), which only includes students who have an Individualized Education Program (IEP), and English Language Learners (ELLs) are required to be included in the statewide assessment program. The *Accessibility Guidelines for Delaware System of Student Assessments (DeSSA)*, available on the portal, describe the conditions under which such students are included, including descriptions of permissible test accommodations.

The Students with Disabilities subgroup may show increases in performance in the 2015 school year partly as a result of a change in policy. Prior to 2015, Students with Disabilities who had the disability code label “Speech Only” were not included in the SWDs reporting group. For 2015, speech only students were included in this reporting group. This could change the overall performance of the Students with Disabilities subgroup and comparisons to previous years should be made with caution.

To preserve student confidentiality, all Delaware Department of Education (DDOE) reports must adhere to the following suppression rules:

- For state level data,
 - If a group or subgroup count of “number tested” is between one (1) and 15, the number of students is represented by “≤15” and the percentages and averages are reported for that group.
 - If a group or subgroup count of “number tested” is zero (0), the number of students is reported as zero (0) and an asterisk (*) appears in the columns where a percentage or average would otherwise appear.
- Complementary suppression of one or more non-sensitive cells in a table may be required so that the values of the suppressed cells may not be calculated by subtracting the reported values from the row and column totals. The symbol that is used to represent data suppressed as a result of complementary data suppression is “~”.
- For district and school level data, counts for groups or subgroups are not included. If the group or subgroup has 15 or fewer students then percentages and mean scale scores are included. If a group or subgroup has zero (0) students it will be represented with a “*”.

- Any percentage above 99 or below one (1) will be reported as >99% and <1% respectively.

One of the subgroups included in each table is “Student Gap Group.” The Student Gap Group is a combined, unduplicated count of students that are in groups that have historically had achievement gaps. This information is used for accountability. The groups include:

- Ethnicity/Race (African American, Hispanic, Native American)
- Students with Disabilities
- Low Income
- English Language Learners

The low-income reporting group used in this report is referred to as “direct-cert.” This group includes Delaware students receiving benefits from the Supplemental Nutrition Assistance Program (SNAP) and Temporary Assistance for Needy Families (TANF).

DCAS-Alt1 Overview

The number of administrations of the DCAS-Alt1 changed during the 2014-2015 school year. In previous years it was given one time in the spring to align to the DCAS Reading and Mathematics assessments. This year, the DCAS-Alt1 Reading and Mathematics assessments were administered once in the spring of 2015 to align to the Smarter ELA/Literacy and Smarter Mathematics assessments that were also only given one time in the spring. Refer to Appendix B for the assessment windows that were available for the administration, [Table B-1](#).

In addition to the change in the number of test windows, grade 11 was also added for DCAS-Alt1 Reading and Mathematics. This was to align to Smarter assessments given in grade 11. At the time of the writing of this report, the Performance Levels (PL) for grade 11 are pending State Board approval. The State Board of Education and the Department of Education will review the recommendations from the Standard Setting Panel. At this time, the recommendation is to use the same scale score points as used for grades 9 and 10. If the State Board approves a different set of scale score points, this report will be amended.

There was one opportunity for the DCAS-Alt1 during the spring 2015 administration for reading and mathematics in grade 3-11 and for science in grades 5, 8, and 10 and social studies in grades 4, 7, and 9. The grade 2 practice assessment in reading and mathematics was discontinued, again to align with Smarter assessments. Three tasks were released in each grade band to provide teachers with resources to use with students who may not be familiar with the assessment.

DCAS-Alt1 scores are not summarized at the school level due to prohibitively small numbers of students. The scale scores for DCAS-Alt1 Reading and Mathematics are reported on a developmental scale for grade 3 through grade 11, ranging from approximately 100 to 1000. Student achievement for DCAS-Alt1 is also reported in performance levels.

There are four performance levels:

- Advanced
- Meets Standard
- Below Standard
- Well-Below Standard

The preliminary standard setting for the DCAS-Alt1 Reading and Mathematics took place in July 2011. There were 47 panelists working with data from the reading and mathematics DCAS-Alt1 field test of spring 2011. The panelists were selected by Department of Education (DOE) and represented a broad cross-section of special education and general education teachers, parents, and higher education leaders. Gender and ethnicity/race were also considered to ensure a representative selection within the panel.

A confirmatory standard setting took place July 9–11, 2012. More information about the standard setting can be found in the *Standard Setting Technical Report: Setting Performance Standards for the Delaware Comprehensive Assessment System – Alternate Assessment (DCAS-Alt1)*.²

The standard setting for the DCAS-Alt1 Science and Social Studies took place July 9-10, 2012. There were 44 panelists consisting of teachers, parents, and higher education leaders to recommend performance standards for science (grade 5, 8, and 10) and social studies (grade 4, 7, and 9).

The reading, mathematics, science and social studies cut scores developed from the DCAS-Alt1 Standard Setting are located in Appendix B, [Tables B-2, B-3, B-4, and B-5](#).

Information about the typical conditions under which the DCAS-Alt1 is administered is available in the test administration manuals located on the DCAS Portal (<http://de.portal.airast.org/>).

All SWDs and ELLs are required to be included in the statewide assessment program, to the extent possible. The *Accessibility Guidelines for Delaware System of Student Assessments (DeSSA)*, available on the DeSSA Portal, describe the participation criteria for students who are included in the DCAS-Alt1. The IEP team approves the participation criteria and identifies each student in a DOE database.

To preserve student confidentiality, all reports adhere to the data suppression rules described in the DCAS overview found on page 2.

In 2015, a new rule was created allowing students with intense communication needs taking the DCAS-Alt1 to conclude after the first task if they meet specific criteria. Fewer than 20 submissions were received by the Department for students meeting the identified criteria. These students were counted as participants for the purpose of this report, and the scores for these students were counted as a performance level 1 with a scale score of 99.

² American Institutes for Research. (2011) “Standard Setting Technical Report: Setting Performance Standards for the Computer-Adaptive Delaware Comprehensive Assessment System-Alternate Assessment (DCAS-ALT1).” Washington, D.C.

II. 2015 DCAS AND DCAS-ALT1 PARTICIPATION RATE

In this section, the participation rate is reported by content area and grade level for each content area of DCAS and DCAS-Alt1. The participation rate is also reported by subgroups.

Participation Rate – Definitions and Calculations

In this section, the participation rate is reported by content area and grade level for DCAS Science, Social Studies, and DCAS-Alt1 Reading, Mathematics, Science, and Social Studies. The participation rate is also reported by subgroups in the participation tables.

The following is the method used to calculate participation rate in this report. The calculation method used for this report is not the same method used for participation rates used for accountability purposes; therefore, the participation rates will not match those used for accountability.

$$\text{Participation Rate} = 100 \times \frac{\text{Tested N}}{\text{Eligible N}}$$

Tested N – Referred to as “Tested N” this is the numerator of the participation rate calculation. It is the number of students who received a valid test score on the DCAS and DCAS-Alt1 in a particular content area.

Eligible N – Referred to as “Eligible N”, this is the denominator of the participation rate calculation for a particular content area and is equal to the number of students who are eligible to test. This is equal to the sum of Tested N and Invalid.

- All students enrolled in a public school for ten days or more during the spring 2015 test window for the respective content area were counted as eligible to take the DCAS or DCAS-Alt1 unless they were granted an Exemption.

Invalid Scores – Students with invalid scores are counted as non-participants in the calculation of participation rates. The following reasons result in invalid scores:

- A student attempted to test but did not complete the entire test; or
- Improper departures from testing procedure took place during the administration of a student’s test.

Not Tested – Students were counted as “not tested” if they met the requirements to be counted as “eligible” to take the DCAS or DCAS-Alt1 but failed to test at any time during the spring test window in a given content area.

Exempt– An exemption causes the student scores to be excluded from performance calculations and from participation rate calculations. Some students were granted a “special” exemption from the DCAS due to physical or mental health conditions or due to other circumstances that were beyond the control of the student and school staff. Some ELL students in the US for less than one year may receive an ELL exemption from DCAS-Alt1 reading.

Participation rates were calculated for applicable grade levels for DCAS Science and Social Studies and content areas for DCAS-Alt1, and can be reviewed in Attachment 1 and 4 along with the performance data. The DCAS and DCAS-Alt1 subgroup participation rates for all grade levels and content areas were calculated based on the following subgroups:

- Students with disabilities (SWDs)
- English language learners (ELLs)
- Low-income
- Whites
- Hispanics
- African Americans
- Asian Americans
- Hawaiian/Pacific Islander
- Multiracial
- Student Gap Group (DCAS only)

DCAS Science Participation Rate

Participation rates were calculated for 36 grade level/content area/subgroups in science. Of these, 20 do not meet the 95% target. The subgroup participation rates that are lower than the target ranged from 75% to 94%.

- The subgroup grade level that had the lowest participation rate is grade 10
- The subgroups that had 16 or more students in the cell in grade 10 with the lowest participation rates are SWDs at 75%, and ELLs at 81%,

DCAS Social Studies Participation Rate

Participation rates were calculated for 24 grade level/content area/subgroups in social studies. Of all the subgroup participation rates that were calculated for the assessments by grade and subgroup, only five (5) do not meet the 95% target. Subgroup participation rates in social studies range from nearly 100% to 84%.

- All subgroups met the 95% goal in grade 4 except SWDs at 90%
- In grade 7 the following subgroups had 16 or more students in the cell, but did not meet the 95% participation target: students with disabilities at 84%, the ELL at 93%, and African American at 94%.

DCAS-Alt1 Reading Participation Rate

All grade levels except for grades 6 and 11 met the goal of 95% participation at the statewide level in reading. Grades 9 and 10, at 99%, well exceeded the reading goal.

DCAS-Alt1 Mathematics Participation Rate

All grade levels met the goal of 95% participation at the statewide level in mathematics, with the exception of grade 6 (93%) and grade 11 (92%). Grades 9 and 10 well exceeded the goal ($\geq 99\%$) in mathematics.

DCAS-Alt1 Science Participation Rate

Grades 5 and 8 met 95% participation rate, while grade 10 was at 93%.

DCAS-Alt1 Social Studies Participation Rate

In social studies, the participation rates for grades 4 and 7 were above 95% and grade 9 was at 93%.

III. DCAS Performance Results

The statewide DCAS summary data, with subgroups, is presented in Attachment 1.

In the following section, the 2015 DCAS results are summarized at the state level with the percent proficient by content, grade, and mean score. Longitudinal comparison from spring 2012 through spring 2015 is also provided with the mean scale score and the percentage of proficient by content area and grade level. Please note that, due to rounding for percentage, the total may be above or below 100%.

The state-level results are also summarized by subgroups. The DCAS subgroup results for all grade levels and content areas were calculated based on the following subgroups:

- Students with Disabilities (SWDs)
- English language learners (ELLs)
- Low-income
- Whites
- Hispanics
- African Americans
- Asian Americans
- Hawaiian/Pacific Islander
- Multiracial
- Student Gap Group

DCAS Science Performance

Figure 1 – DCAS Science Performance Levels, 2015

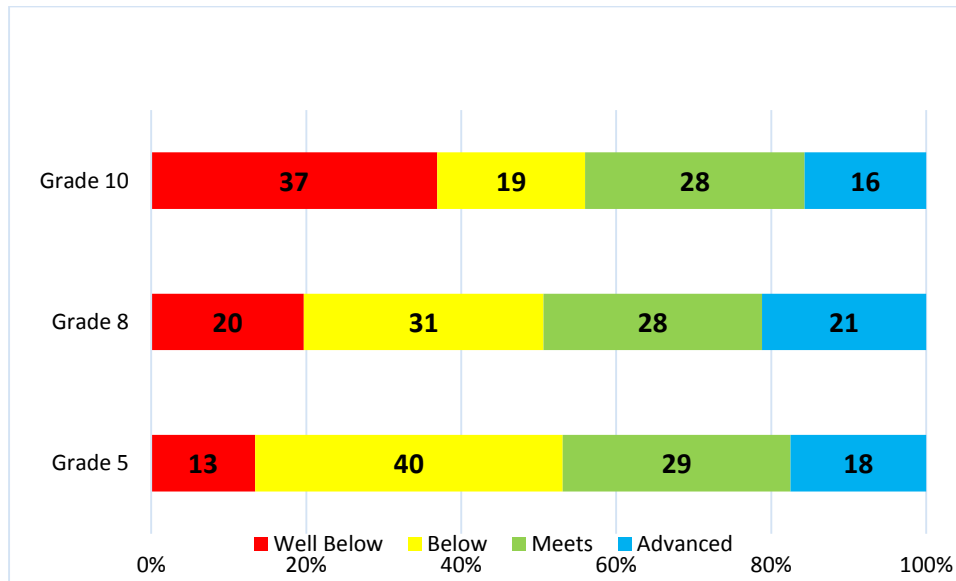
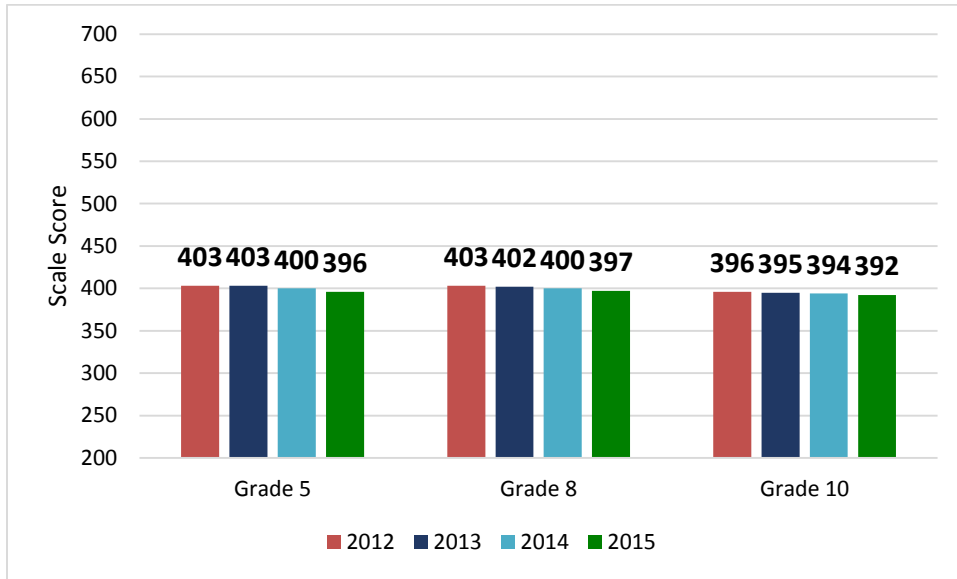


Figure 1 shows the percentage of students in each performance level on the spring 2015 DCAS Science assessment in grades 5, 8, and 10.

The results indicate that about 47% of the students in grade 5, 49% in grade 8, and 44% in grade 10 performed at the Meets Standard and Advanced levels.

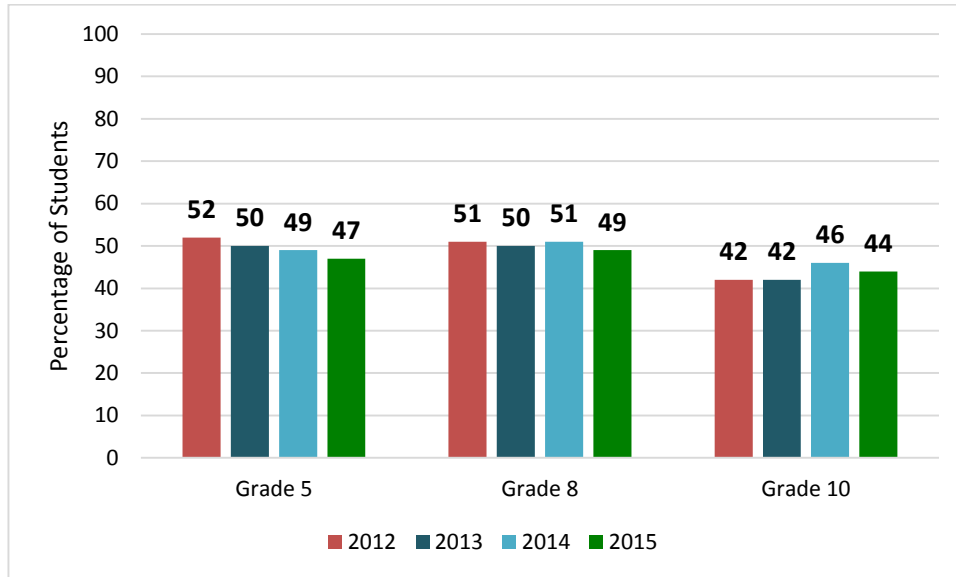
Over half of the students, however, in grade 5 (53%), grade 8 (51%), and grade 10 (56%) performed at the levels of Below Standard and Well-Below Standard.

Figure 2 - DCAS Science Mean Scale Scores, 2012-2015



As seen in Figure 2 above, the average scale scores for spring 2015 DCAS Science are 396, 397, and 392 respectively, in grades 5, 8 and 10. Compared with student performance in 2012, it is found that the 2015 average scale scores dropped with a range between four (4) to seven (7) score points across grades.

Figure 3 - DCAS Science Percentage of Students Proficient, 2012-2015



The results of the four year comparison (Figure 3) suggest a slight decrease in the percentage of students proficient over time – particularly in grades 5 and 8. Although the percent proficient in grade 10 dropped 2% from 2014 to 2015, results from 2015 are 2% higher than results from 2012 and 2013.

DCAS Social Studies Performance

Figure 4 - DCAS Social Studies Performance Levels, 2015

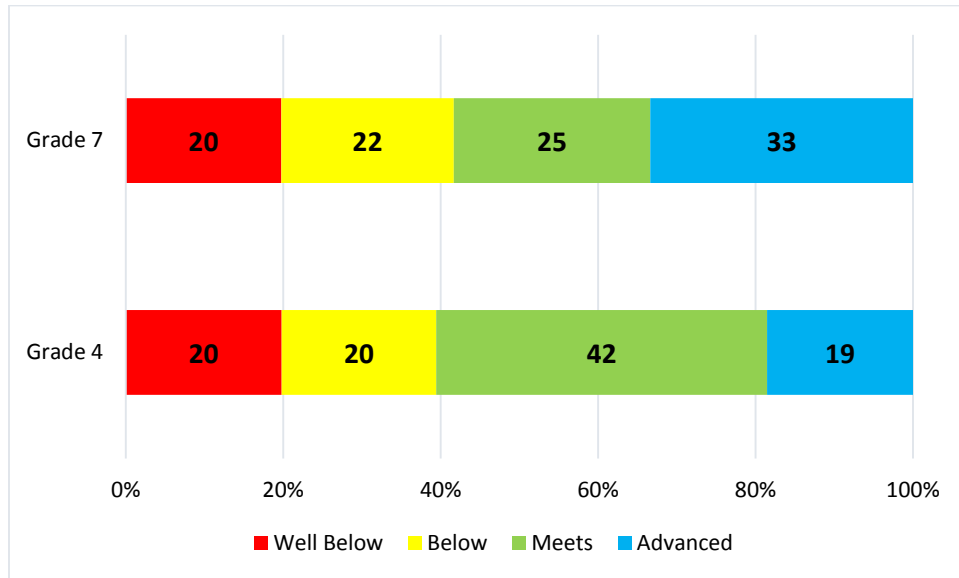
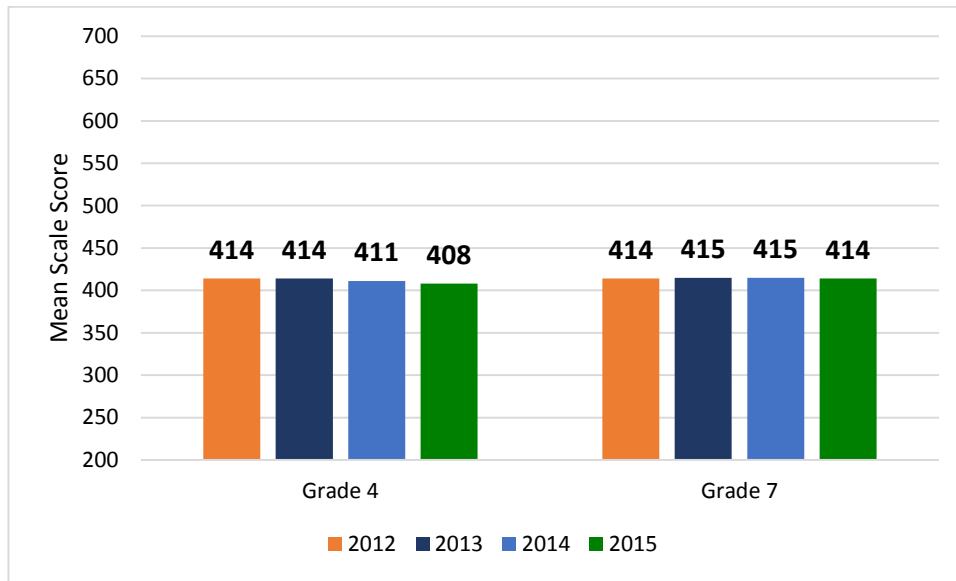


Figure 4 shows the percentage of students in each performance level on the spring 2015 DCAS Social Studies assessment in grades 4 and 7. The results indicate that about 61% of students in grade 4 and 58% in grade 7 performed at the Meet Standard and Advanced levels.

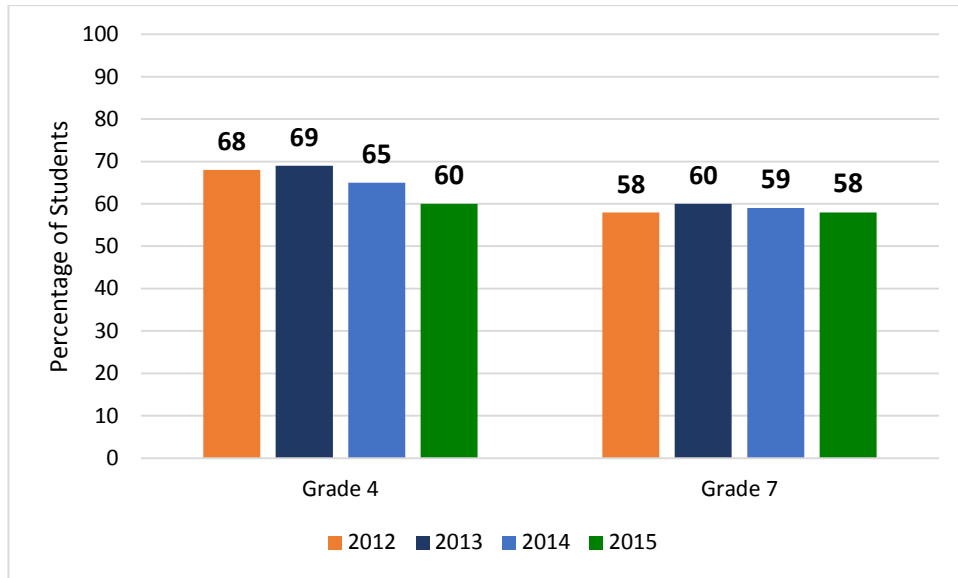
Therefore, 40-42% of the students performed at the levels of Below Standard and Well-Below Standard.

Figure 5 – DCAS Social Studies Mean Scale Scores, 2012-2015



As seen in Figure 5 above, the average scale scores for spring 2015 DCAS Social Studies are 408 and 414 respectively in grades 4 and 7. Compared with student performance from 2014, it is found that in 2015 the average scale scores dropped by three (3) score points in grade 4 and by one (1) score point in grade 7. The data suggests that student performance is stable with very slight fluctuations from year-to-year in grade 7.

Figure 6- DCAS Social Studies Percentage of Students Proficient, 2012-2015



The results of the four year comparison (Figure 6) suggest a consistent decrease in the percentage of student proficient from year-to-year in grade 4. The percentage of proficient, however is stable in grade 7 with very slight fluctuation from year-to-year.

IV. DCAS-ALT1 PERFORMANCE RESULTS

The statewide DCAS-Alt1 summary data, with subgroups, is presented in Attachment 4.

In this section, student achievement on DCAS-Alt1 is summarized by each performance level, content area, and grade level for reading, mathematics, science and social studies. Please note that, due to rounding for percentages, the total may be above or below 100%. The results of the 2015 DCAS-Alt1 are also compared with results from other years in terms of mean scores and percent proficient for each content area.

The state-level results are summarized by subgroups. The DCAS-Alt1 subgroup results for all grade levels and content areas were calculated based on the following subgroups:

- Students with Disabilities (SWDs)
 - English language learners (ELLs)
 - Low-income
 - Whites
 - Hispanics
 - African Americans
 - Asian Americans
 - Hawaiian/Pacific Islander
 - Multiracial
-

DCAS-Alt1 Reading Performance

Figure 7 – DCAS-Alt1 Reading Performance Levels, 2015

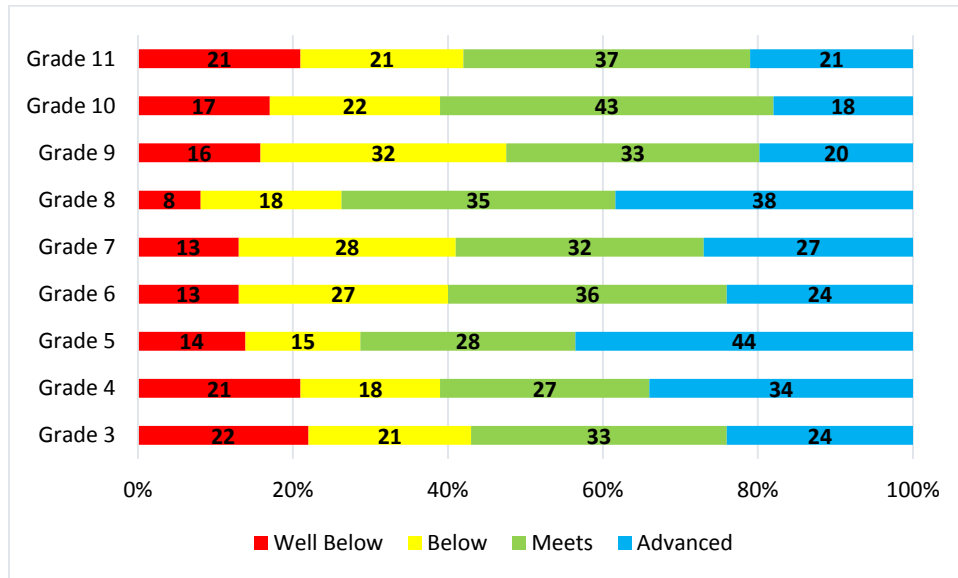


Figure 7 shows the percentage of students in each performance level for reading, by grade, for the spring, 2015 DCAS-Alt1 administration.

Grade 5 has the highest percentage of students who are in the Advanced performance level in reading at 44%, while grade 10 has the lowest at 18%. Grades 5 and 8 show the highest proficiency rates (Meets and Advanced levels combined) at 72% and 73% respectively. Grade 11 has a proficiency rate of 58%. The proficiency rate for grade 10 of 61% is higher than the grade 9 proficiency of 53%.

Grade 9 has the highest percentage of students in Below and Well-Below at 48%. Grade 6 and 7 have similar percentages for Below and Well-Below.

Figure 8 – DCAS-Alt1 Reading Mean Scale Scores, 2013-2015

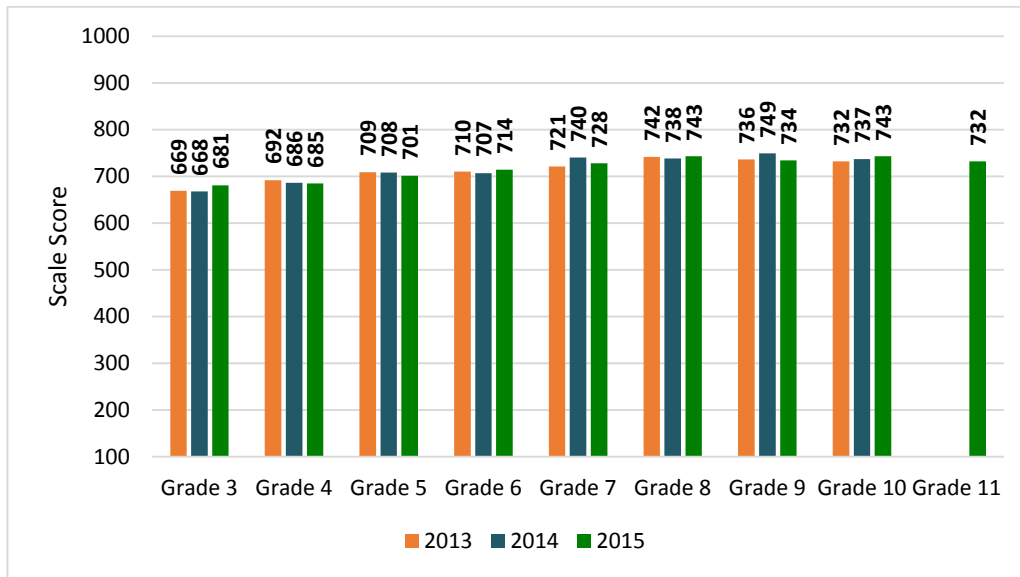
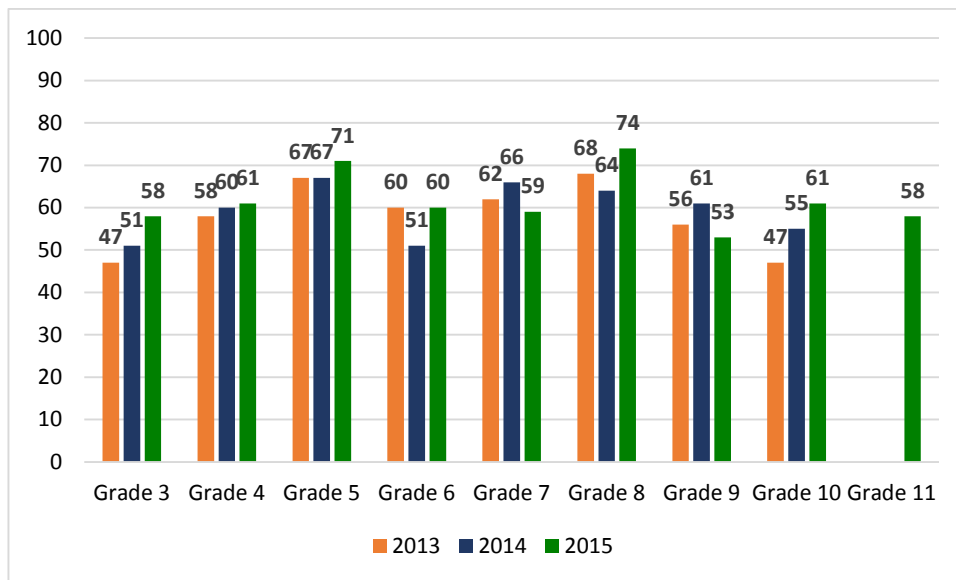


Figure 8 shows the statewide mean scale score for DCAS-Alt1 reading by grade from spring 2013 through spring 2015. The figure shows a slight increasing trend from grade 3 to 10. Changes from year to year within grade vary. Grades 3, 6, 8 and 10 show increases from 2014 to 2015, but grades 4, 5, 7 and 9 show decreases. There is no discernable pattern in these increases and decreases. This is likely due to the small number of students and heterogeneous population tested in this assessment.

Figure 9 – DCAS-Alt1 Reading Percentage of Students Proficient, 2013-2015



The percent proficient in all grades in spring 2015 is above the baseline established in spring 2013 with three exceptions, grade 9 and 7 which both dipped 3% each overall and grade 6 which remains the same. The overall range of increase varies from grade 4 with 3% to grade 10 with a gain of 14%.

From spring 2014 to spring 2015, the percent proficient in reading shows an increase in most grades, with a range of 1% at grade 4 to 10% at grade 8. Grades 7 and 9 show decreases of 7% and 8% respectively. Grade 11 performance result is new for 2015 with a 58% proficiency level.

It is important to be cautious in the interpretation of cross-year comparisons due to small sample size and the differences in proportions of subtypes from year to year.

DCAS-Alt1 Mathematics Performance Results

Figure 10 – DCAS-Alt1 Mathematics Performance Levels, 2015

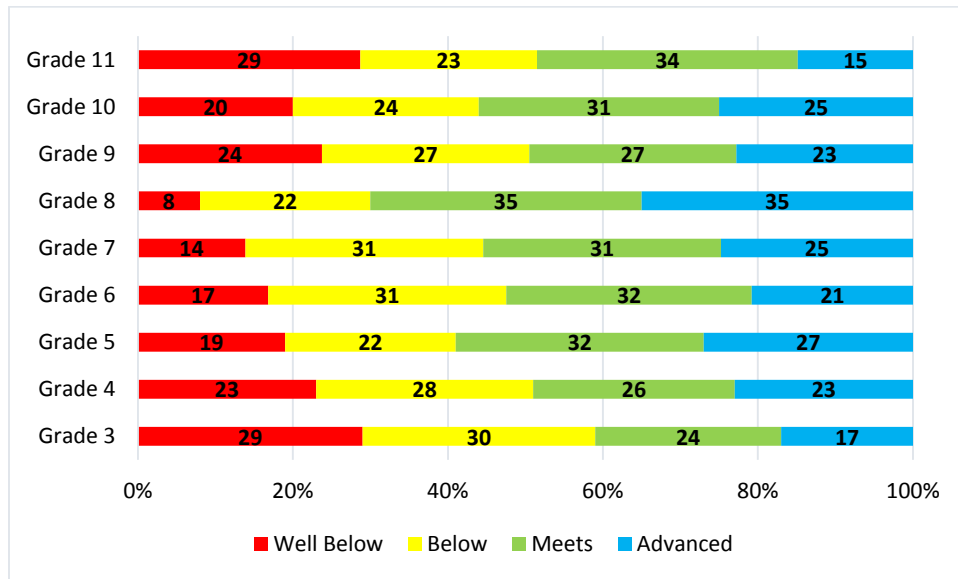


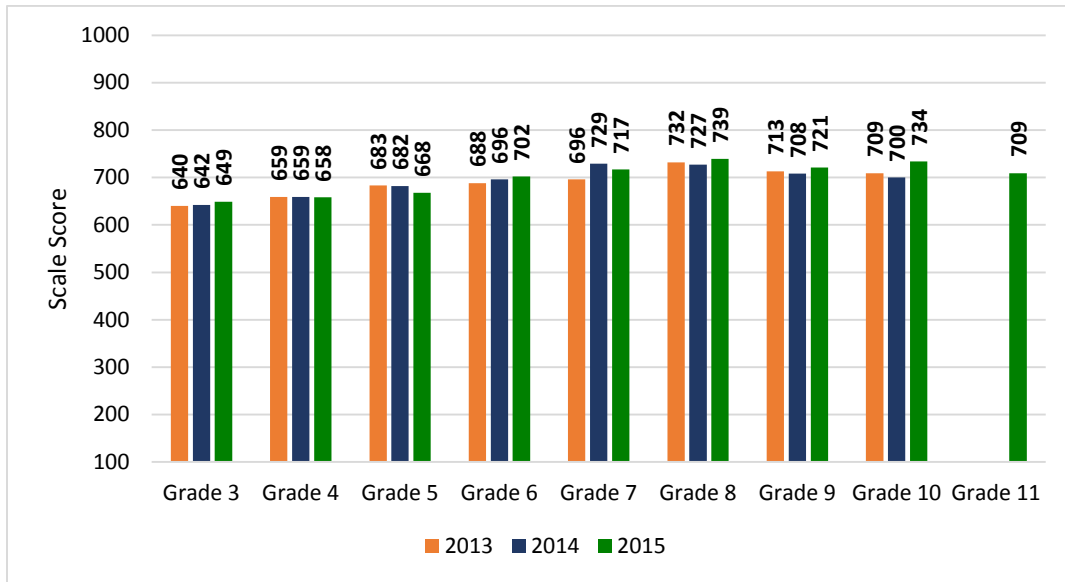
Figure 10 displays the percentage of students in each performance level, by grade, for the spring 2015 DCAS-Alt1 Mathematics.

The proportion of students performing at Meets Standard ranges from 24% at grades 3 to 35% at grade 8. The proportion of students performing at Advanced level has a range of 15% in grade 11 to 35% in grade 8. Grades 5 and 8 have the highest proficiency level with 59% and 70% respectively. Grades 7 and 10 are next with an identical proficiency level at 56%.

The percentage of students performing at Well-Below Standard has a range of 8% in grade 8 to 29% in grades 3 and 11. At Below Standard, the smallest percentage is seen at grades 5 and 8 with 22%, and the largest is seen at grades 6 and 7 with 31%.

This is the first year for grade 11 DCAS-Alt1 Reading and therefore, longitudinal data are not available.

Figure 11 – DCAS-Alt1 Mathematics Mean Scale Scores, 2013-2015



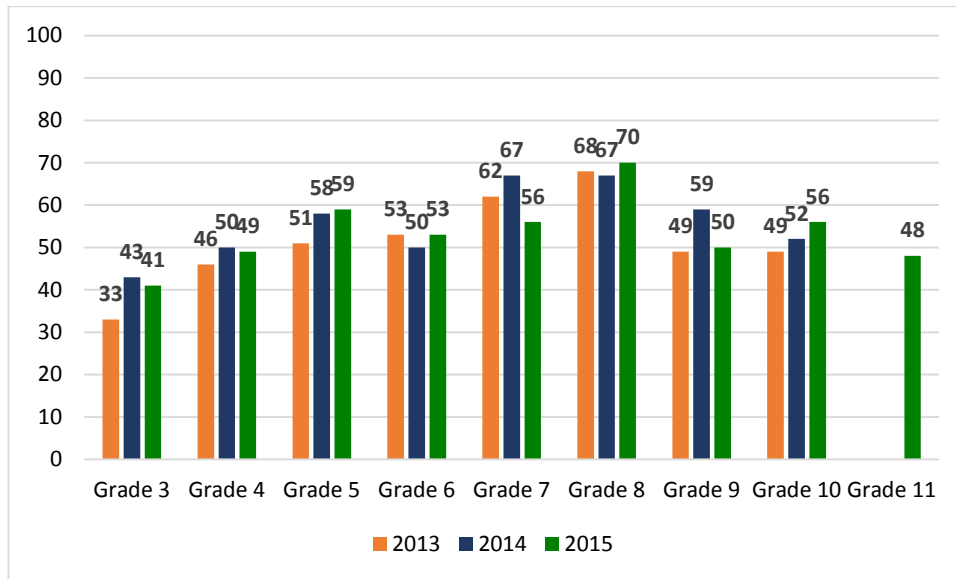
With the exception of grades 4, 5, and 7, most grades show an overall increase in spring 2015 DCAS-Alt1 Mathematics scale scores over the years.

The largest increase in mean scale score points from 2014-2015 can be found in grades 8, 9 and 10.

- Grade 8 increased by 12 scale score points
- Grade 9 increased by 13 scale score points
- Grade 10 increased by 34 scale score points

This is the first year for grade 11 DCAS-Alt1 Mathematics and therefore, longitudinal data are not available.

Figure 12 – DCAS-Alt1 Mathematics Percentage of Students Proficient, 2013-2015



DCAS-Alt1 Mathematics percentages for proficiency show mixed results from 2014-2015 with grades 5, 6, 8, and 10 showing an increase in proficient numbers ranging from 1% to 4%. Grades 4, 7, and 9 show a decrease ranging from 1% to 11%. For the last three years, grade 4 has been very consistent in percent proficiency with a 1% decrease in spring 2015 when compared to spring 2013.

DCAS-Alt1 Science Performance Results

Figure 13 – DCAS-Alt1 Science Performance Levels, 2015

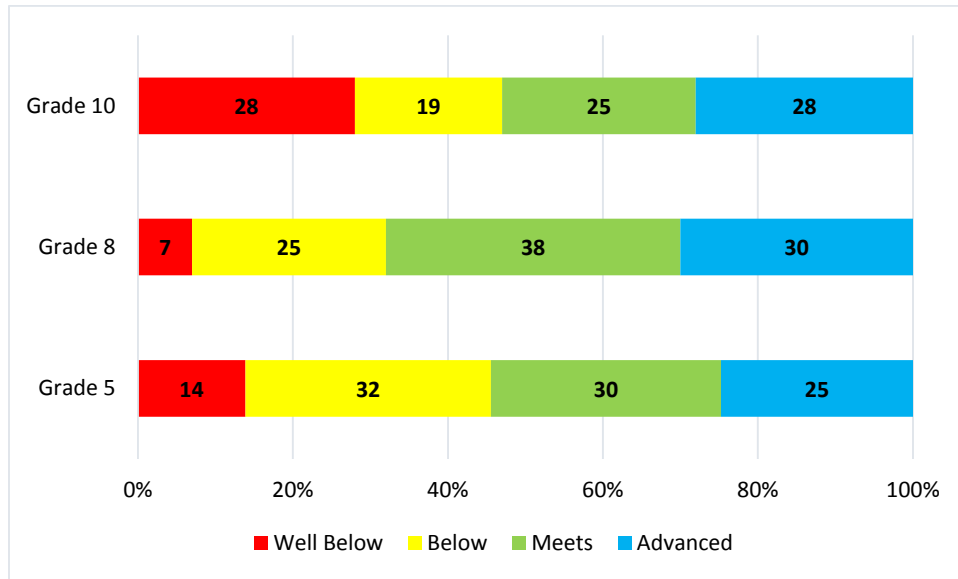
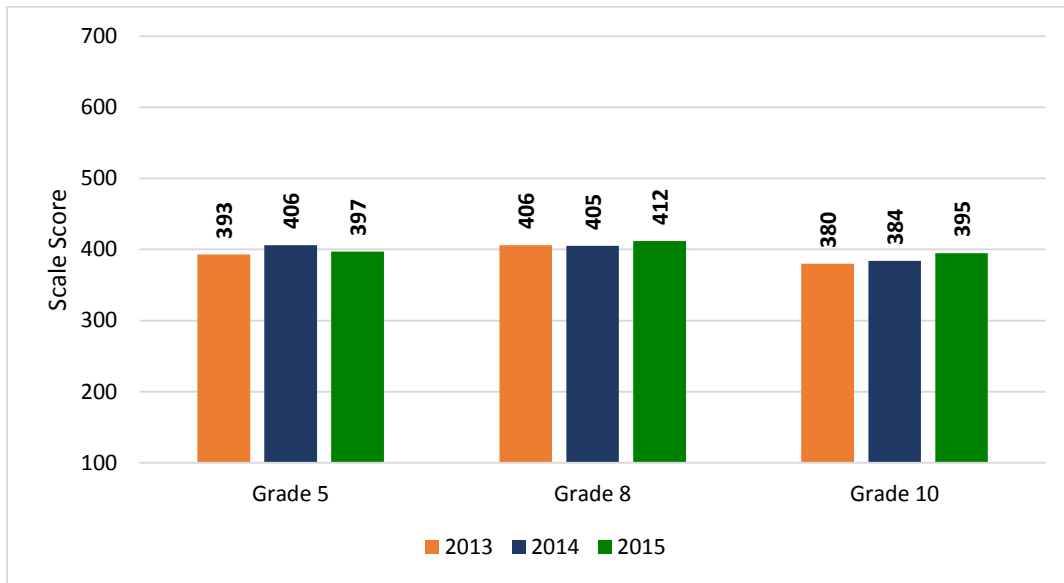


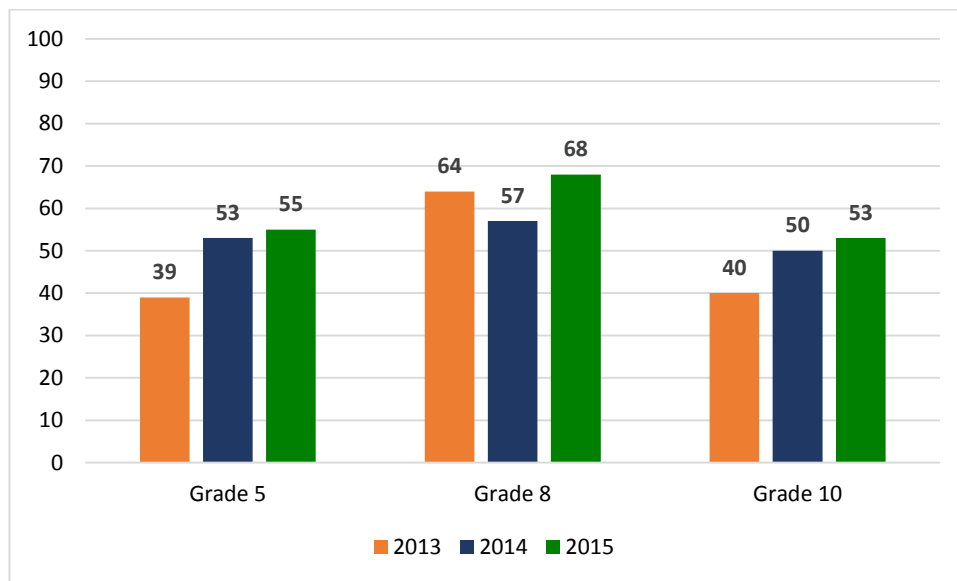
Figure 13 displays the percentage of students in each performance level, by grade, for the spring DCAS-Alt1 2015 Science. The proportion of students at Meets Standard has a range of 25% in grade 10 to 38% in grade 8. The proportion of students performing at Advanced level has a range of 25% in grade 5 to 28% in grade 10. Grade 8 has the highest proficiency level with 68%. The percentage of students performing at Well-Below Standard has a range of 2% in grade 8 to 28% in grade 10. At Below Standard, the smallest percentage is seen at grade 10 with 19%.

Figure 14 – DCAS-Alt1 Science Mean Scale Scores, 2013-2015



The spring DCAS-Alt 1 Science scale scores for grade 8 and 10 show increases of 7 and 11 points respectively from 2014-2015. Grade 5 scores decreased by 9 scale score points.

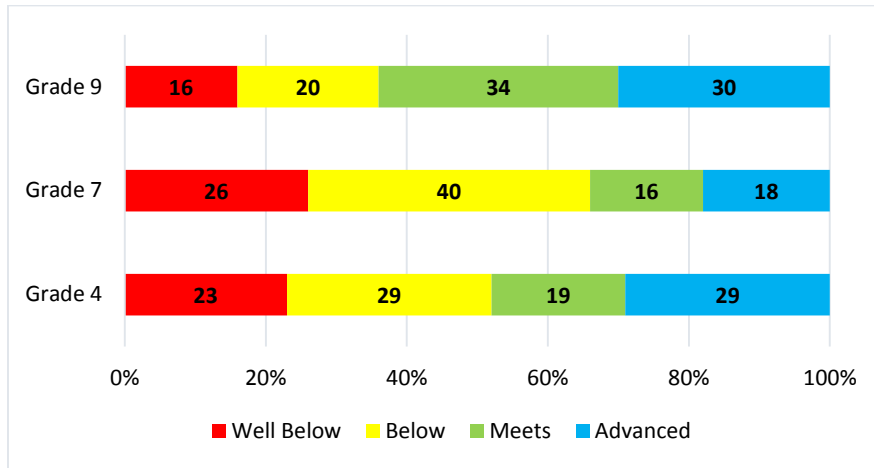
Figure 15 – DCAS-Alt1 Science Percentage of Students Proficient, 2013-2015



The DCAS-Alt1 Science percent proficient have risen in all three grades from 2014 to 2015 rising from 53% to 55% in grade 5, from 57% to 68% in grade 8 and from 50% to 53% in grade 10. The trend for grades 5 and 10 over the last three years are similar in the way they increase. Grade 8 shows a different trend, with an overall increase from 2013.

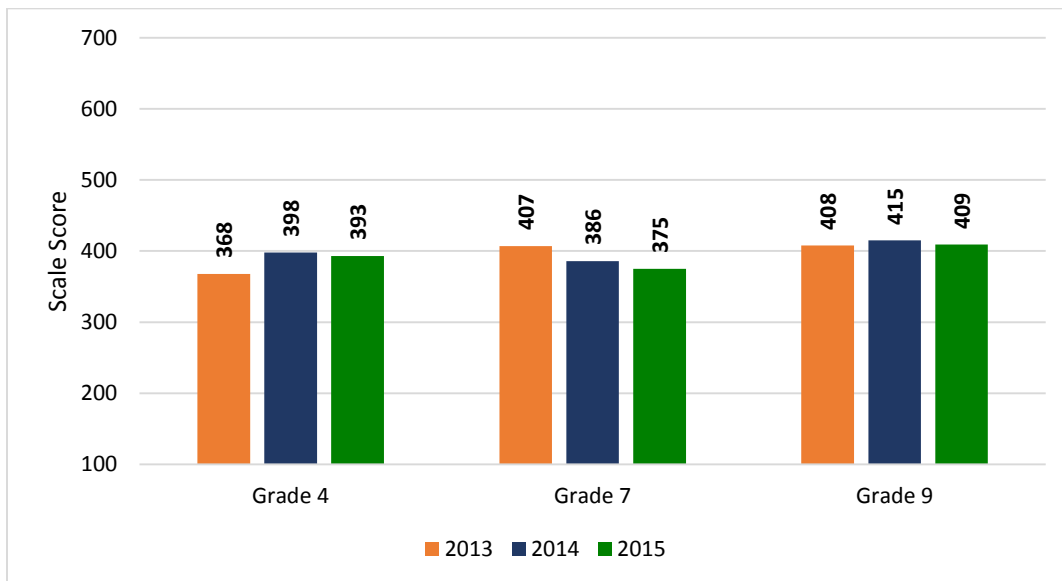
DCAS-Alt1 Social Studies Performance Results

Figure 16 – DCAS-Alt1 Social Studies Performance Levels, 2015



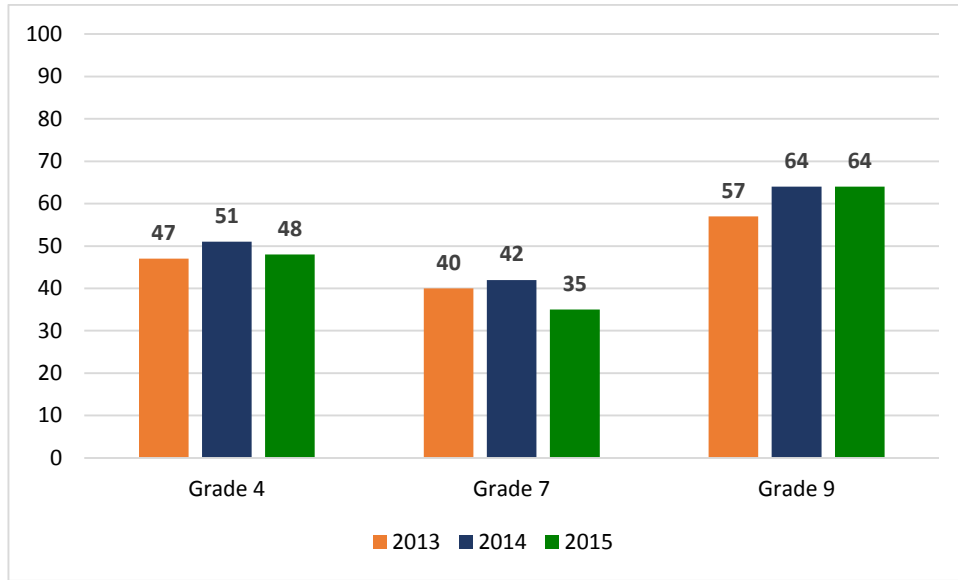
In Figure 16 above, grade 9 students performed with a percent proficient of 64%. In grade 7, a large proportion of students performed Below Standard at 40%. This resulted in a small percentage of proficient students at 34%. In grade 9, about the same percentage of students performed Below and Well-Below, while the greatest proportion of grade 9 students performed at Advanced (30%).

Figure 17– DCAS-Alt1 Social Studies Mean Scale Scores, 2013-2015



Overall, there is a decreasing trend for the three grades in 2015 with grade 4 decreasing the least from spring 2014 with a drop of 5 scale score points and Grade 7 decreasing the most with a drop of 11 points. On the other hand, grade 9, is relatively stable for the three consecutive years from 2013 to 2015.

Figure 18 – DCAS-Alt1 Social Studies Percentage of Students Proficient, 2013-2015



The spring 2015 DCAS-Alt1 Social Studies percent proficient ranges from 35% in grade 7 to 64% in grade 9. Grades 4 and 7 show decreases from 2014 especially for grade 7 with a 7% drop. Grade 9 remains the same at 64% - significantly higher than the other grades.

Appendix A
DCAS Tables

Table A-1 – DCAS Assessment Window Dates

Dates of Window	Tests Administered
April 13- June 4, 2015	<u>DCAS Science</u> Grades 5, 8, and 10
May 18- June 4, 2015	<u>DCAS Social Studies</u> Grades 4 and 7

DCAS Cut Scores
Table A-2 – DCAS Science Performance Standards

Grade	Well-Below Standard	Below Standard	Meets Standard	Advanced
5	351 or less	352-399	400-434	435 or more
8	359 or less	360-399	400-434	435 or more
10	380 or less	381-399	400-434	435 or more

Table A-3 – DCAS Social Studies Performance Standards

Grade	Well-Below Standard	Below Standard	Meets Standard	Advanced
4	382 or less	383-399	400-434	435 or more
7	370 or less	371-399	400-434	435 or more

Appendix B
DCAS-Alt1 Tables

Table B-1 – DCAS-Alt1 Assessment Window Dates

Dates of Window	Tests Administered
March 2- June 4, 2015	<u>DCAS-Alt1 Reading and Mathematics</u> Grades 3-11
	<u>DCAS-Alt1 Science</u> Grades 5, 8, and 10
	<u>DCAS-Alt1 Social Studies</u> Grades 4, 7, and 9

DCAS-Alt1 Cut Scores
Table B-2 – DCAS-Alt1 Reading Performance Standards

Grade	Well-Below Standard	Below Standard	Meets Standard	Advanced
3–5	629 or less	630	673	725
6–8	639 or less	640	700	779
9–10	649 or less	650	740	817

Table B-3 – DCAS-Alt1 Mathematics Performance Standards

Grade	Well-Below Standard	Below Standard	Meets Standard	Advanced
3–5	624 or less	625	676	724
6–8	641 or less	642	700	773
9–10	656 or less	657	724	802

Table B-4 – DCAS-Alt1 Science Performance Standards

Grade	Well-Below Standard	Below Standard	Meets Standard	Advanced
5	346 or less	347	400	435
8	365 or less	366	400	435
10	368 or less	369	400	435

Table B-5 – DCAS-Alt1 Social Studies Performance Standards

Grade	Well-Below Standard	Below Standard	Meets Standard	Advanced
4	369 or less	370	400	435
7	325 or less	326	400	435
9	372 or less	373	400	435