



2019 State Assessment Results



Delaware
Department of Education

Delaware System of Student Assessments (DeSSA)

Assessment	Subjects	Grades
Smarter	English Language Arts (ELA) & Mathematics	3 to 8
SAT	Evidence Based Reading and Writing (ERW), Mathematics & Essay	High School
DeSSA-Alternate	ELA, Mathematics & Science (in applicable grades)	3 to 8 and 10
DeSSA	Science Social Studies	5, 8 and Biology 4, 7 and 11

Delaware assessments focus on real-world skills connected to classroom instruction

- Delaware assessments reflect what students are learning and practicing in the classroom on a daily basis
- Aligned to the Delaware Common Core Standards
- Continue to be one measure of student progress
- Scores used in combination with district-level assessments, report cards, teacher feedback, classroom work and more to provide a holistic view of student achievement across grades



Smarter 2015-2019 ELA and Math

Smarter ELA : Grades 3 - 8

Smarter Math: Grades 3 - 8



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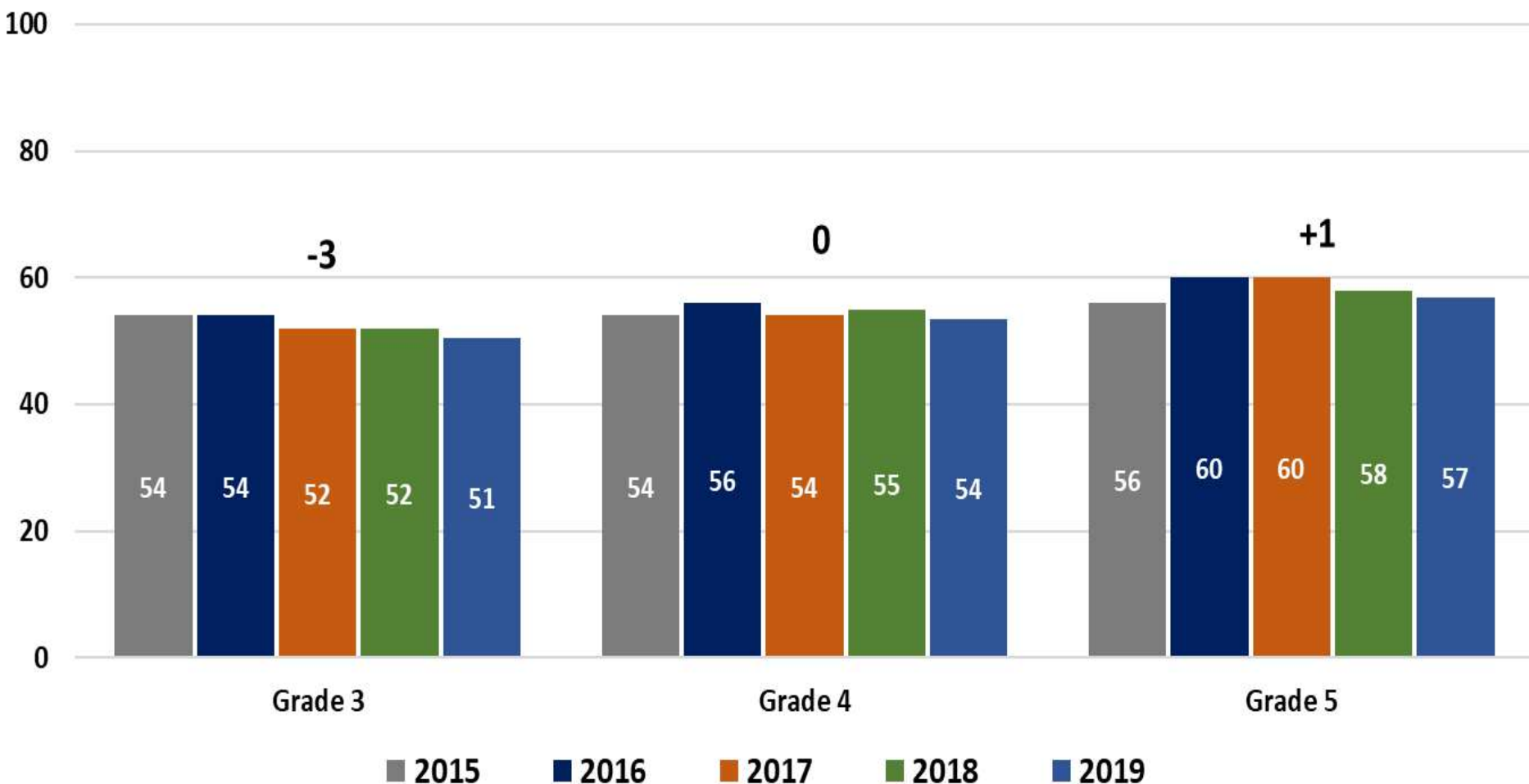
ELA Grades 3-8 2015-2019



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Smarter ELA Proficiency by Grades, 2015 - 2019

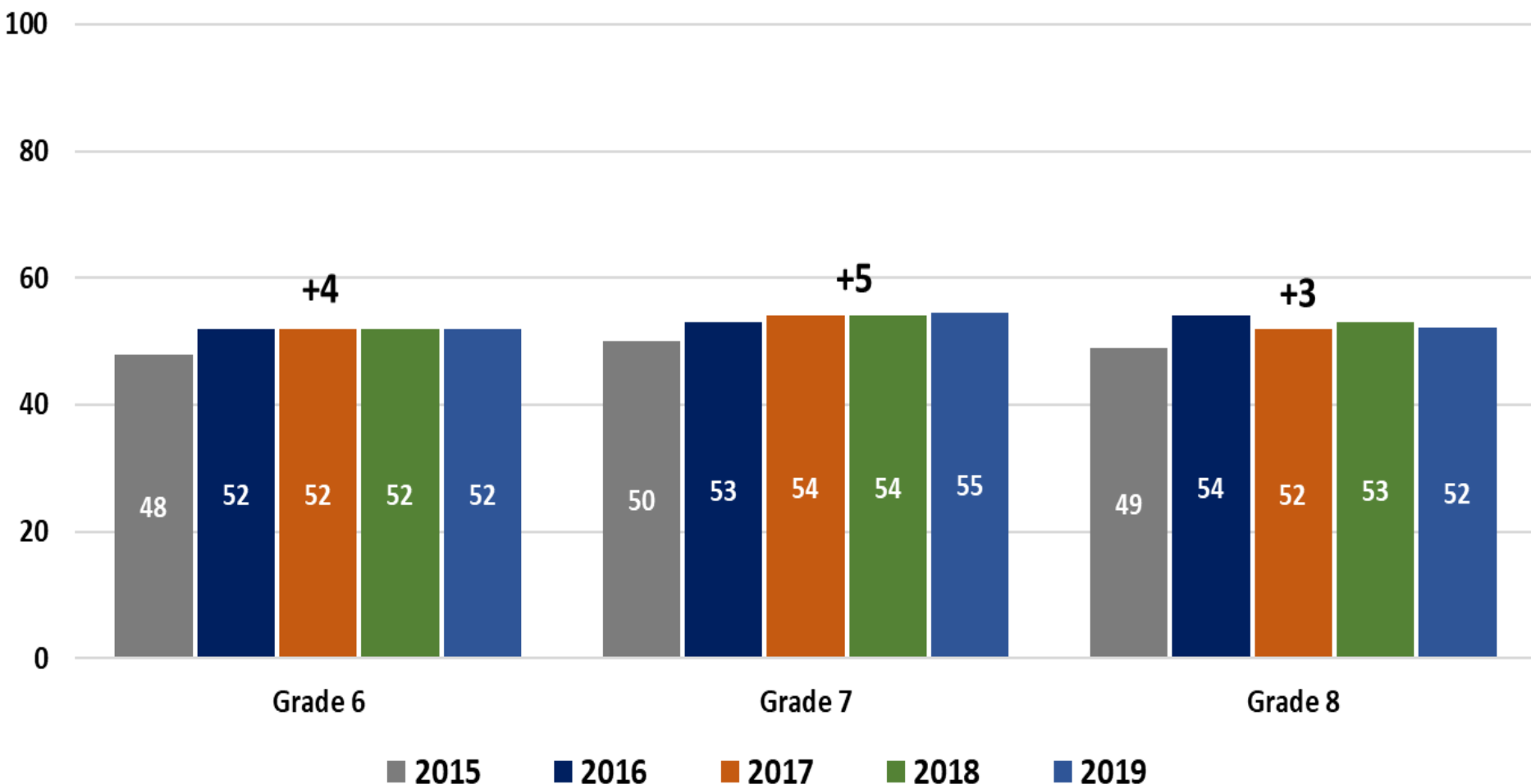
Smarter ELA Percent Proficient, Grades 3 to 5, 2015 - 2019



NOTE: Numbers rounded to nearest whole number.

Smarter ELA Proficiency by Grades, 2015 - 2019

Smarter ELA Percent Proficient, Grades 6 to 8, 2015 - 2019

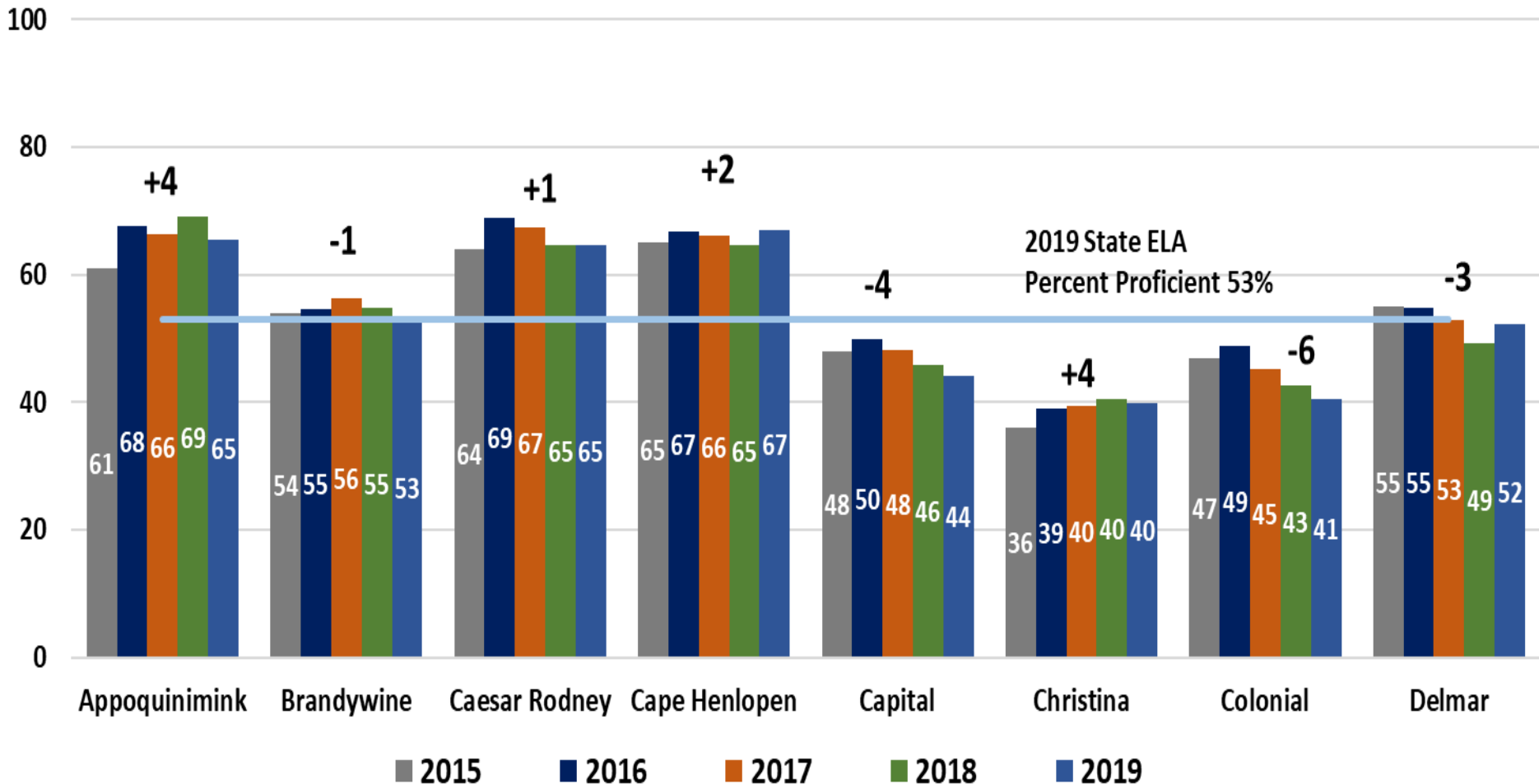


NOTE: Numbers rounded to nearest whole number.

Smarter ELA

Proficiency by Districts, 2015 - 2019

District ELA Percent Proficient, Grades 3 to 8, 2015 - 2019

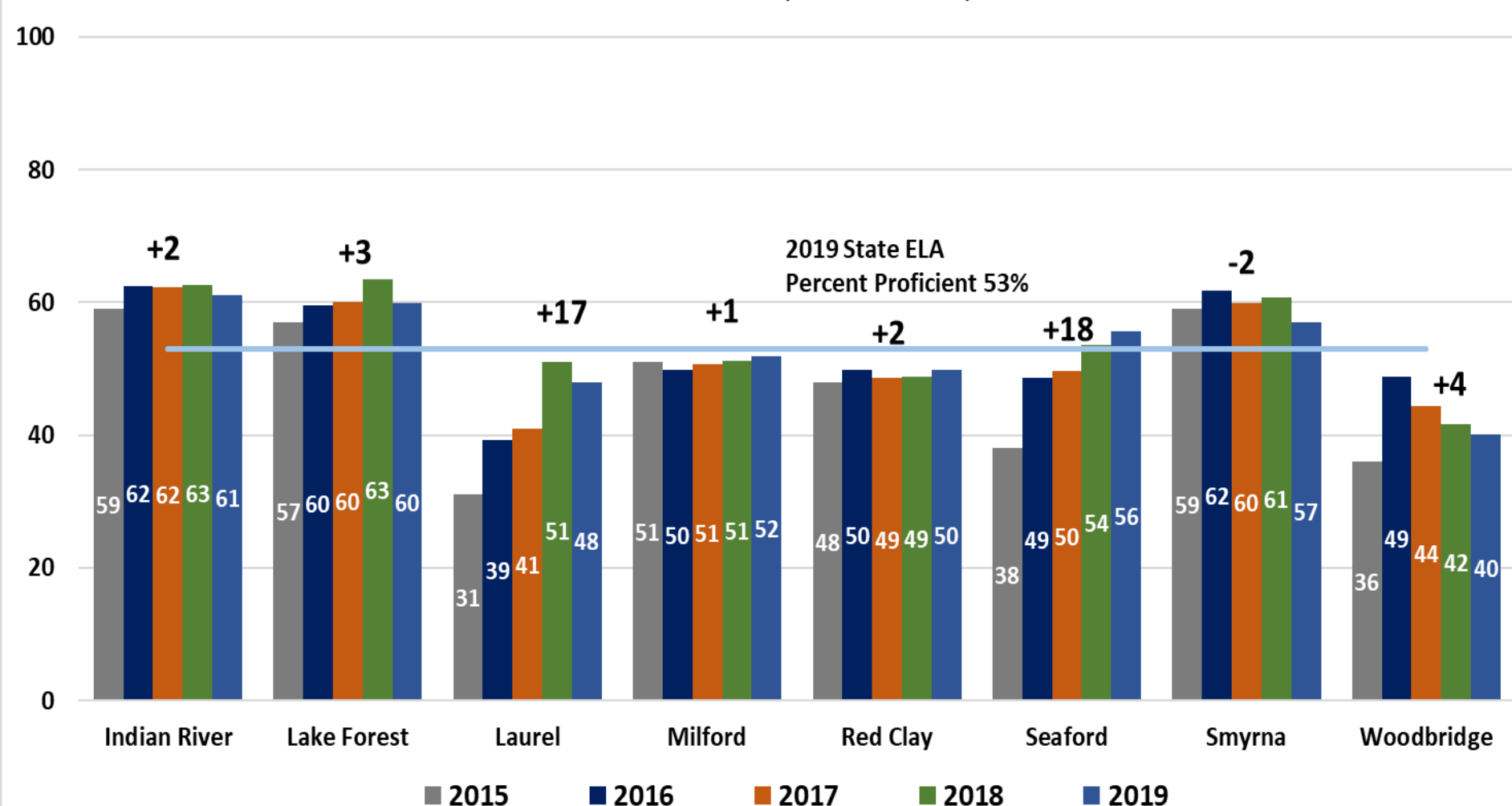


NOTE: Numbers rounded to nearest whole number.

Smarter ELA

Proficiency by Districts, 2015 - 2019

District ELA Percent Proficient, Grades 3 to 8, 2015 - 2019

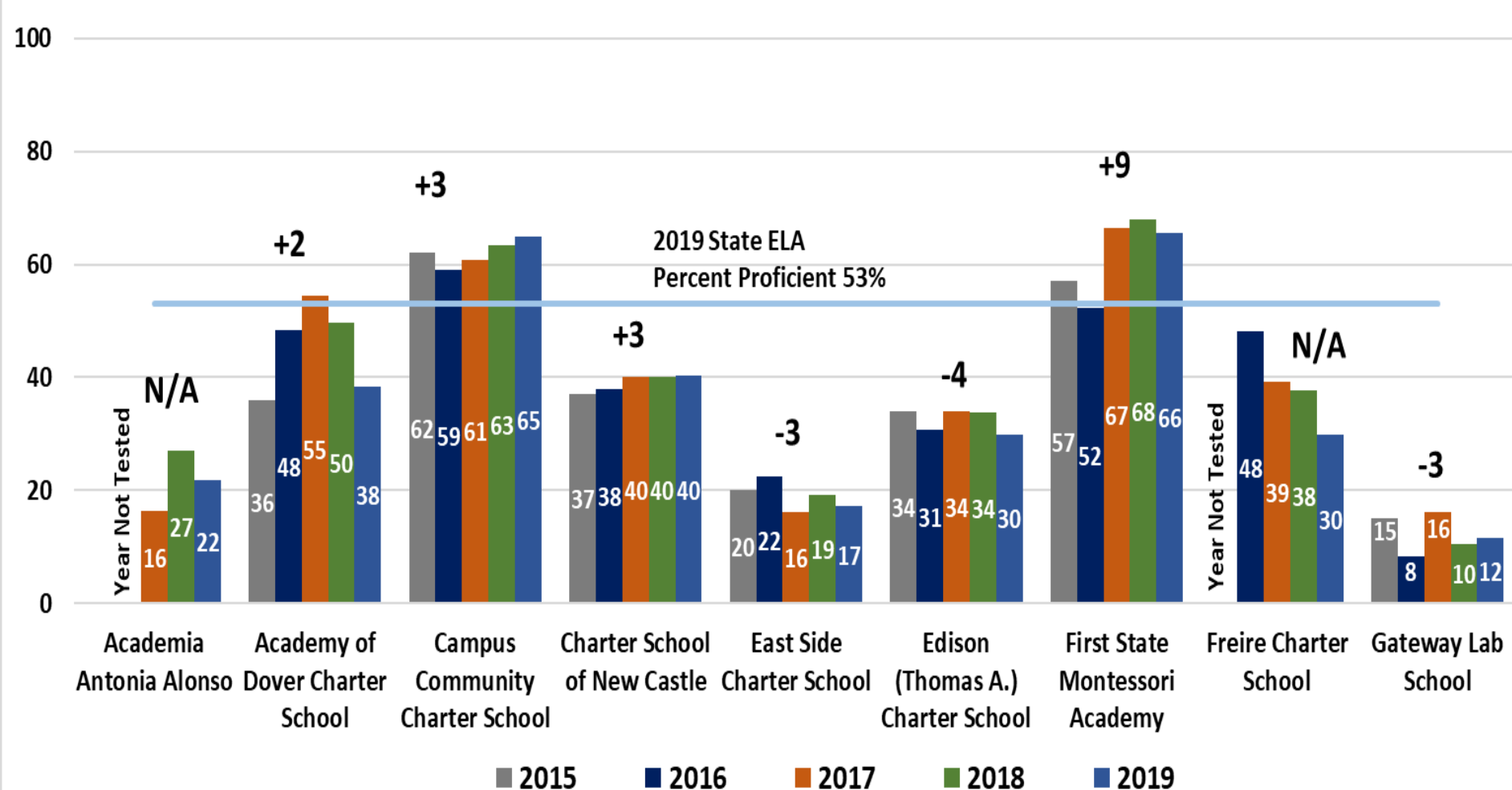


NOTE: Numbers rounded to nearest whole number.

Smarter ELA

Proficiency by Charters, 2015 - 2019

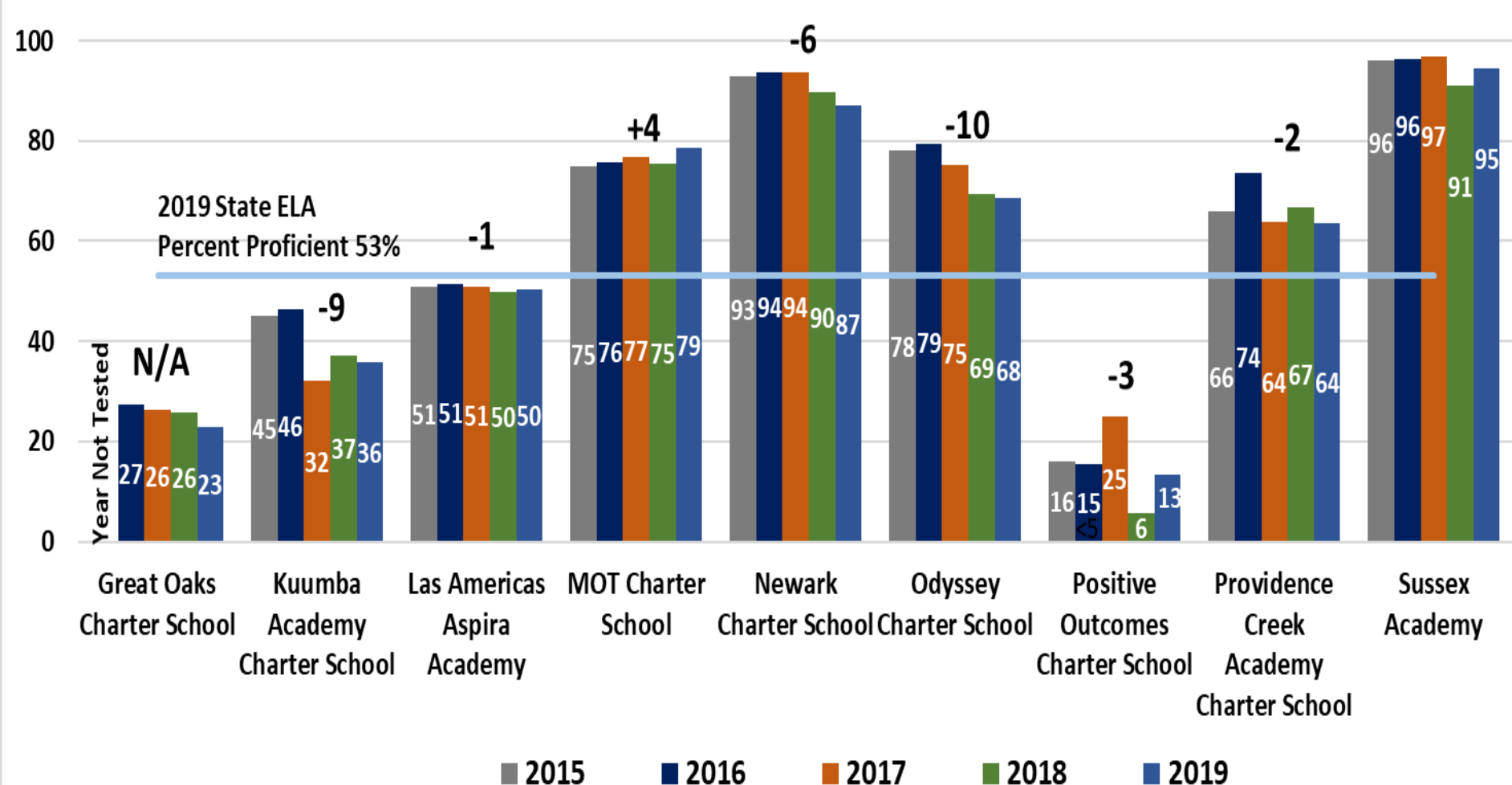
Charters ELA Percent Proficient, Grades 3 to 8, 2015 - 2019



Smarter ELA

Proficiency by Charters, 2015 - 2019

Charters ELA Percent Proficient, Grades 3 to 8, 2015 - 2019





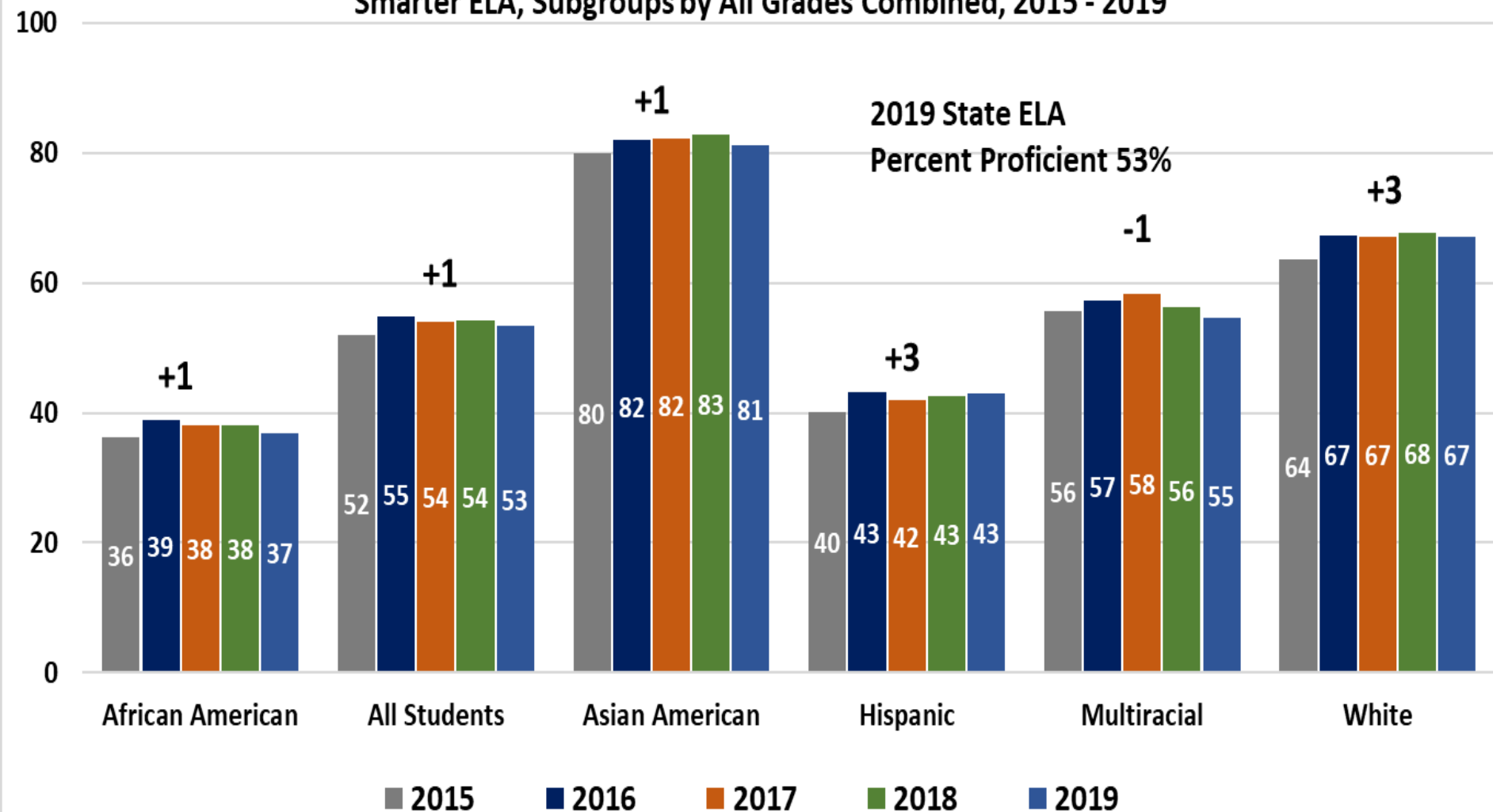
Smarter ELA, Subgroups All Grades Combined 2015 - 2019



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Smarter ELA Proficiency Subgroups, 2015 - 2019

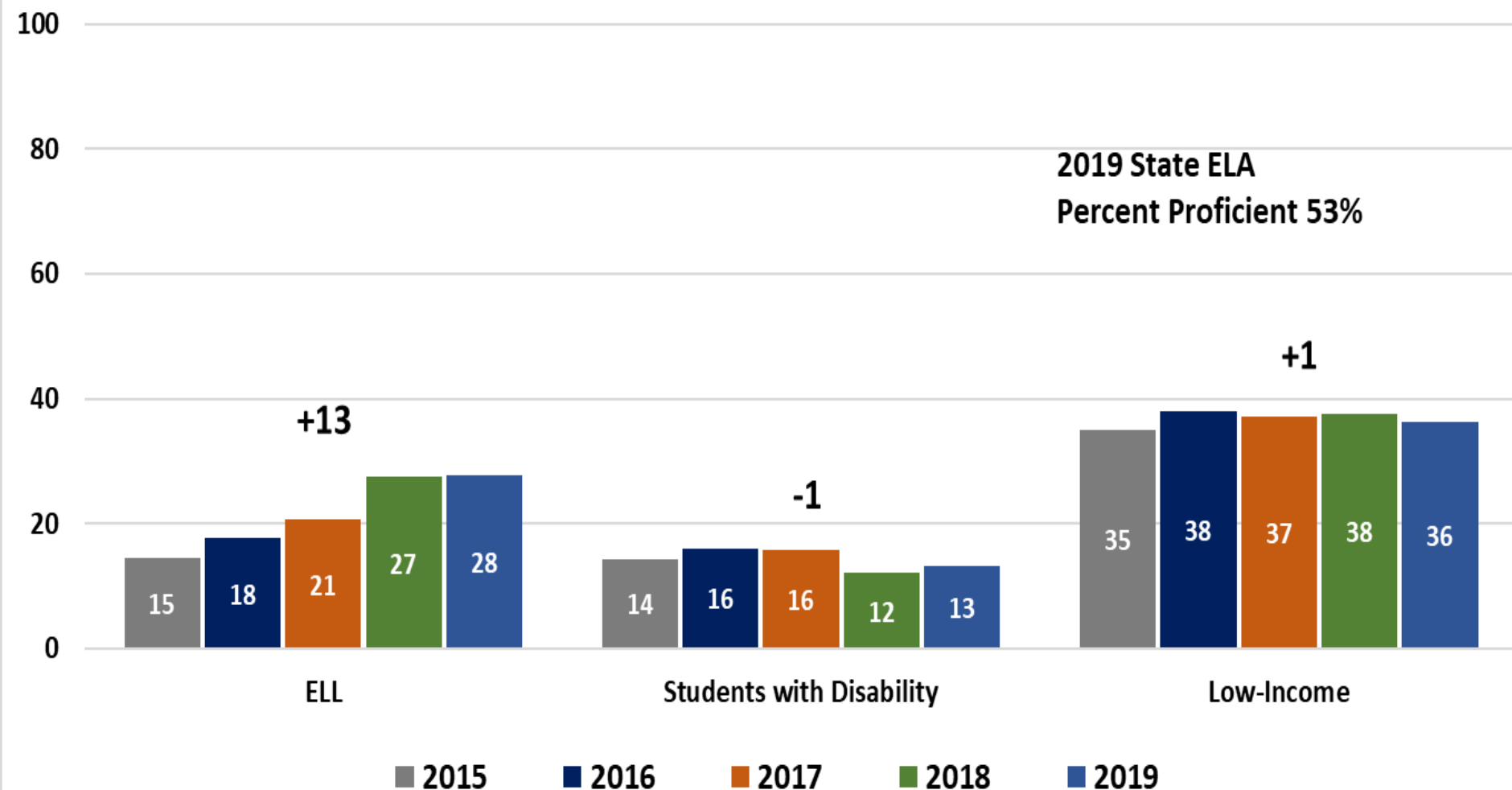
Smarter ELA, Subgroups by All Grades Combined, 2015 - 2019



NOTE: Numbers rounded to nearest whole number.

Smarter ELA Proficiency Subgroups, 2015 - 2019

Smarter ELA, Subgroups by All Grades Combined, 2015 - 2019





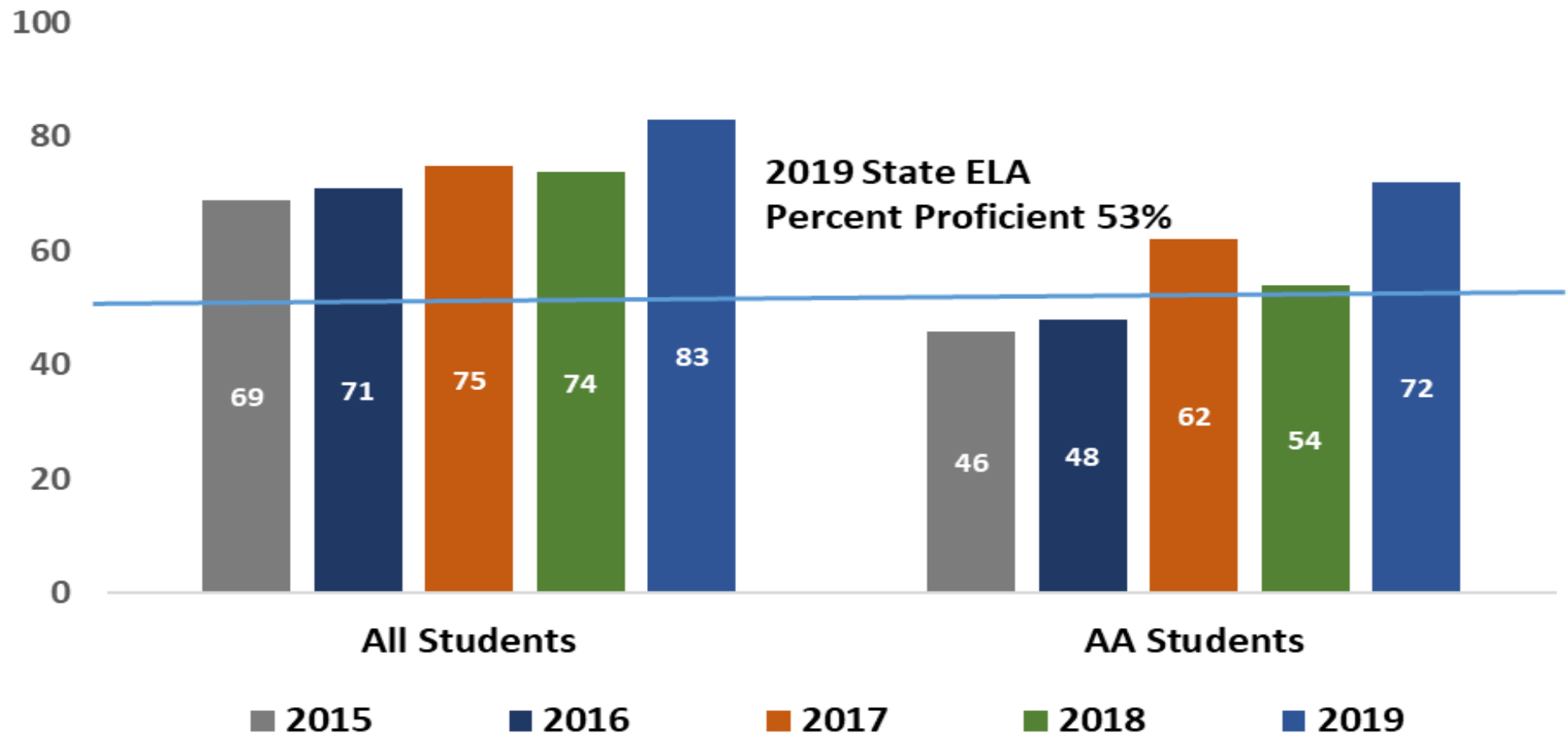
ELA Continuous Subgroup Growth 2015-2019



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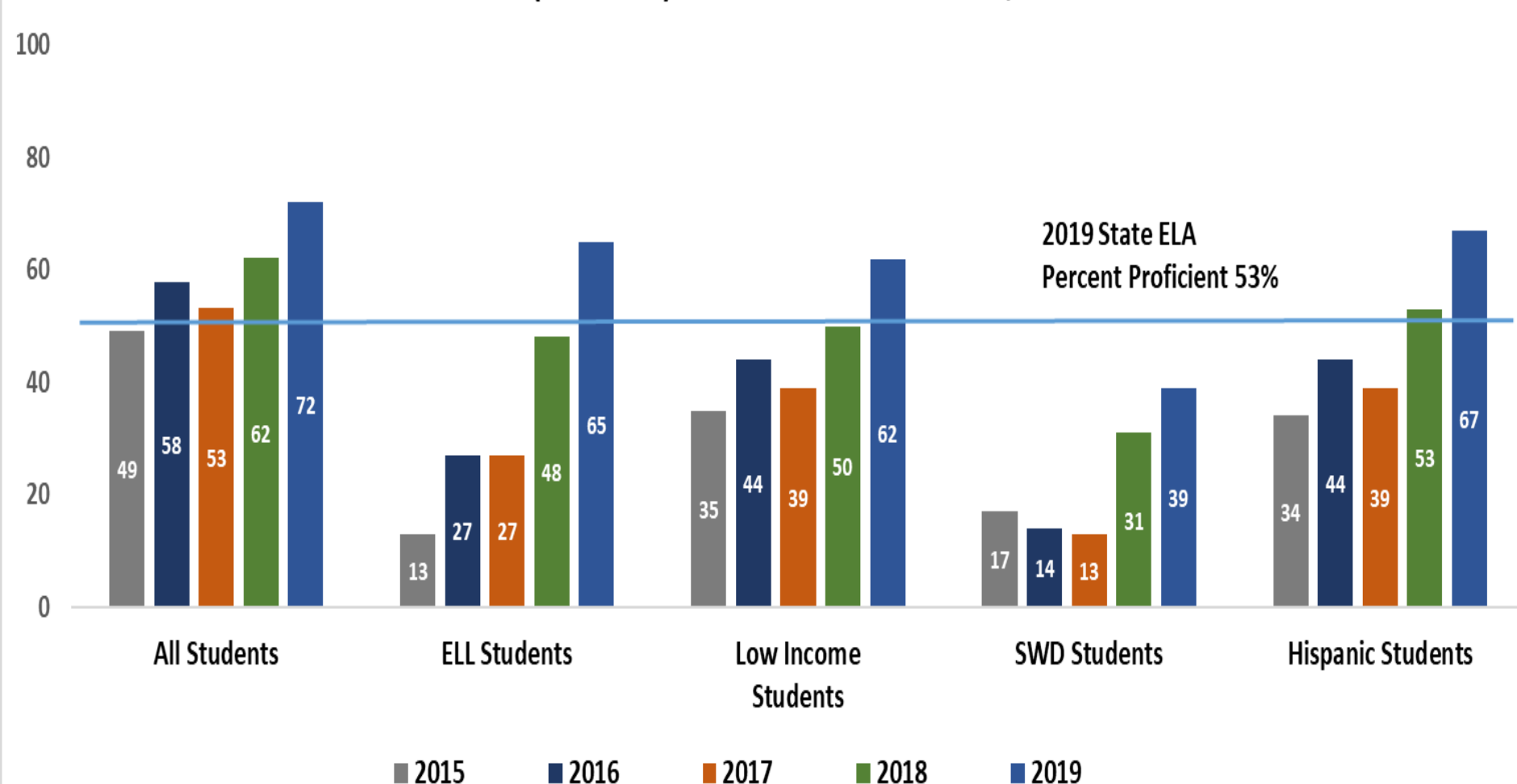
Allen Frear ES - ELA

Allen Frear ES (Caesar Rodney) - ELA Percent Proficient 2015 - 2019



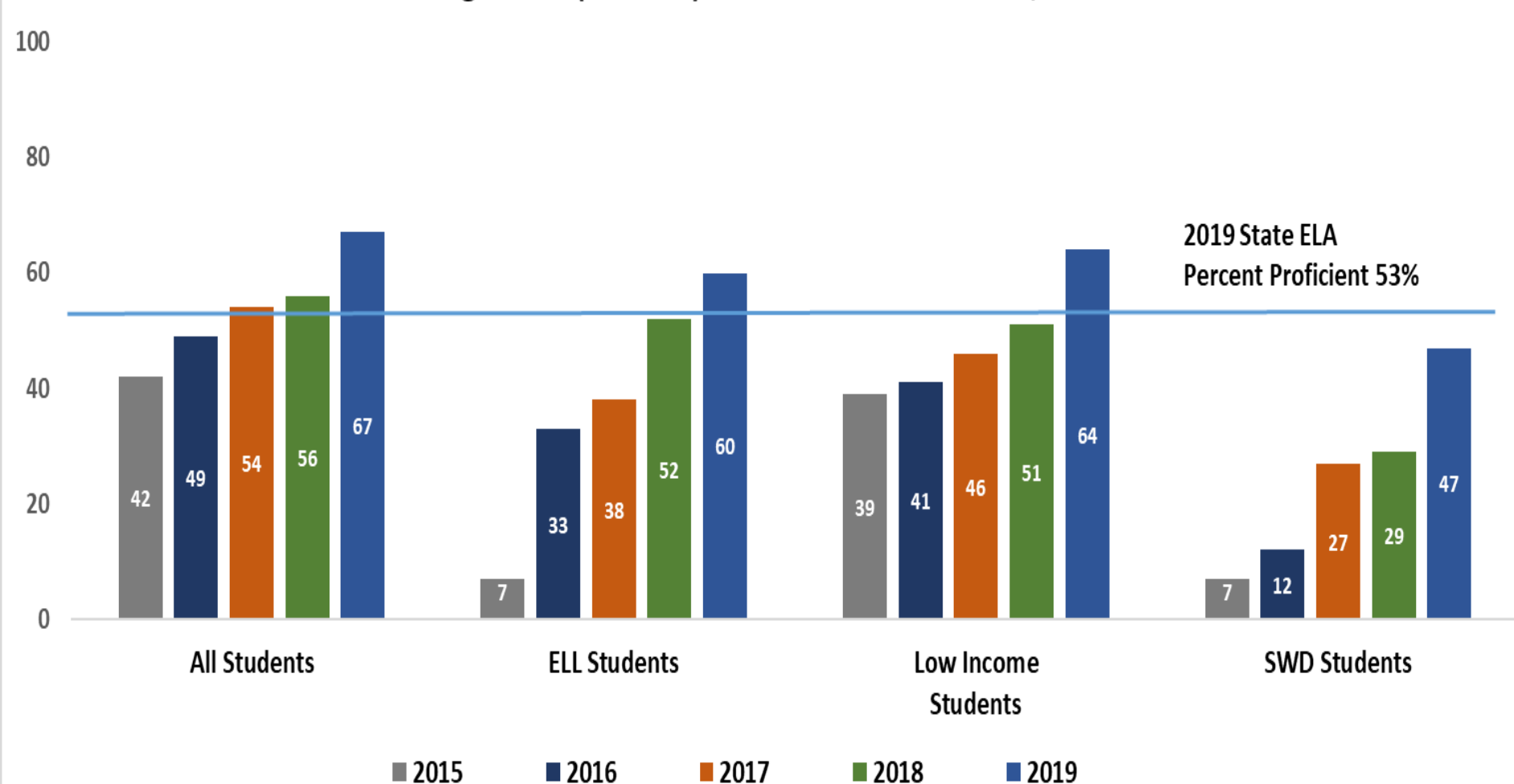
Etta Wilson ES - ELA

Etta Wilson (Christina) - ELA Percent Proficient, 2015 - 2019



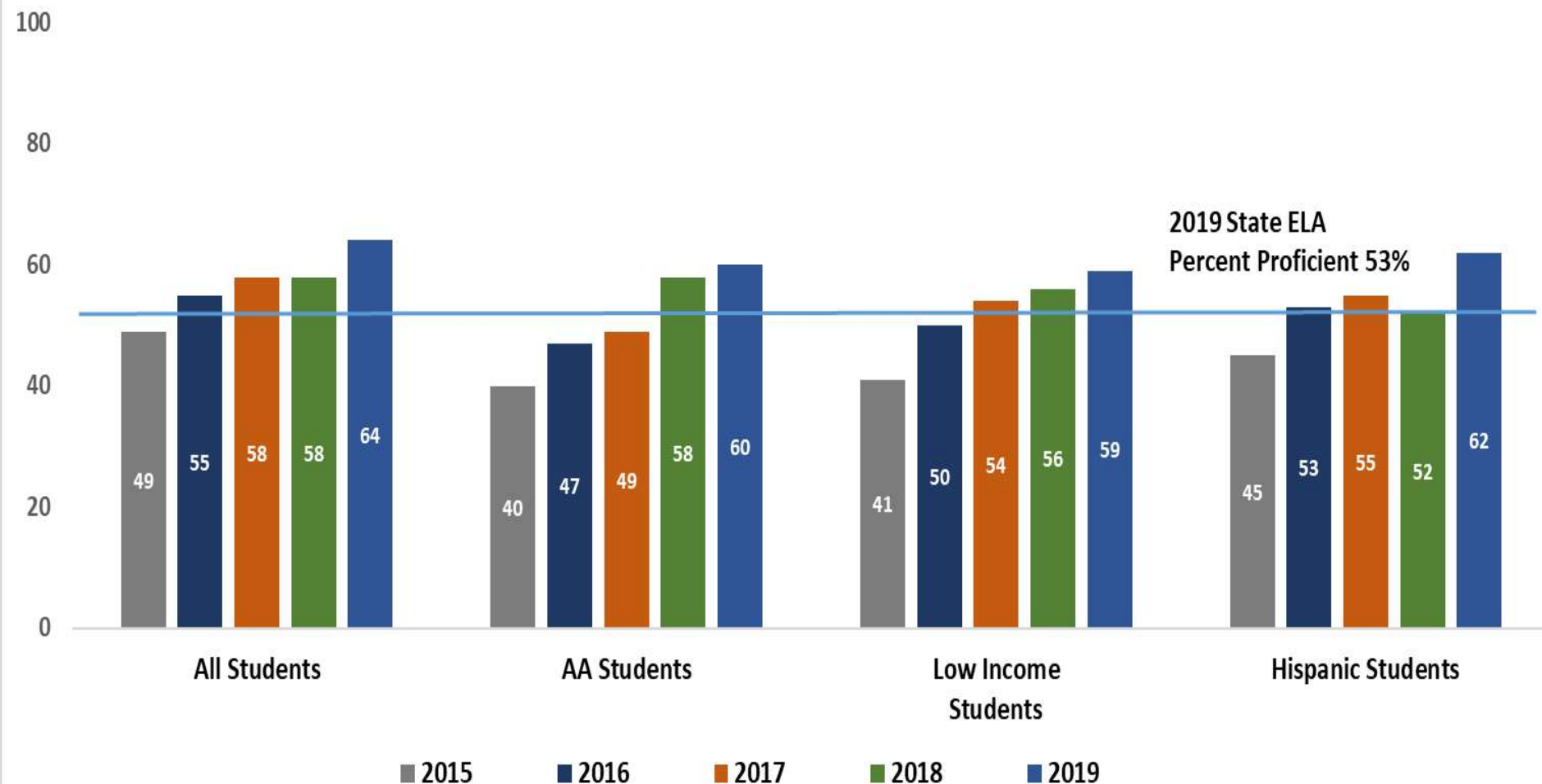
Frederick Douglass ES - ELA

Fred Douglass ES (Seaford) - ELA Percent Proficient, 2015 - 2019



Georgetown MS - ELA

Georgetown MS (Indian River) - ELA Percent Proficient, 2015 - 2019





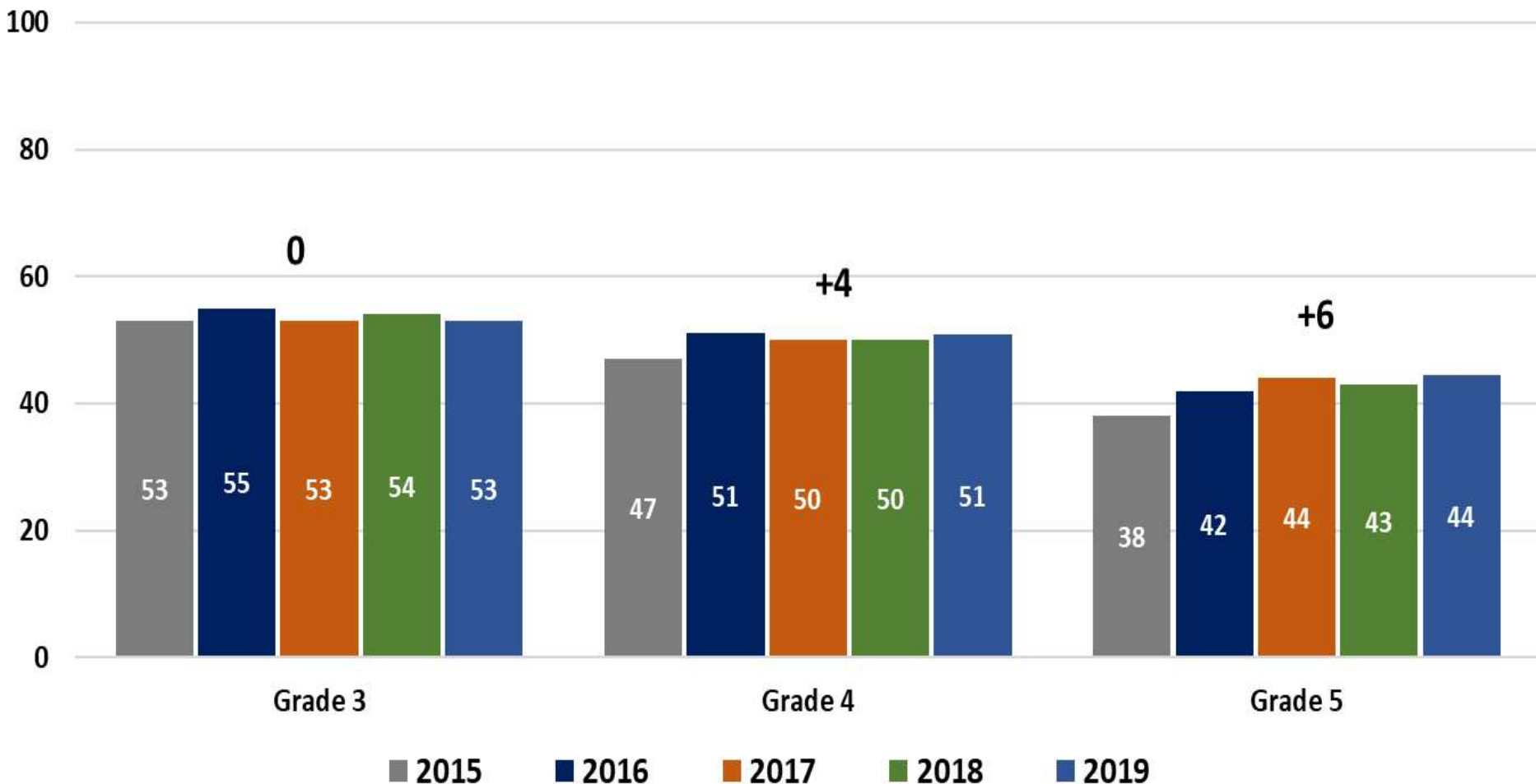
2015-2018 Math Grades 3-8



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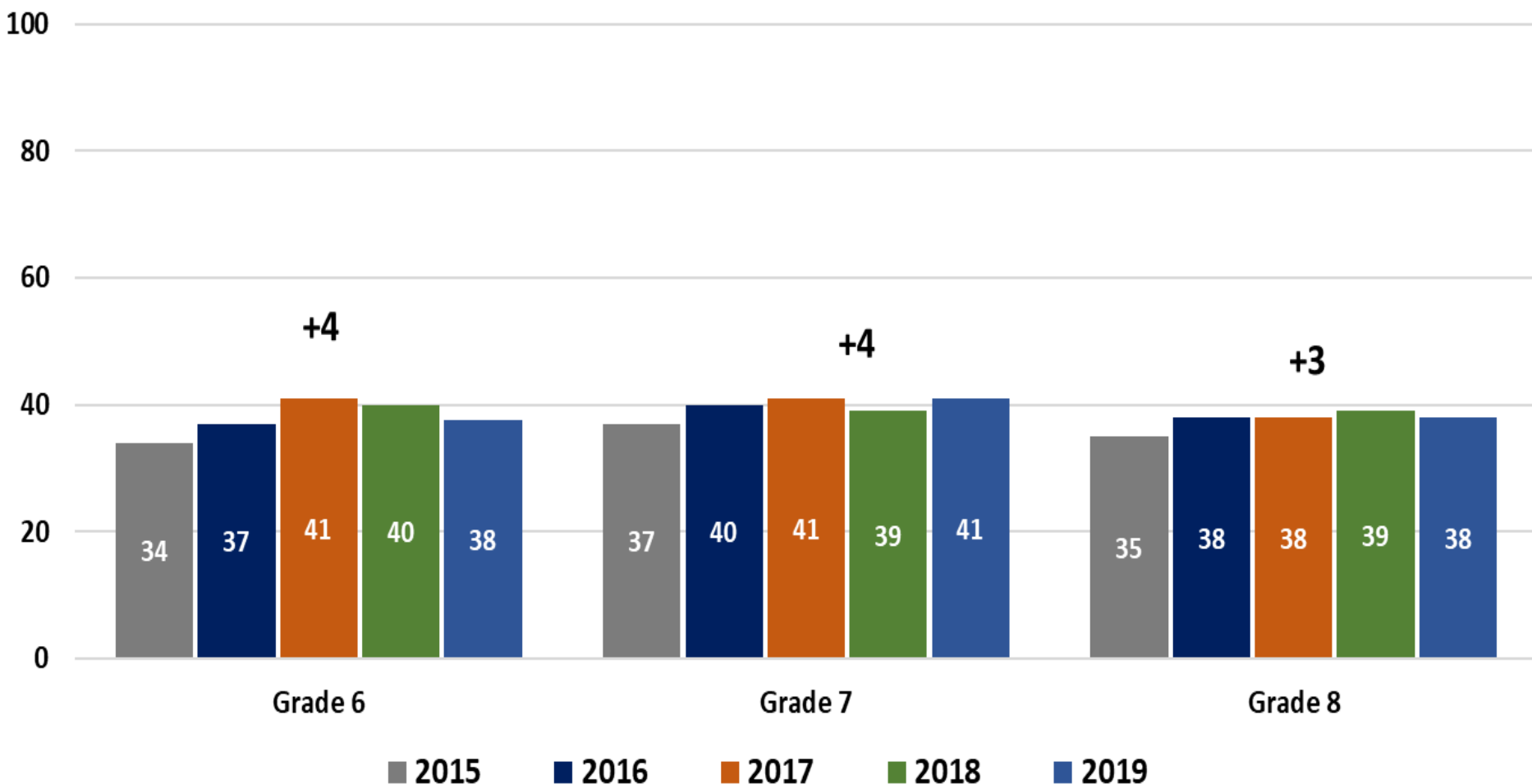
Smarter Math Proficiency by Grades, 2015 - 2019

Smarter Math Percent Proficient, Grades 3 to 5, 2015 - 2019



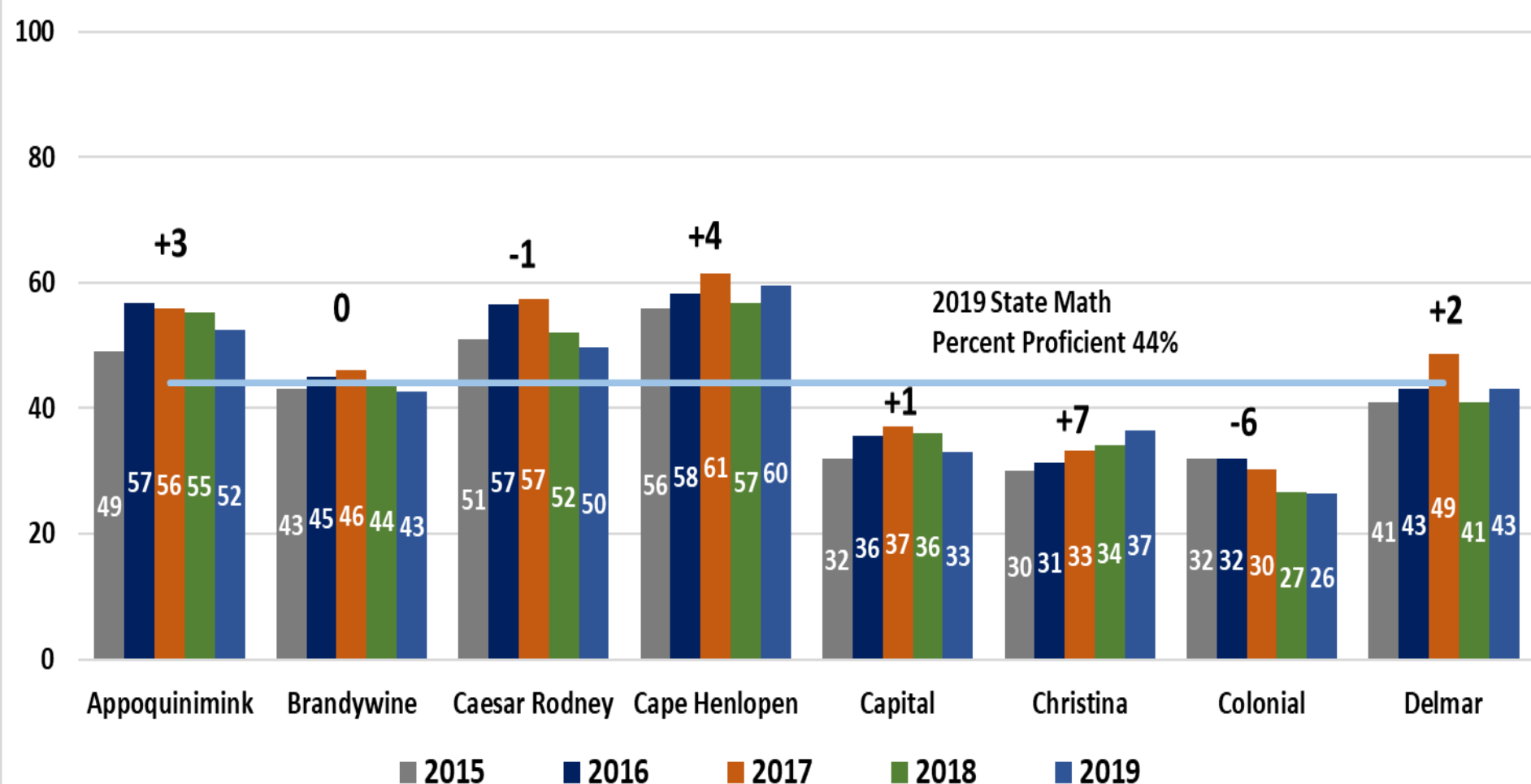
Smarter Math Proficiency by Grades, 2015 - 2019

Smarter Math Percent Proficient, Grades 6 to 8, 2015 - 2019



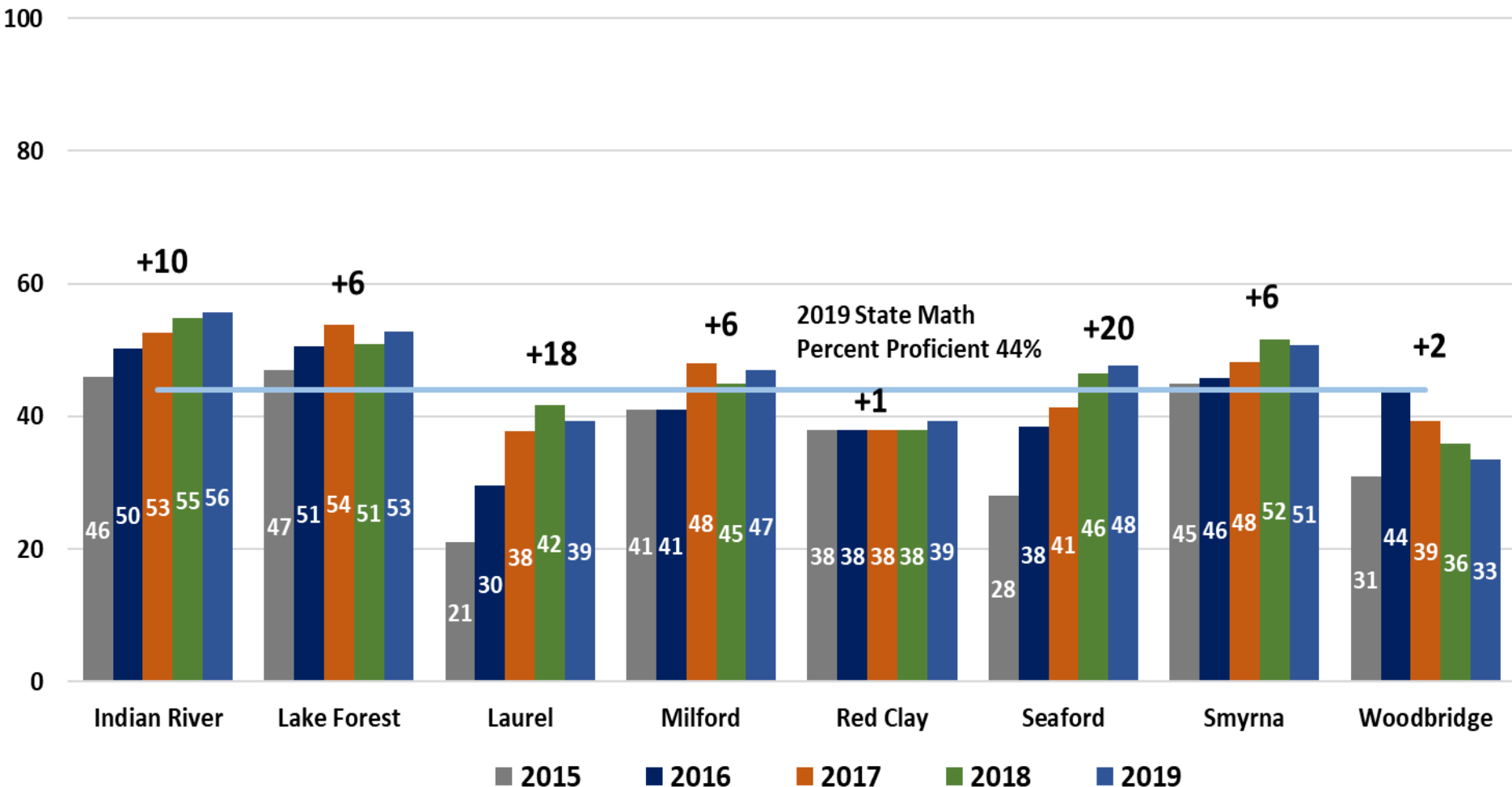
Smarter Math Proficiency by Districts, 2015 - 2019

District Math Percent Proficient, Grades 3 to 8, 2015 - 2019



Smarter Math Proficiency by Districts, 2015 - 2019

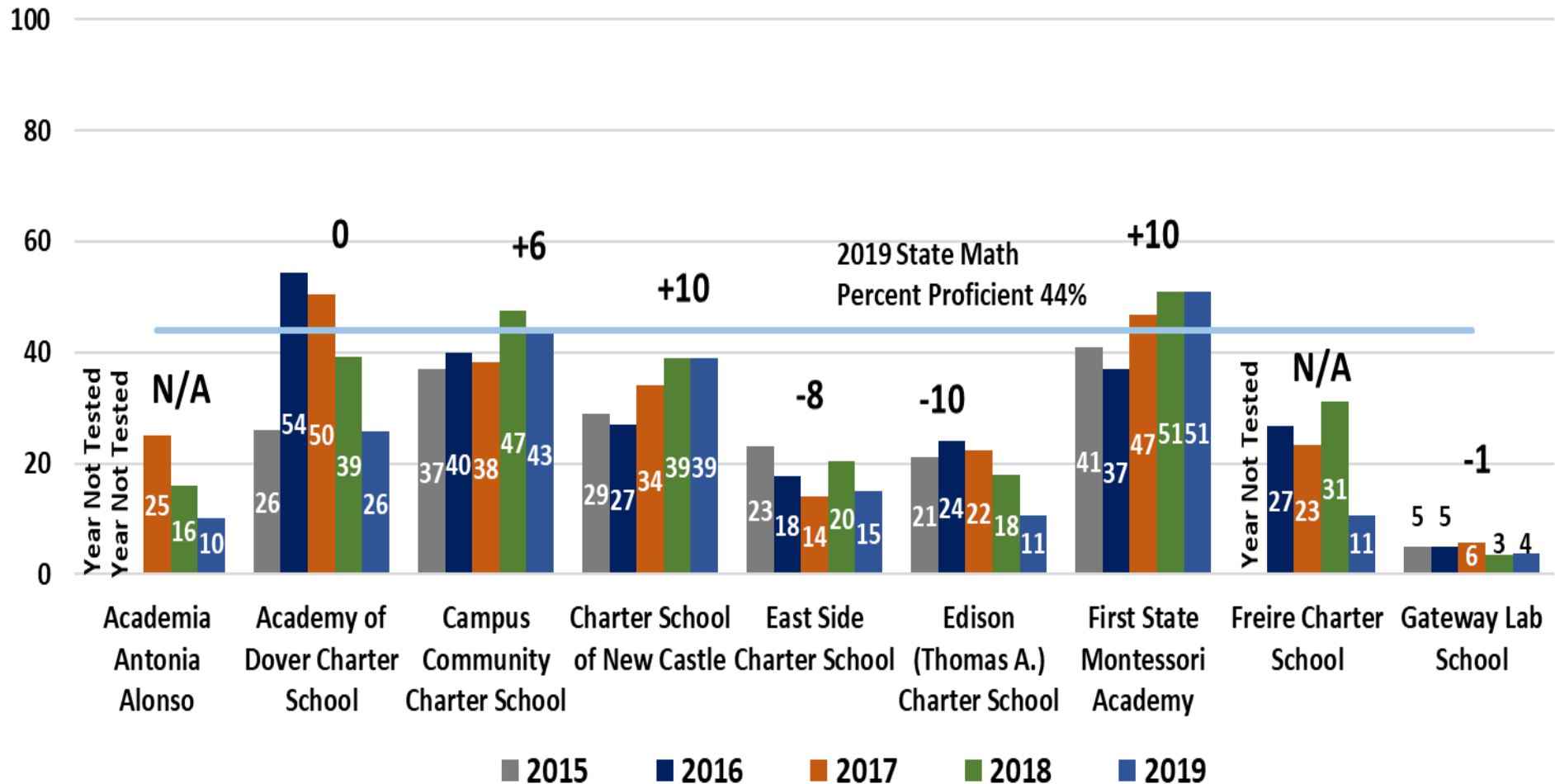
District Math Percent Proficient, Grades 3 to 8, 2015 - 2019



NOTE: Numbers rounded to nearest whole number.

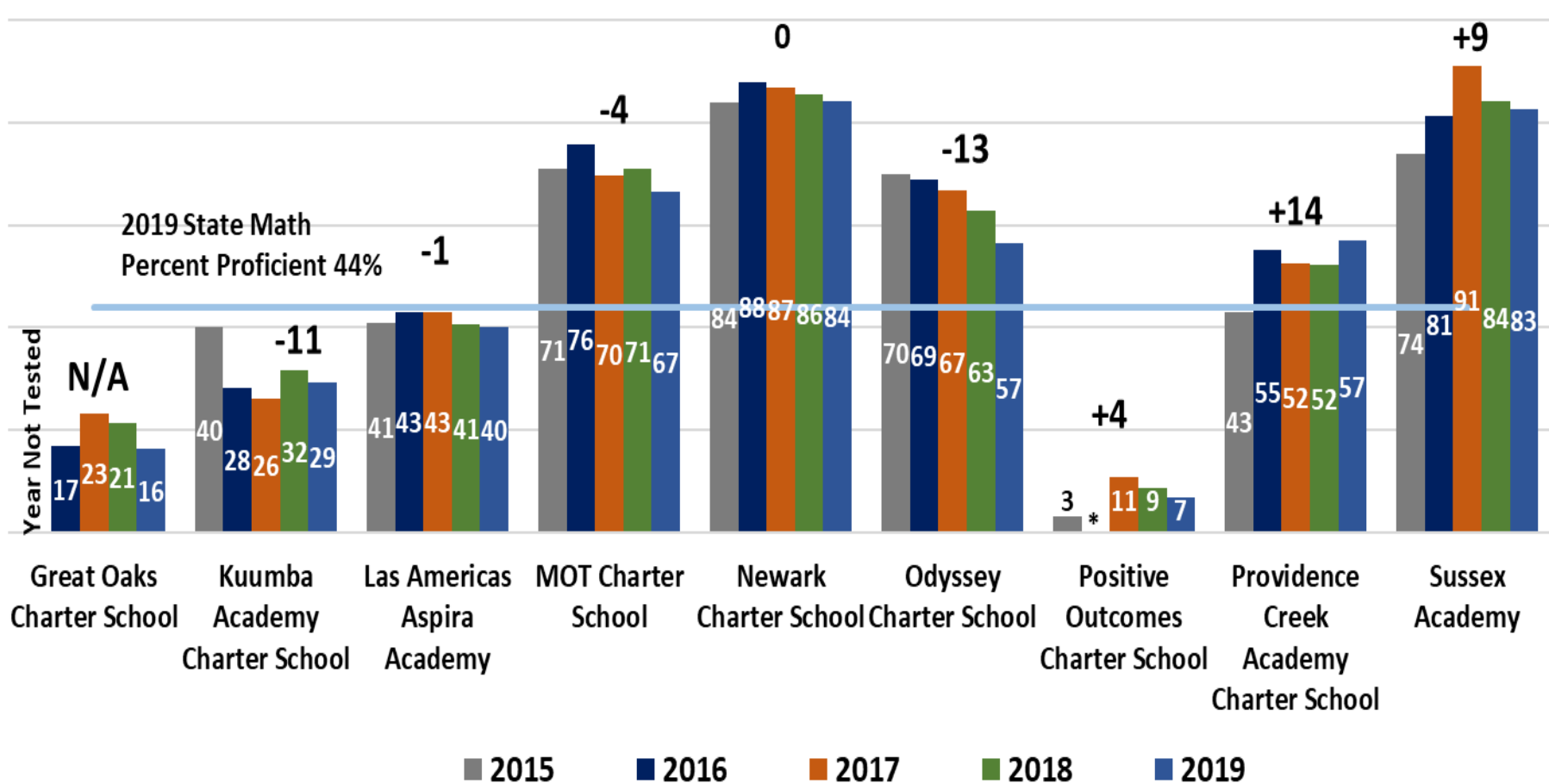
Smarter Math Proficiency by Charters, 2015 - 2019

Charters Math Percent Proficient, Grades 3 to 8, 2015 - 2019



Smarter Math Proficiency by Charters, 2015 - 2019

Charters Math Percent Proficient, Grades 3 to 8, 2015 - 2019



* Data redacted to protect student privacy.



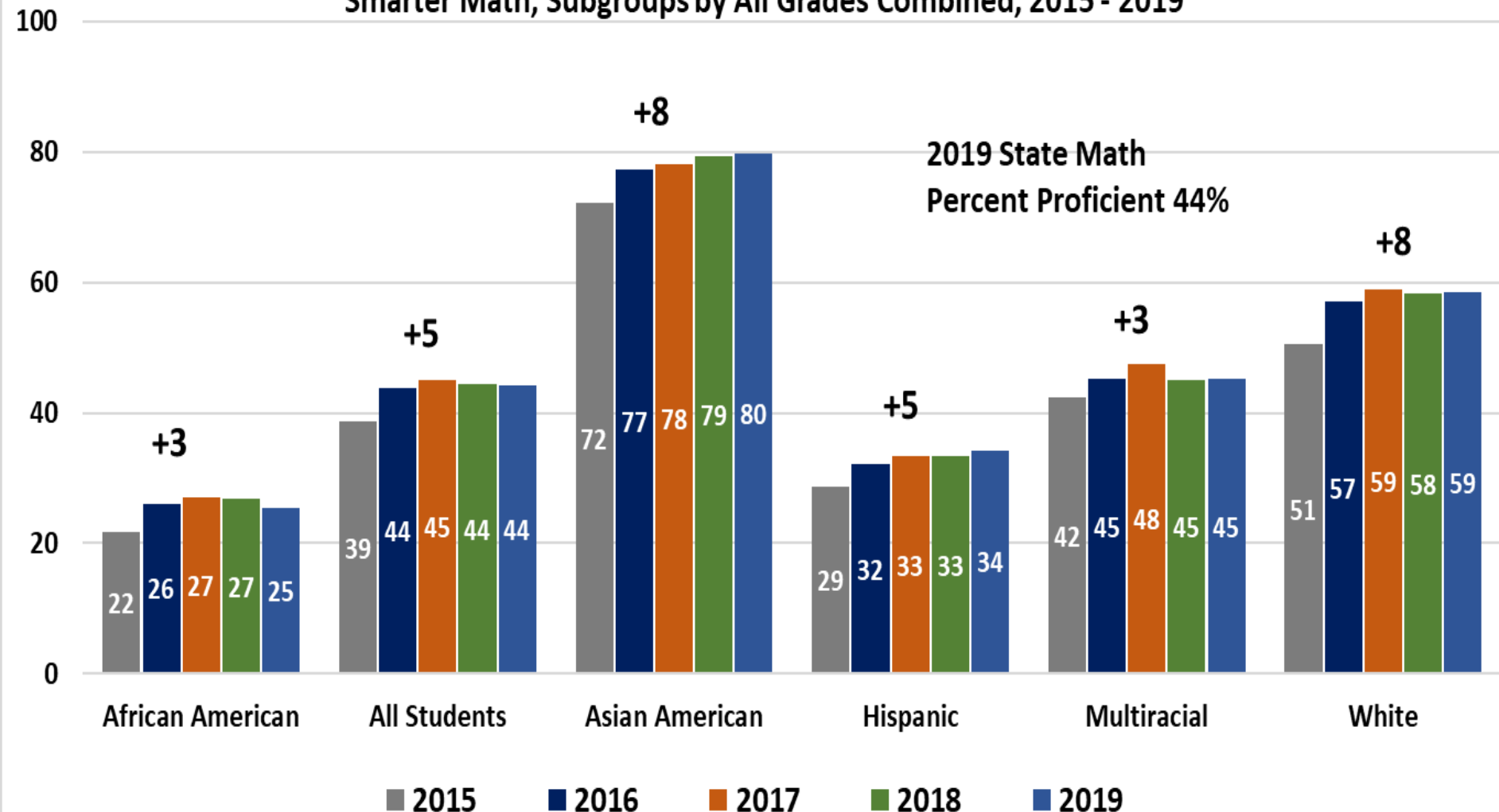
Smarter Math, Subgroups All Grades Combined 2015 - 2019



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Smarter Math Proficiency Subgroups, 2015 - 2019

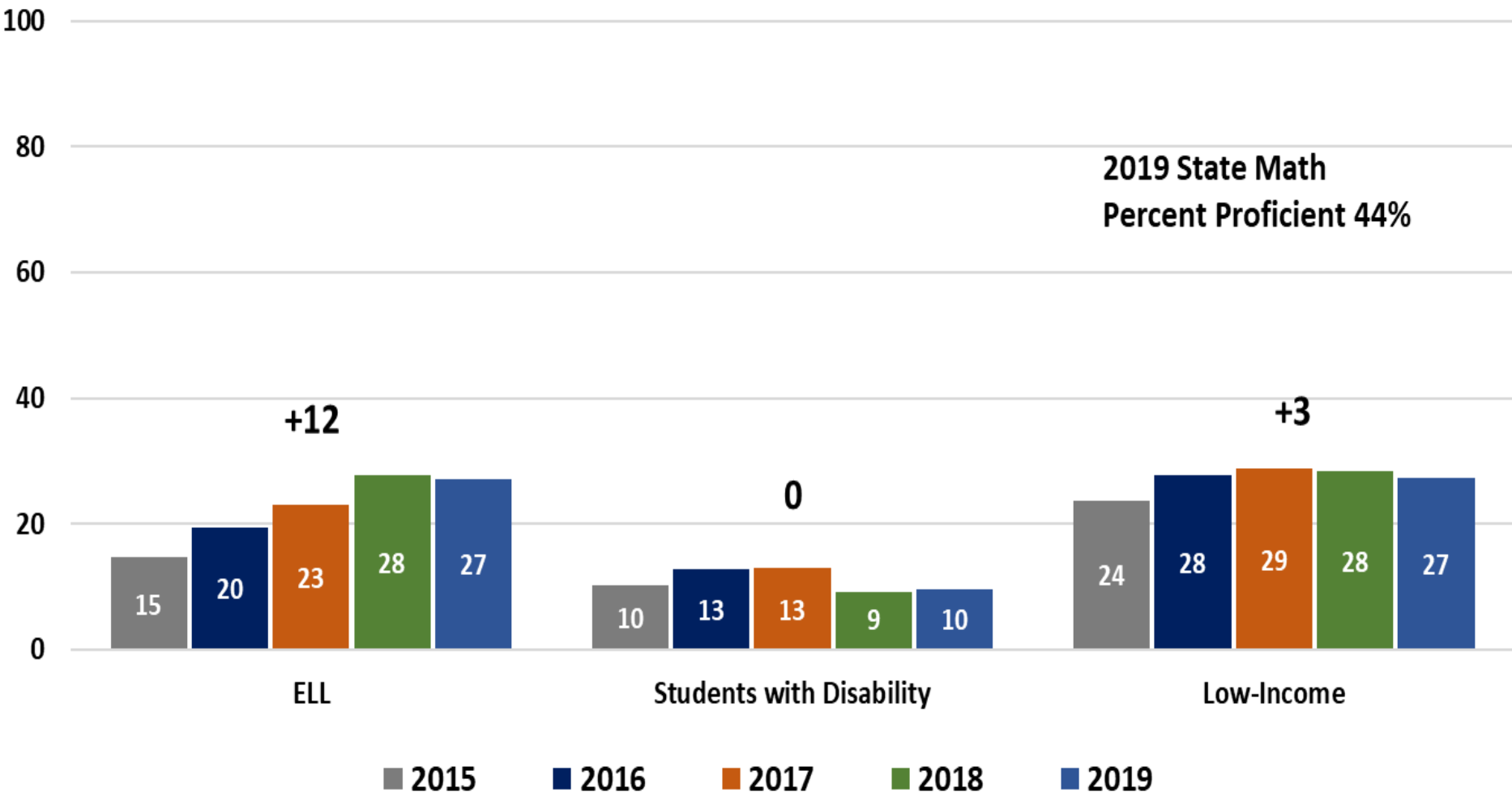
Smarter Math, Subgroups by All Grades Combined, 2015 - 2019



Smarter Math Proficiency Subgroups, 2015 - 2019

Smarter Math, Subgroups by All Grades Combined, 2015 - 2019

2019 State Math
Percent Proficient 44%

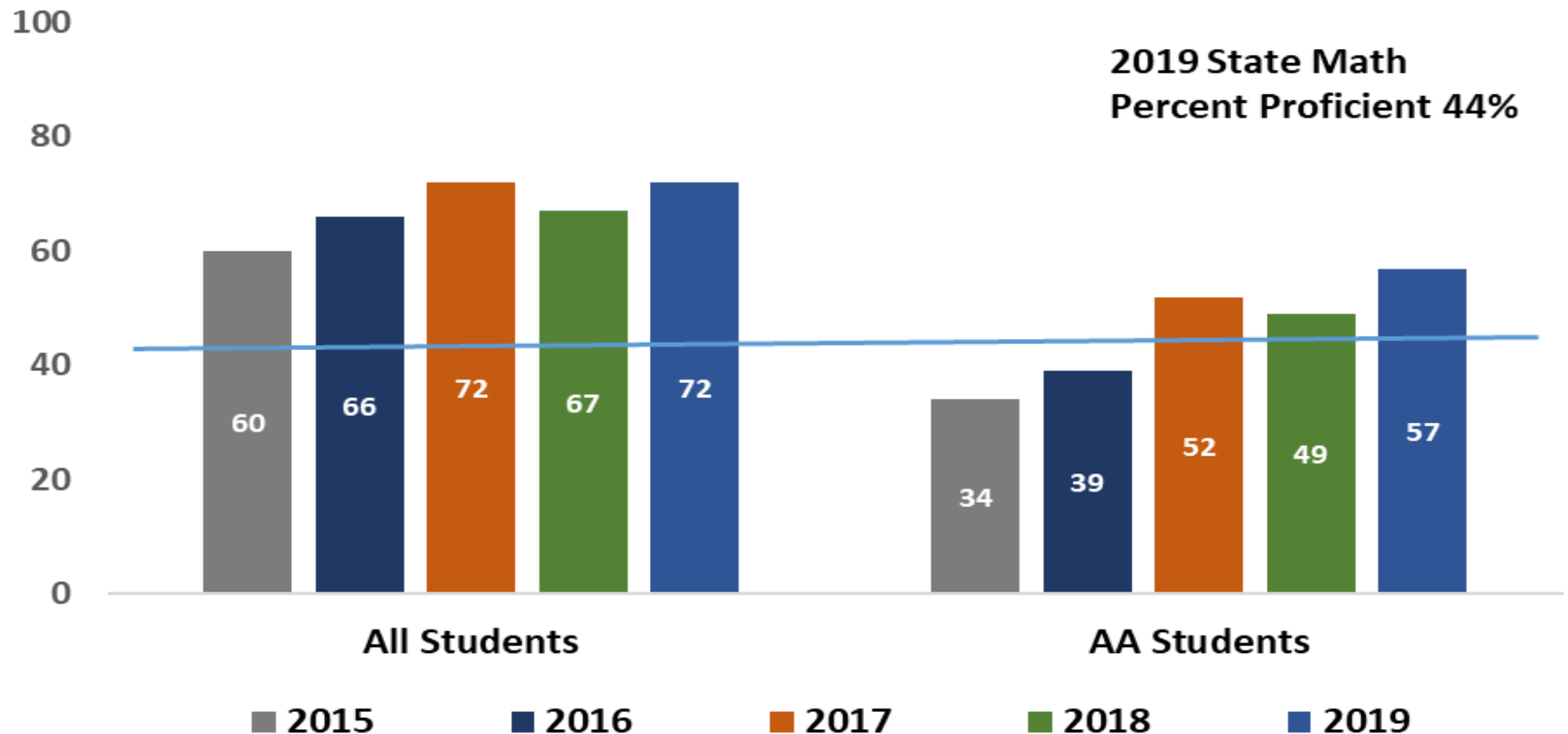




Math Continuous Subgroup Growth 2015-2019

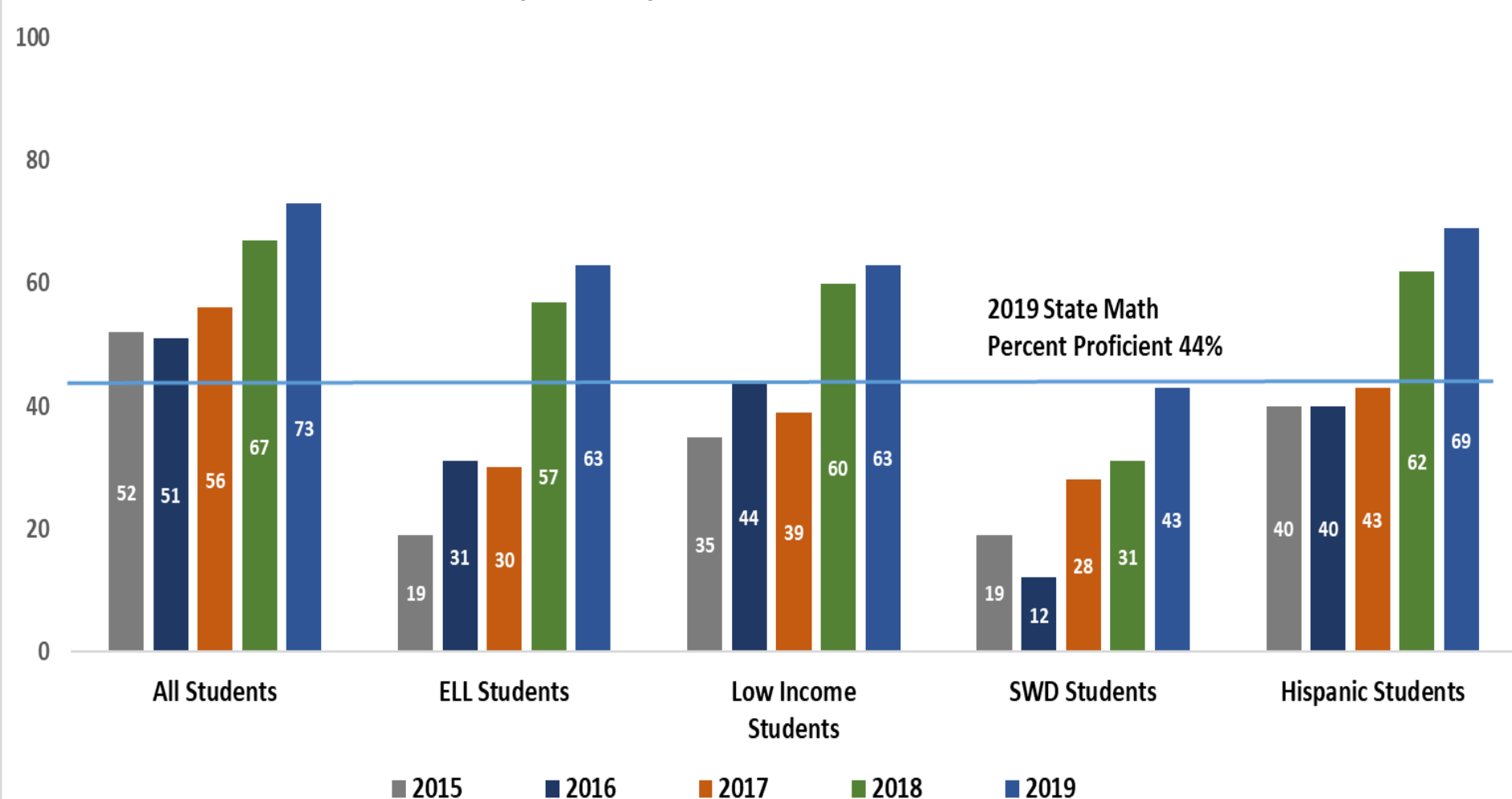
Allen Frear ES - Math

Allen Frear ES (Caesar Rodney) - Math Percent Proficient 2015 - 2019



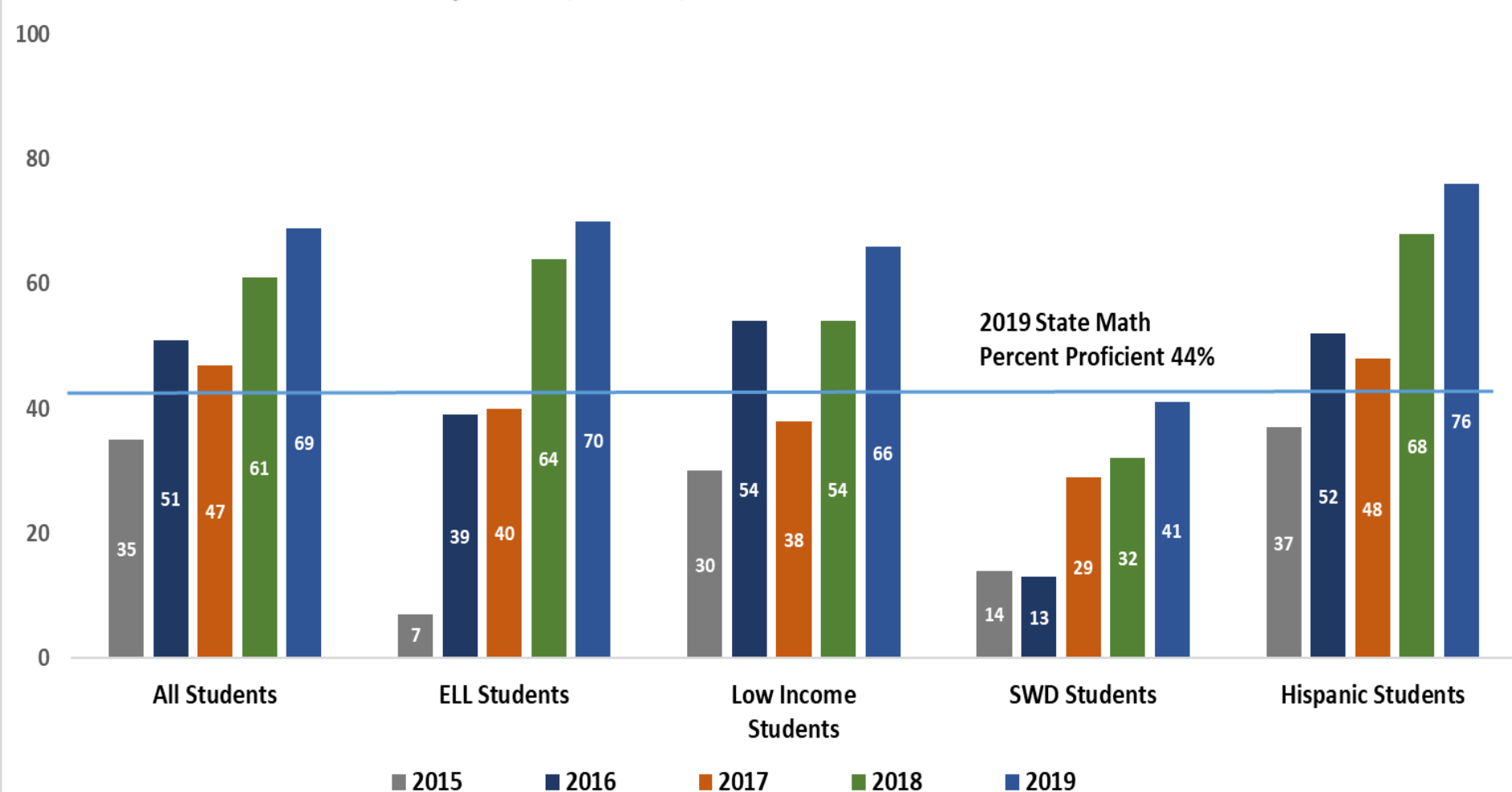
Etta Wilson ES - Math

Etta Wilson (Christina) - Math Percent Proficient, 2015 - 2019



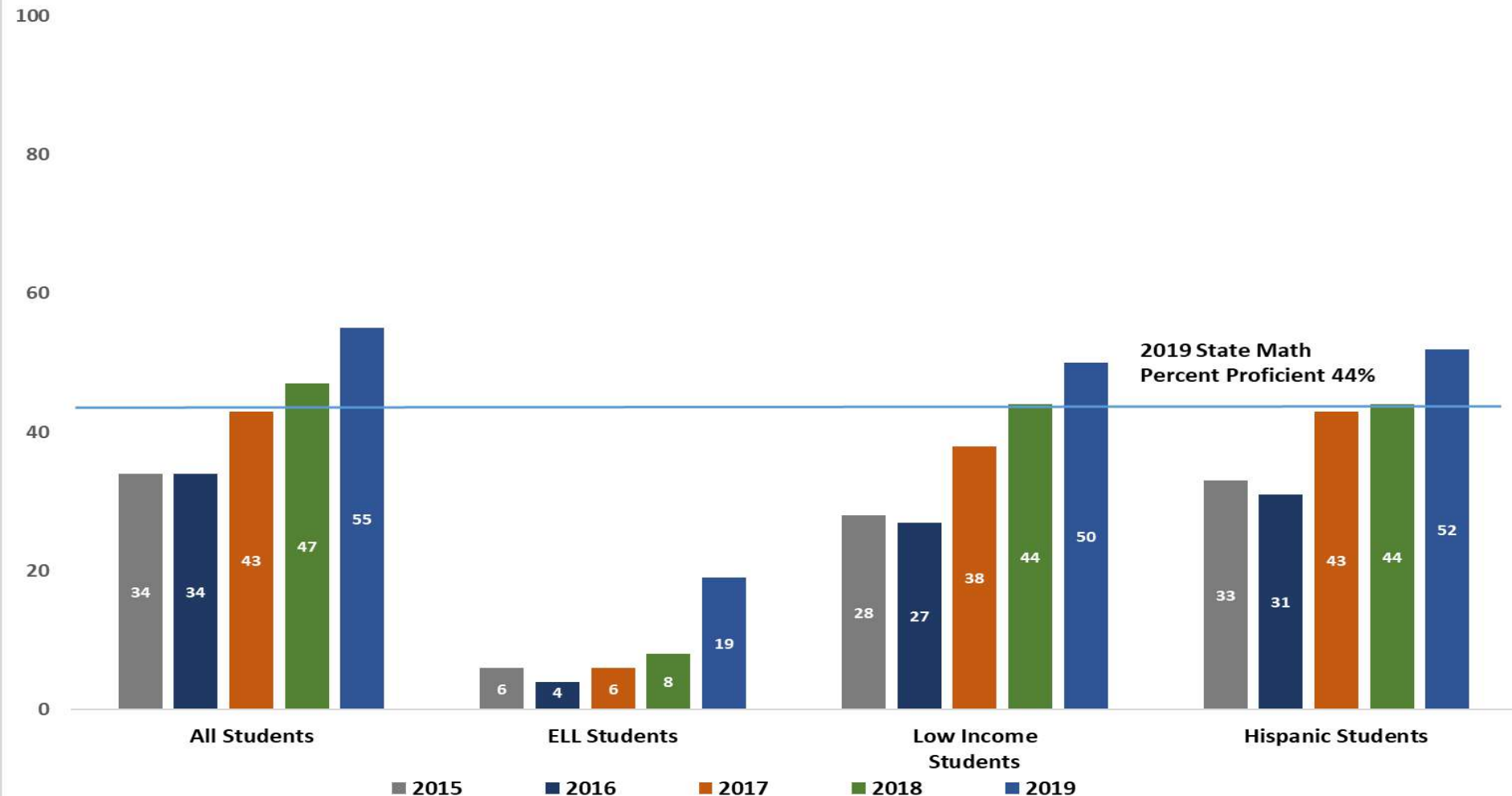
Frederick Douglass - Math

Fred Douglass ES (Seaford) - Math Percent Proficient, 2015 - 2019



Georgetown MS - Math

Georgetown MS (Indian River) - Math Percent Proficient, 2015 - 2019



School Success: Etta Wilson ES, Christina School District

*At Wilson, we strive to create a culture in which **every student can be successful**. The culture at Wilson is one of **collaboration, team work and high expectations for every student**. The majority of the teachers at Wilson assume leadership roles and take part in decision making. They provide **standards based instruction** using techniques that are proven through research to get results. For example, last year we focused on **building relationships** with students, providing and communicating learning goals, and student engagement (Marzano). In addition, we engaged in **year-long professional development** after school on building background knowledge and vocabulary in all content areas for EL students. As a result, we learned a series of **high impact strategies** that help not only our EL population but also all students develop their vocabulary through discourse.*

*Wilson has a **strong PBS program** and a school-wide social skills program that is used k-5. This is another “subject” that gets great emphasis at Wilson. Students come from a variety of experiences and traumas in their lives and we need to help them learn ways to cope with the stresses in their lives. We do this through these SEL programs and practices. This SEL curriculum is just as important as the academic curriculum. **Data driven PLCs occur weekly and include instructional planning and sharing of best practices. Frequent, ongoing communication with our families is essential as parents are our partners in their child’s education.***

Principal Natalie Birch, Christina SD, Etta Wilson ES

School Success: Frederick Douglass ES, Seaford School District

*"I am very proud of the transformation that has occurred at Frederick Douglass Elementary School over the last 4 years. Our staff and students have worked tirelessly to achieve these results. Everything that we do at Fred is **all about the students**. I feel our improvement is because of our collective belief in our students and our staff. **When you believe in someone and you hold them accountable, great things can and will happen**. We teach using the **district curriculum and content standards** as our core. We strategically use staff to maximize our student needs. We take an **all-hands on deck approach** when creating staff schedules. As a staff we are **constantly looking at data and making decisions** based on what the data says whether it's common assessment data; interim Smarter data; discipline data or attendance data. Through PLC, faculty meetings and professional development days we have fostered a **sharing and learning community for not only our students but our staff**. Frederick Douglass is a great place to be but we're not finished yet."*

Principal Carol Leveillee, Seaford SD, Fred Douglass ES

School Success: Allen Frear ES, Caesar Rodney School District

*“**We developed a professional development plan** in an effort to foster a common language and techniques that fine-tune our craft as **Classroom Champions**. At Allen Frear- We are champions of learning, champions of teaching, and **champions in support of one another to ensure success for all- academically, socially, and emotionally**. We have set up a cycle that includes **gathering data** on student mastery, **acting on data, and planning for success with strategic techniques** in mind -- Close reading strategies, Performance Task Writing and Implementation, **Specialized training** (special education and ELL) attended by teacher leaders and shared with staff, **Vertical articulation** amongst grade level teams- reviewing standards and curriculum. We also utilized **standardized assessments** as formative assessment checks (IABs, STAR/iReady) and discussed the outcomes in our SSB meetings with teachers and support staff. We used this **to modify our instructional practices** as needed.”*

Principal Julie Lavender, Caesar Rodney SD, Allen Frear ES



SAT 2017 - 2019



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SAT State Proficiency 2017-2019

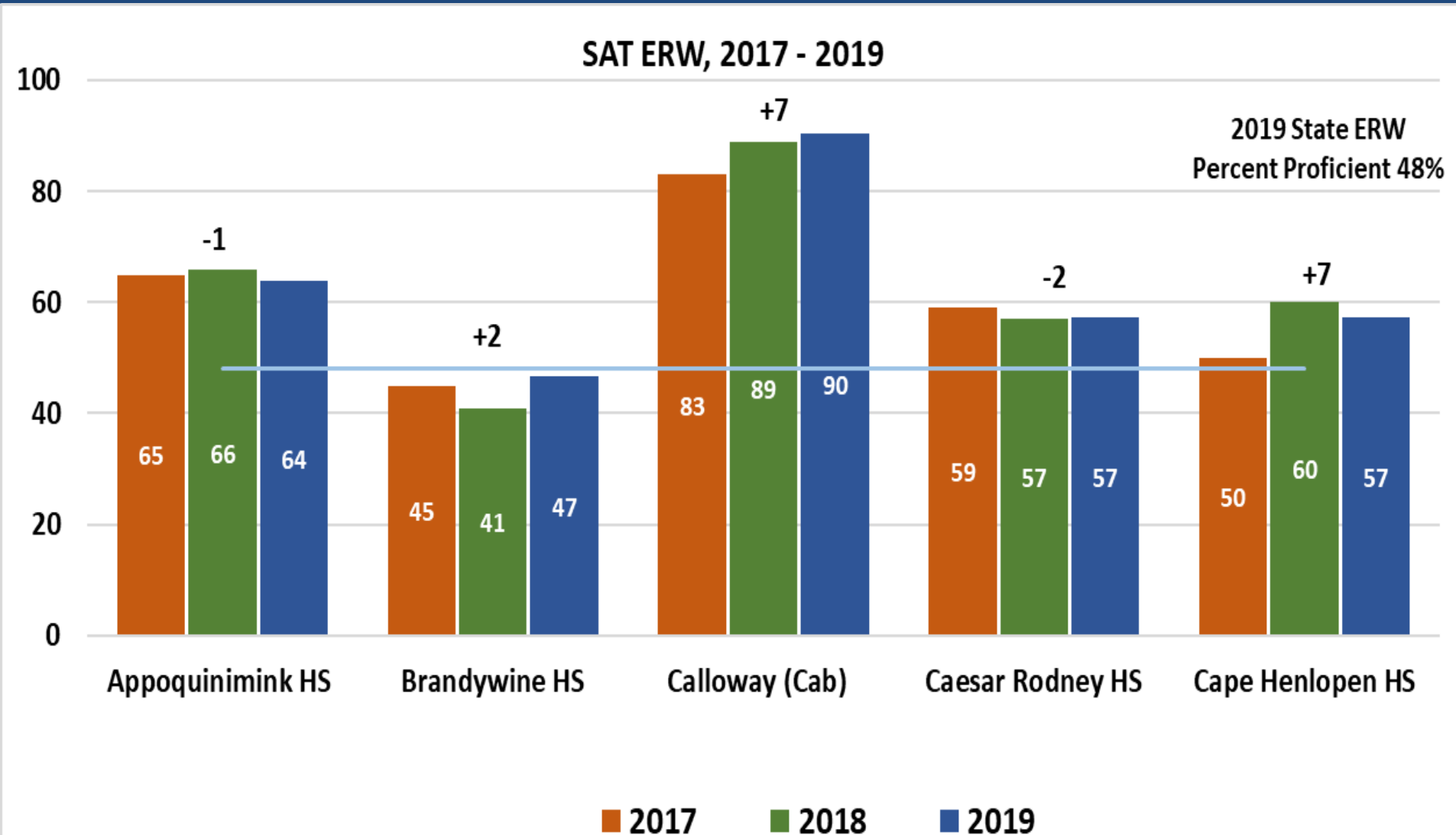
Statewide SAT Proficiency

Proficiency Rate	ERW			Math			Essay		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Statewide	53%	50%	48%	29%	28%	28%	53%	44%	42%

*NOTE: Scores include all high school students taking the SAT; this includes 9th and 10th grade repeaters who took the SAT in grade 12.

SAT ERW

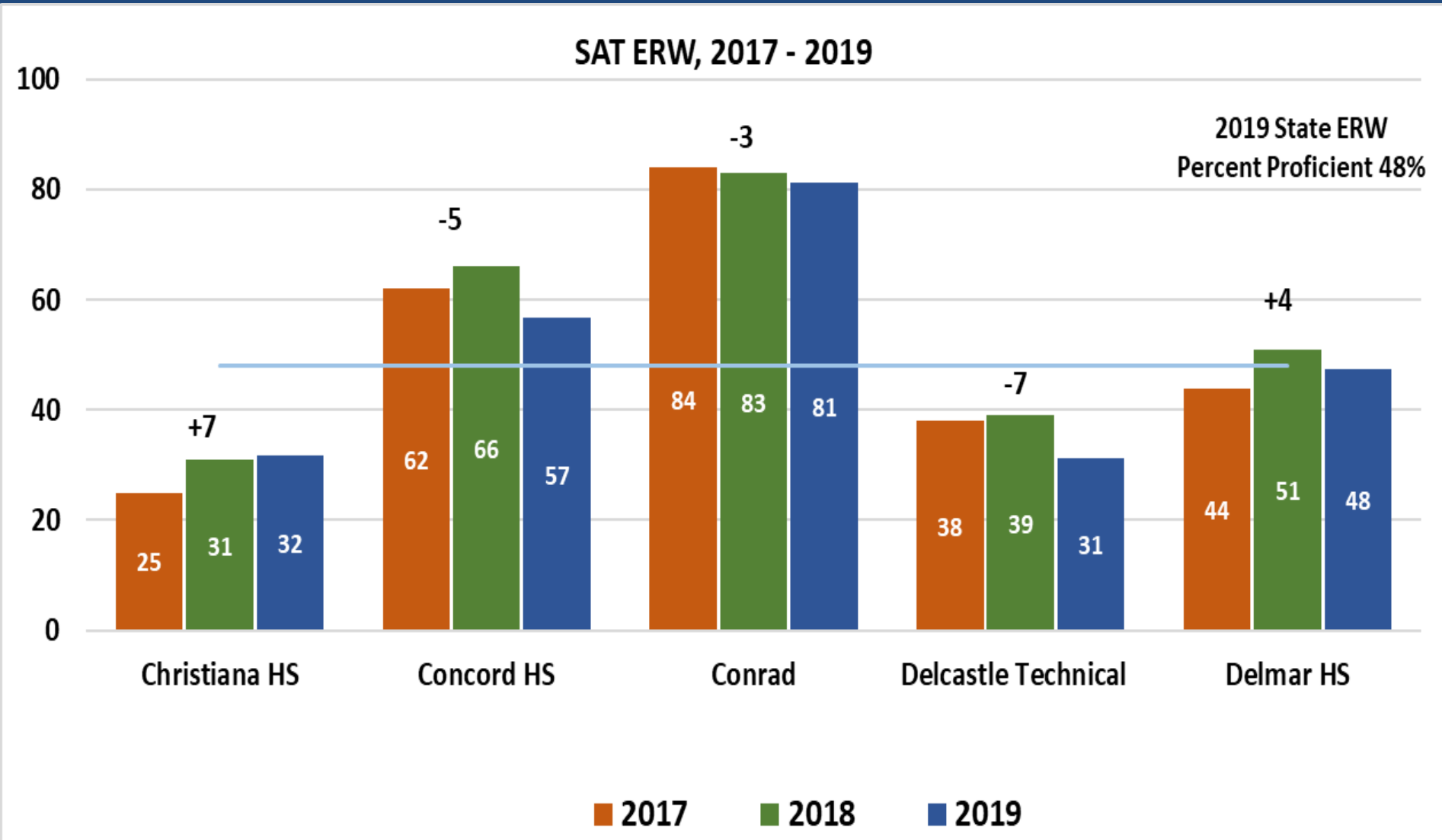
Proficiency by Schools, 2017 - 2019



NOTE: Numbers rounded to nearest whole number.

SAT ERW

Proficiency by Schools, 2017 - 2019

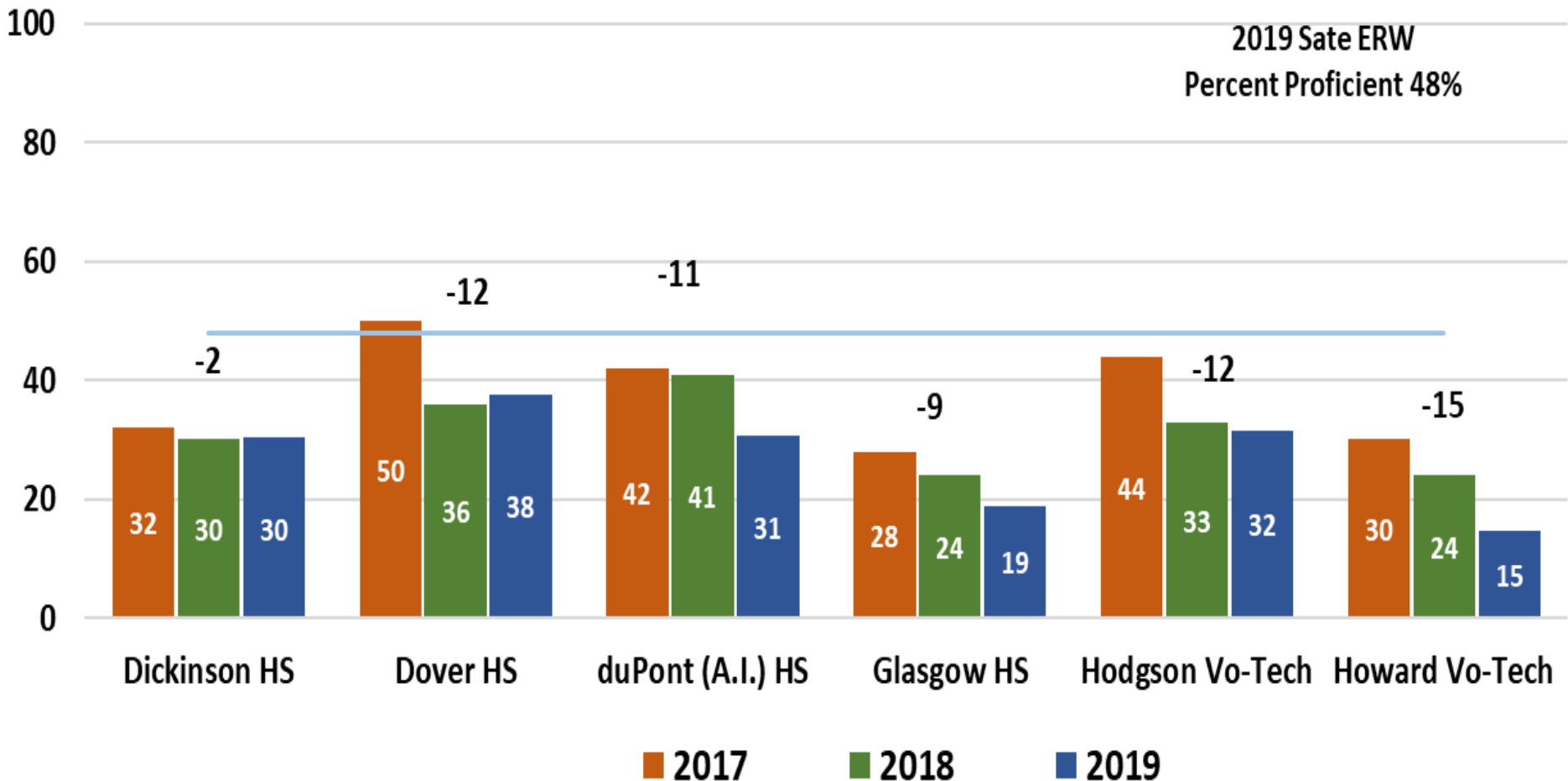


SAT ERW

Proficiency by Schools, 2017 - 2019

SAT ERW, 2017 - 2019

2019 State ERW
Percent Proficient 48%

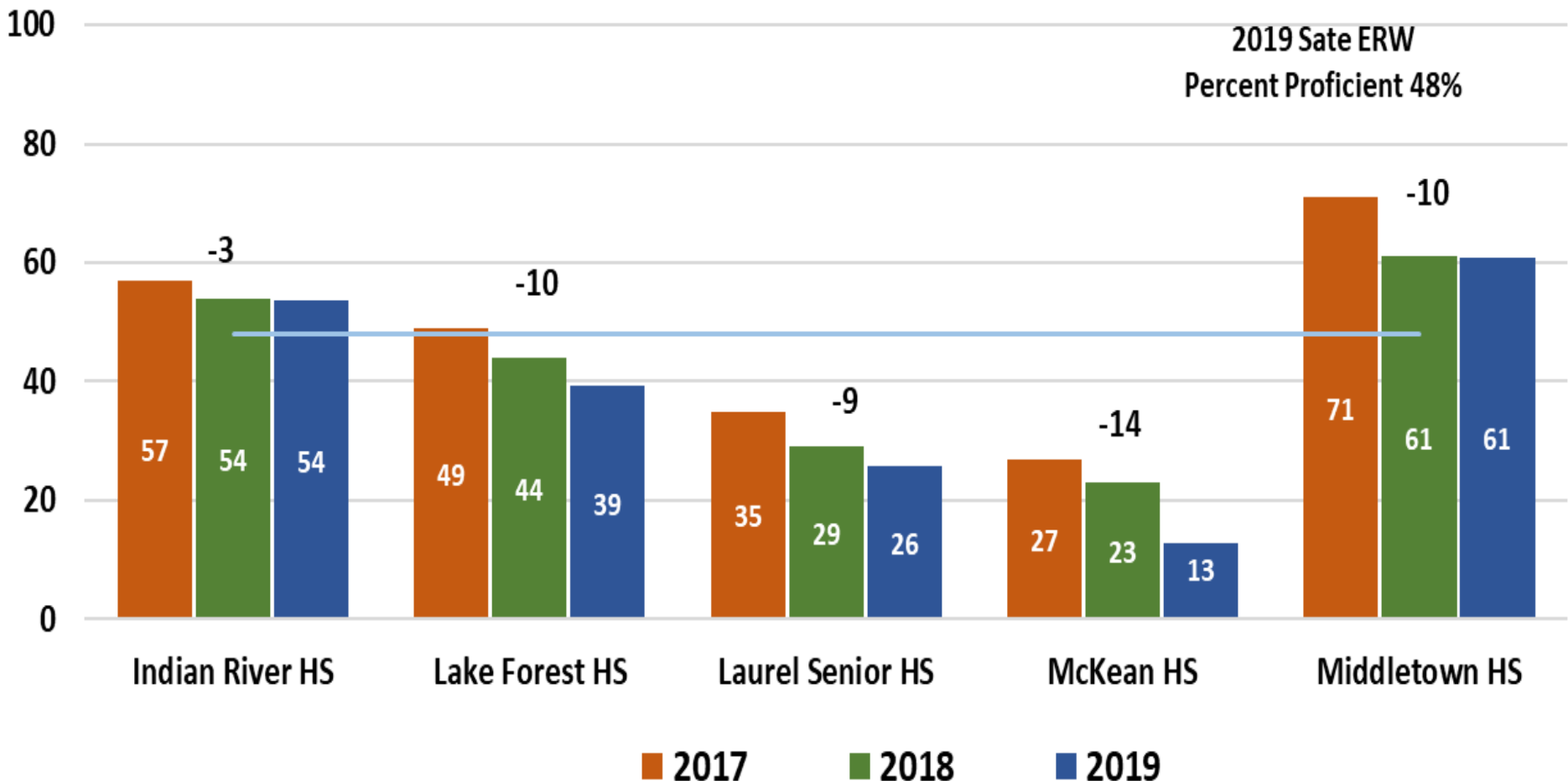


SAT ERW

Proficiency by Schools, 2017 - 2019

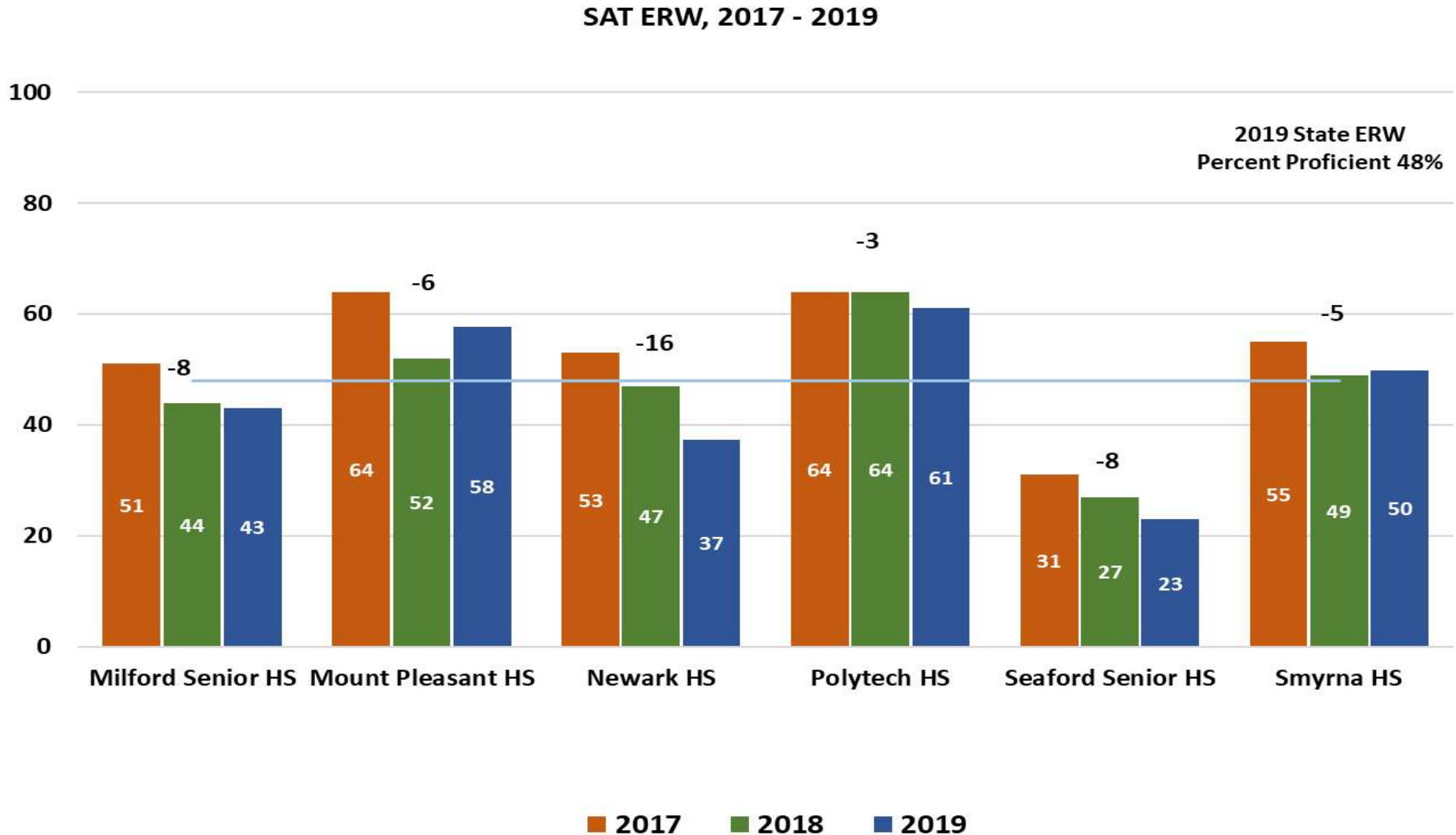
SAT ERW, 2017 - 2019

2019 State ERW
Percent Proficient 48%



SAT ERW

Proficiency by Schools, 2017 - 2019

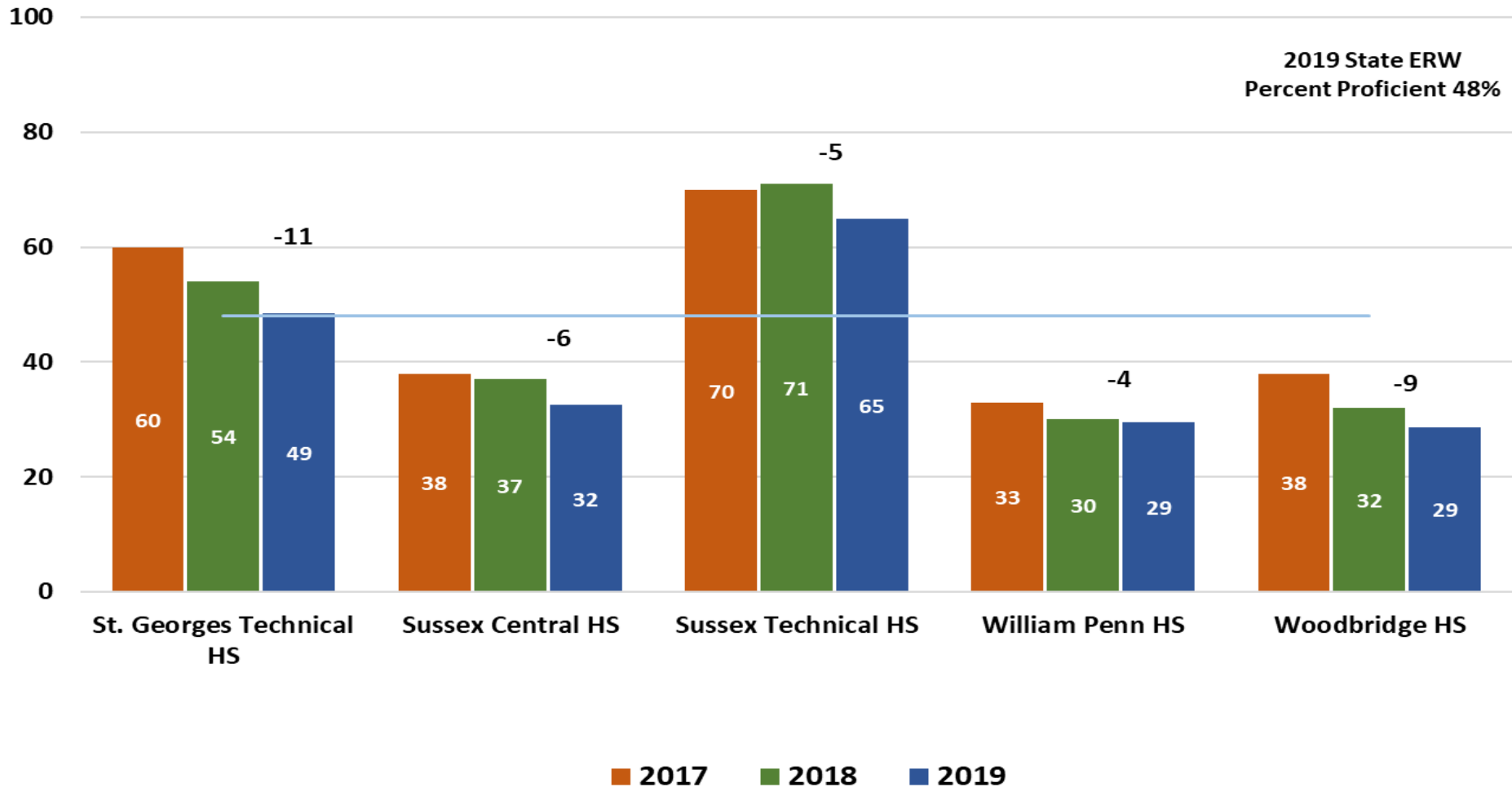


NOTE: Numbers rounded to nearest whole number.

SAT ERW

Proficiency by Schools, 2017 - 2019

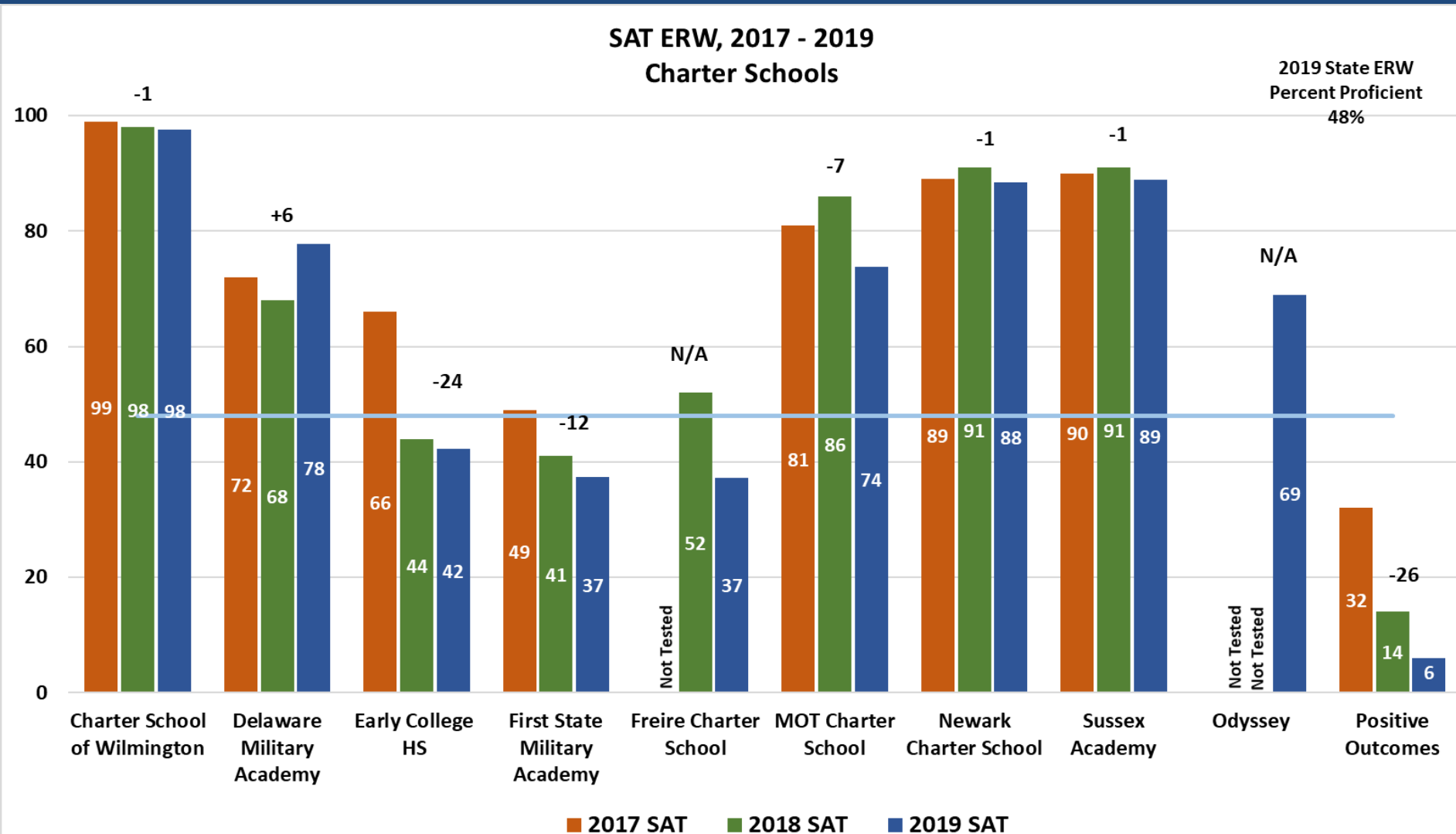
SAT ERW, 2017 - 2019



NOTE: Numbers rounded to nearest whole number.

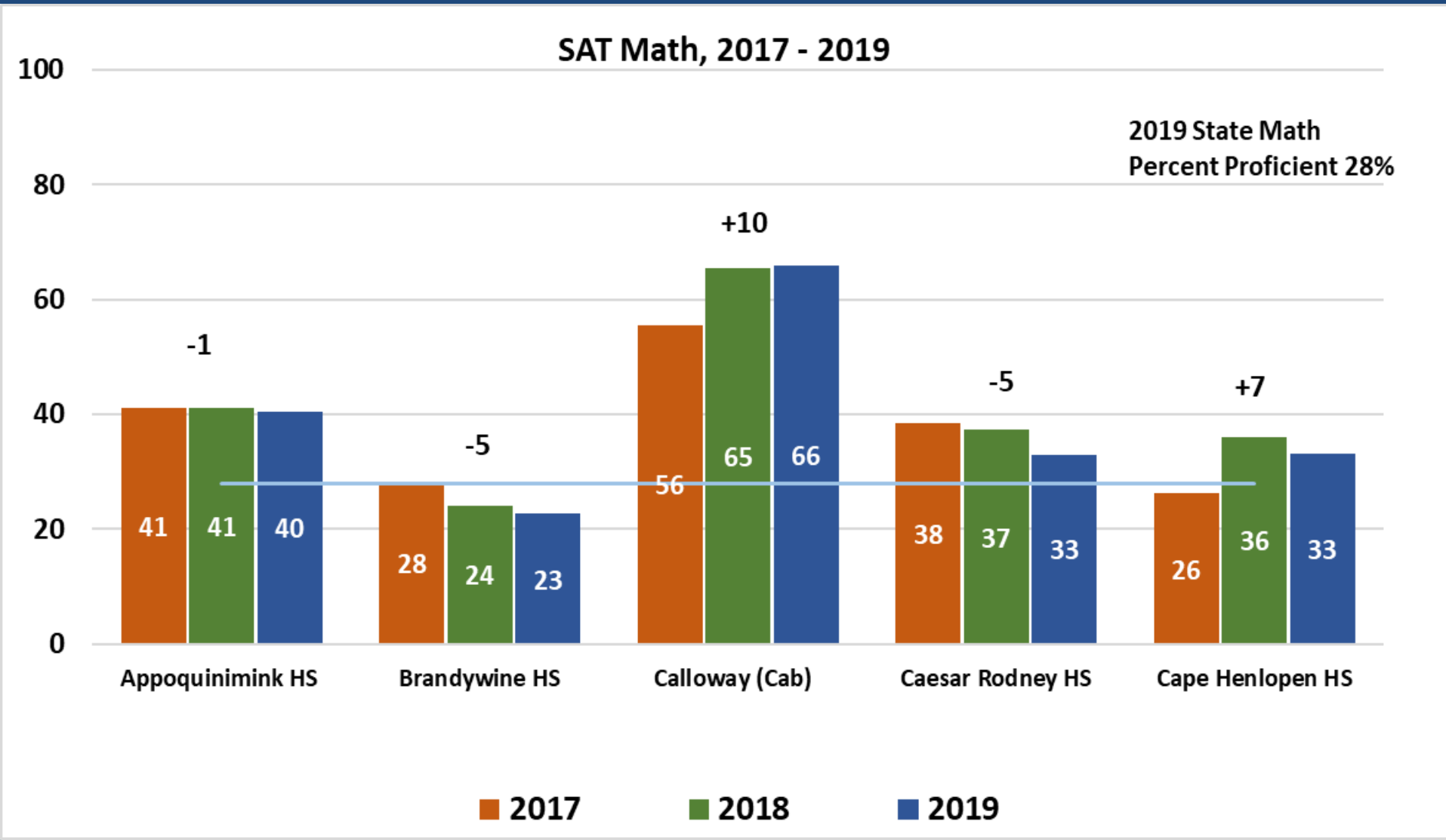
SAT ERW

Proficiency by Charters, 2017 - 2019



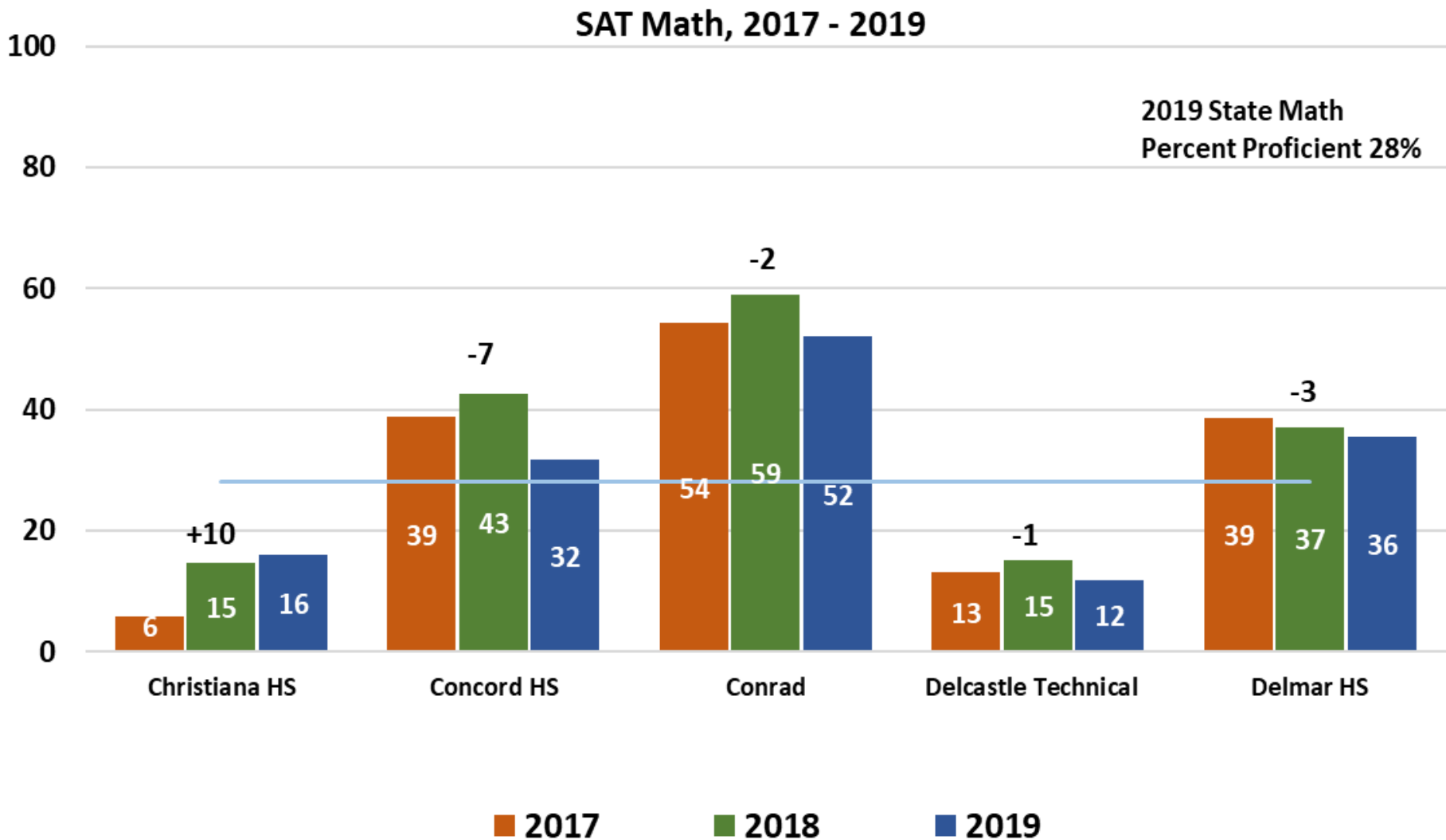
NOTE: Numbers rounded to nearest whole number.

SAT Math Proficiency by Schools, 2017 - 2019



NOTE: Numbers rounded to nearest whole number.

SAT Math Proficiency by Schools, 2017 - 2019

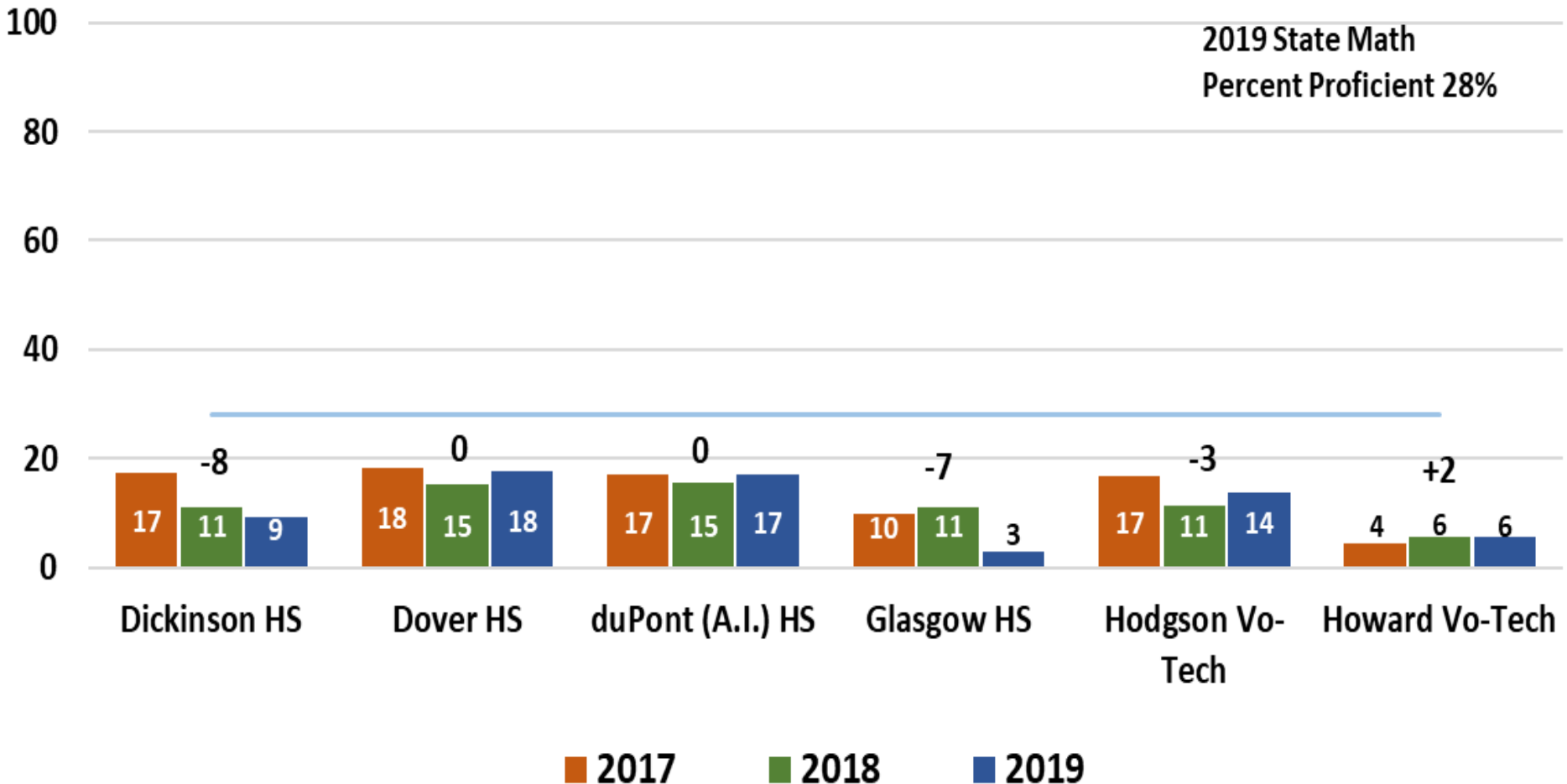


NOTE: Numbers rounded to nearest whole number.

SAT Math Proficiency by Schools, 2017 - 2019

SAT Math, 2017 - 2019

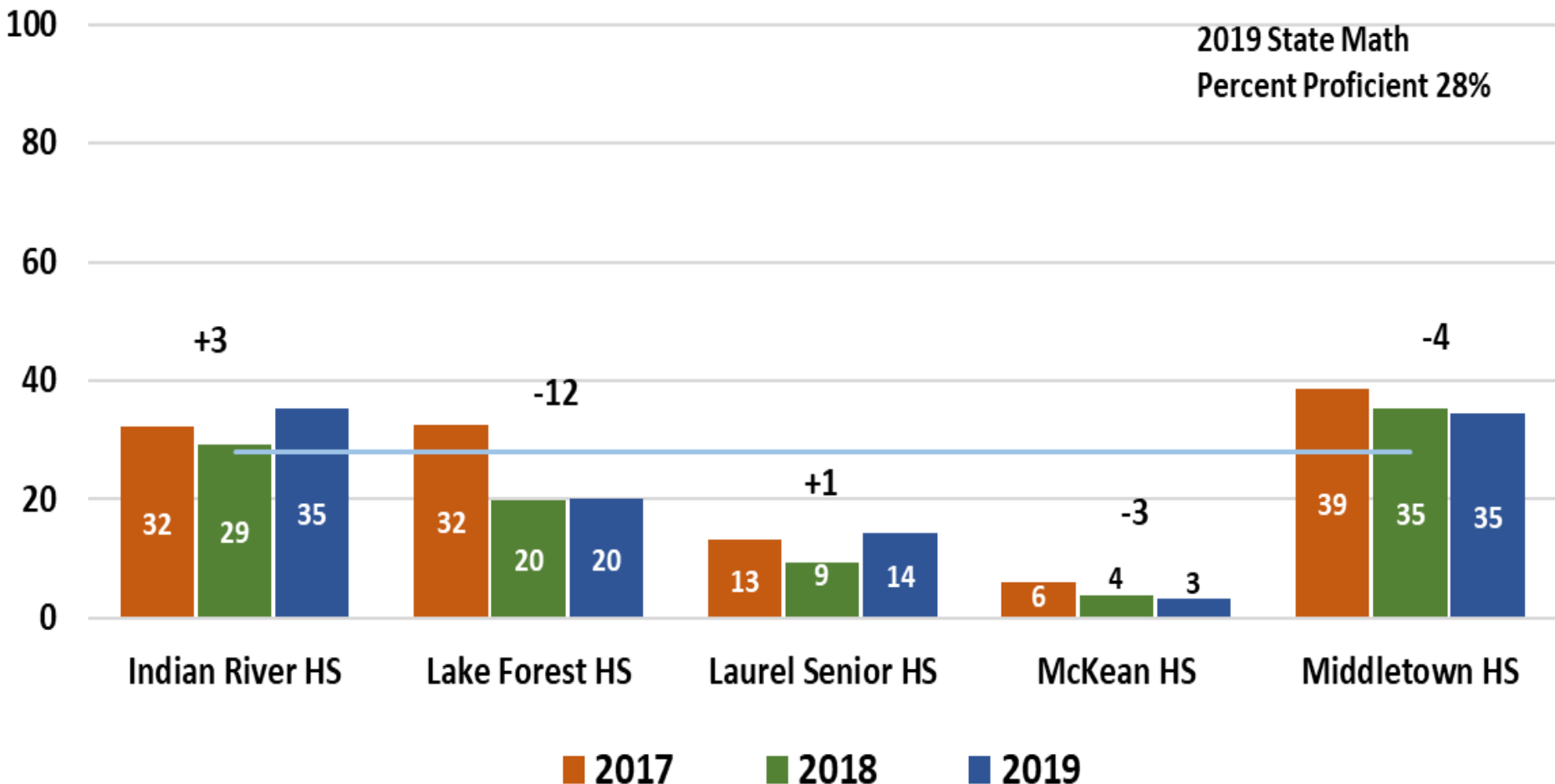
2019 State Math
Percent Proficient 28%



SAT Math Proficiency by Schools, 2017 - 2019

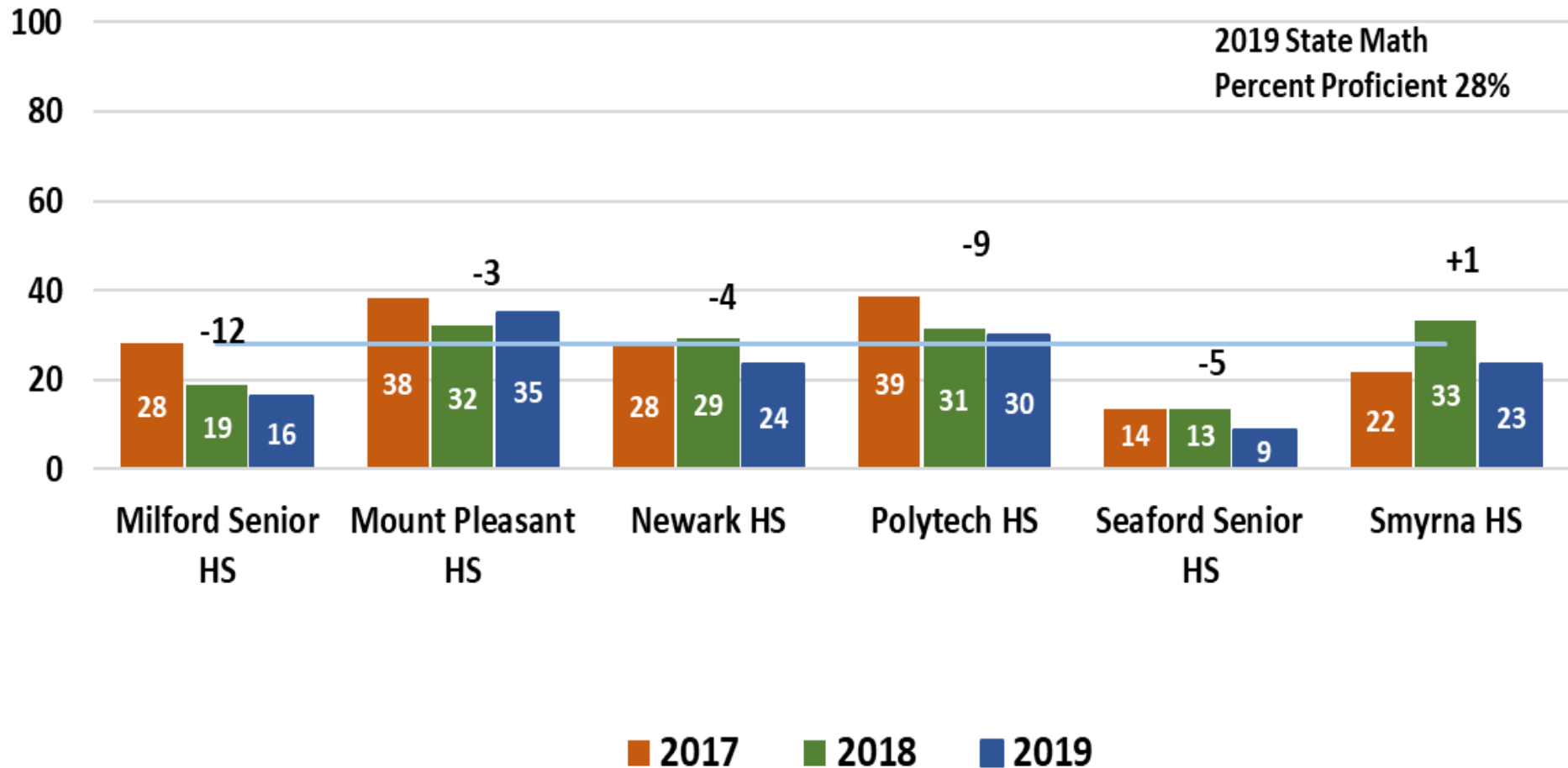
SAT Math, 2017 - 2019

2019 State Math
Percent Proficient 28%



SAT Math Proficiency by Schools, 2017 - 2019

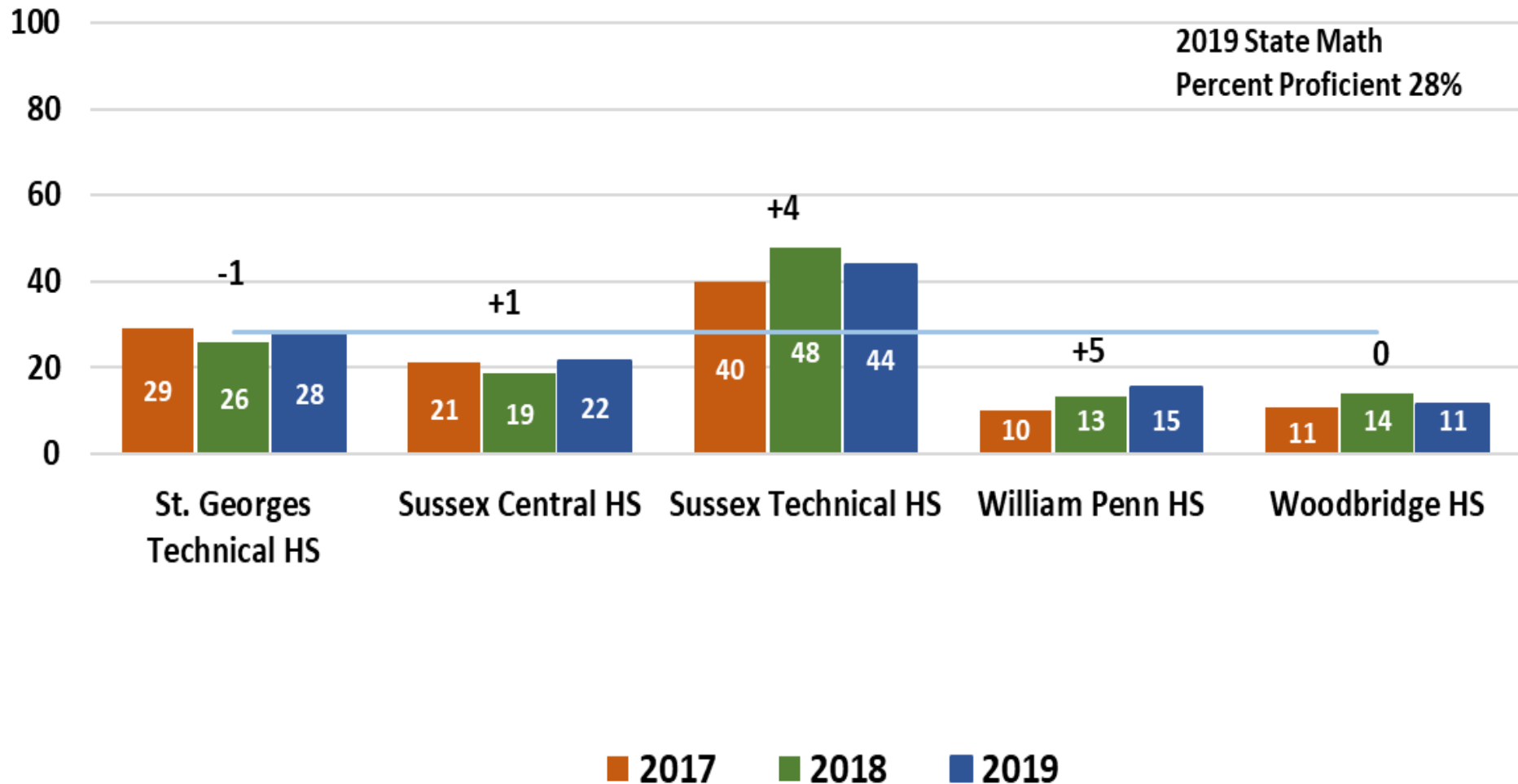
SAT Math, 2017 - 2019



SAT Math Proficiency by Schools, 2017 - 2019

SAT Math, 2017 - 2019

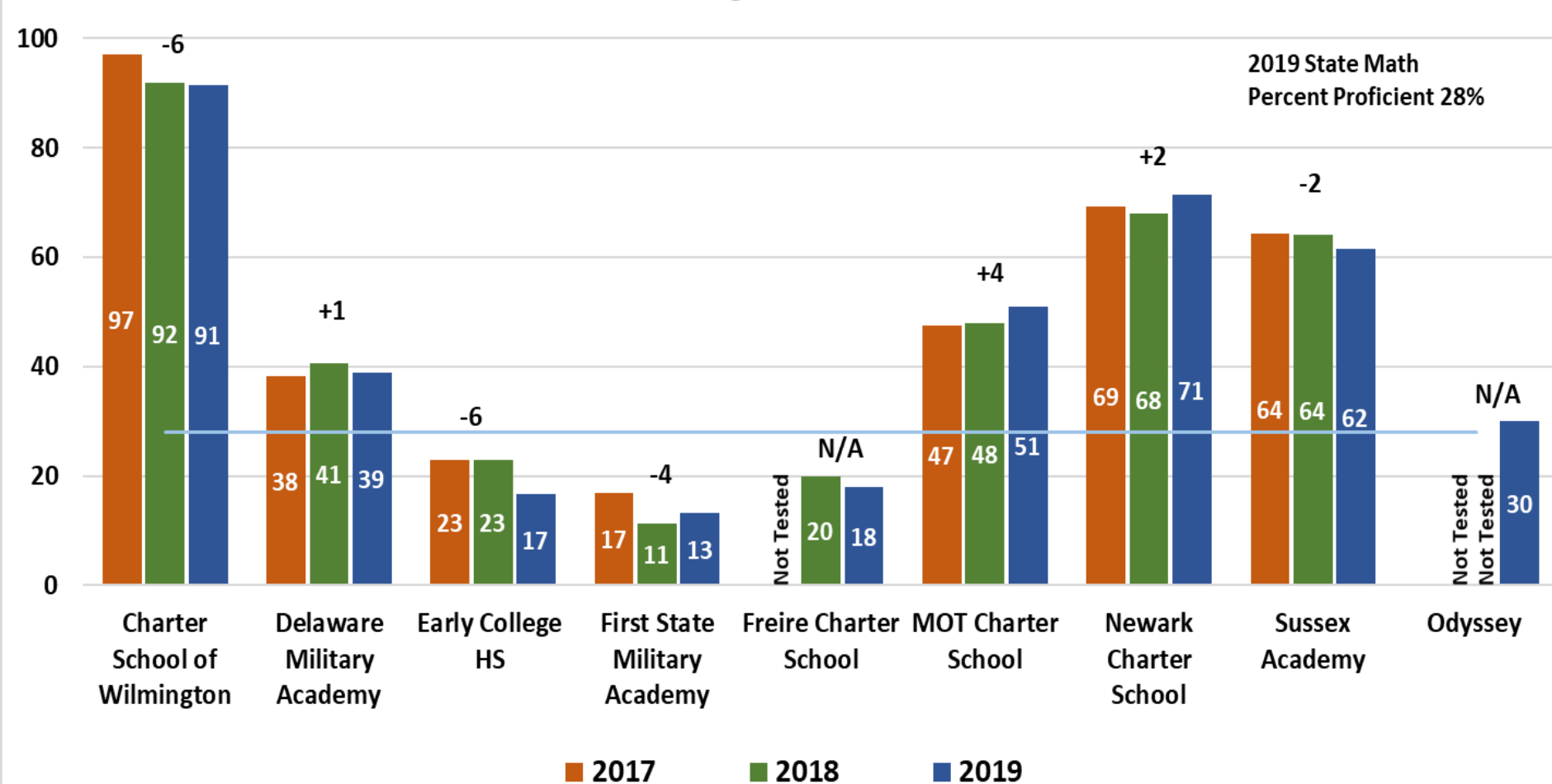
2019 State Math
Percent Proficient 28%



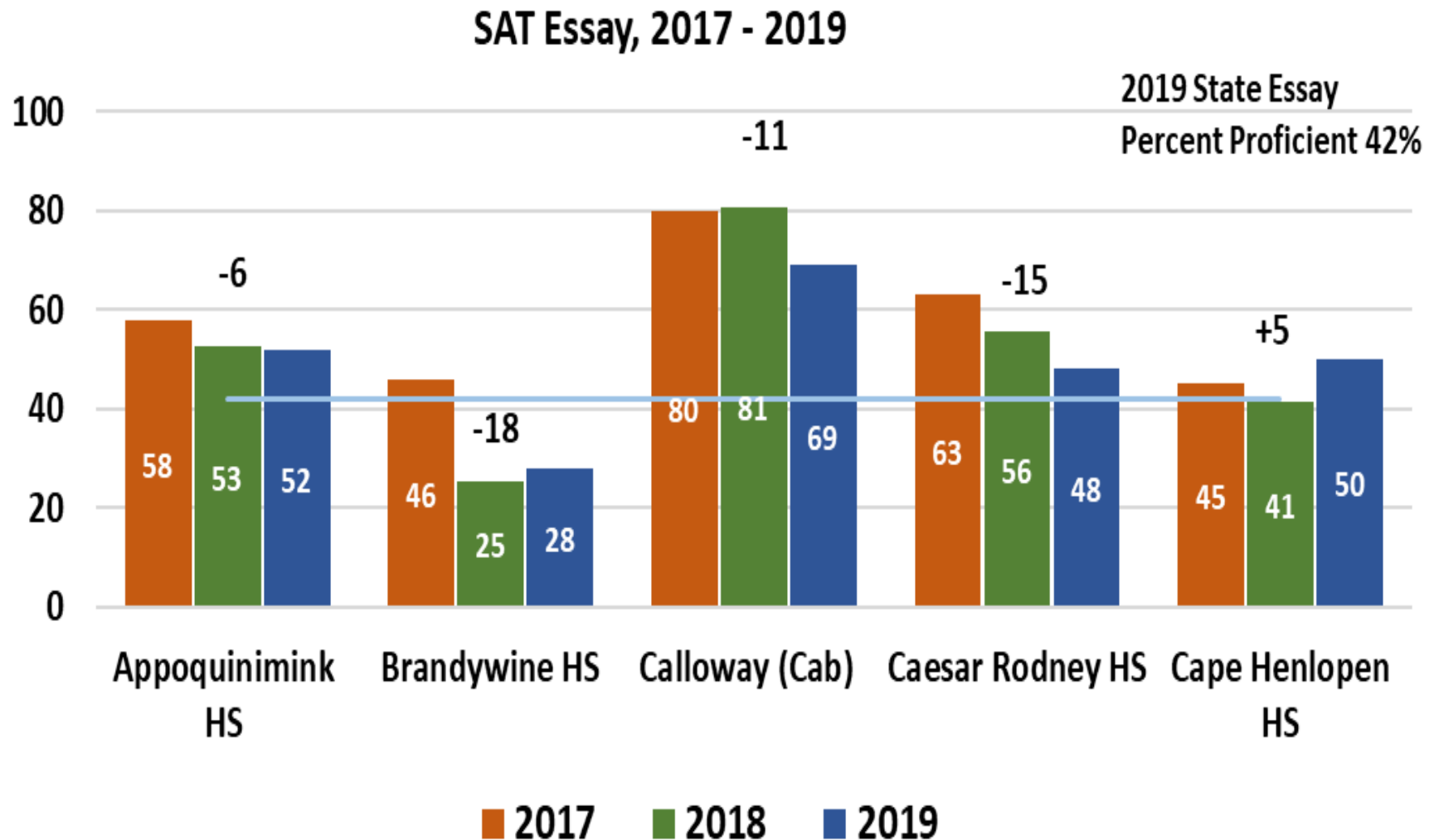
SAT Math

Proficiency by Charters, 2017 - 2019

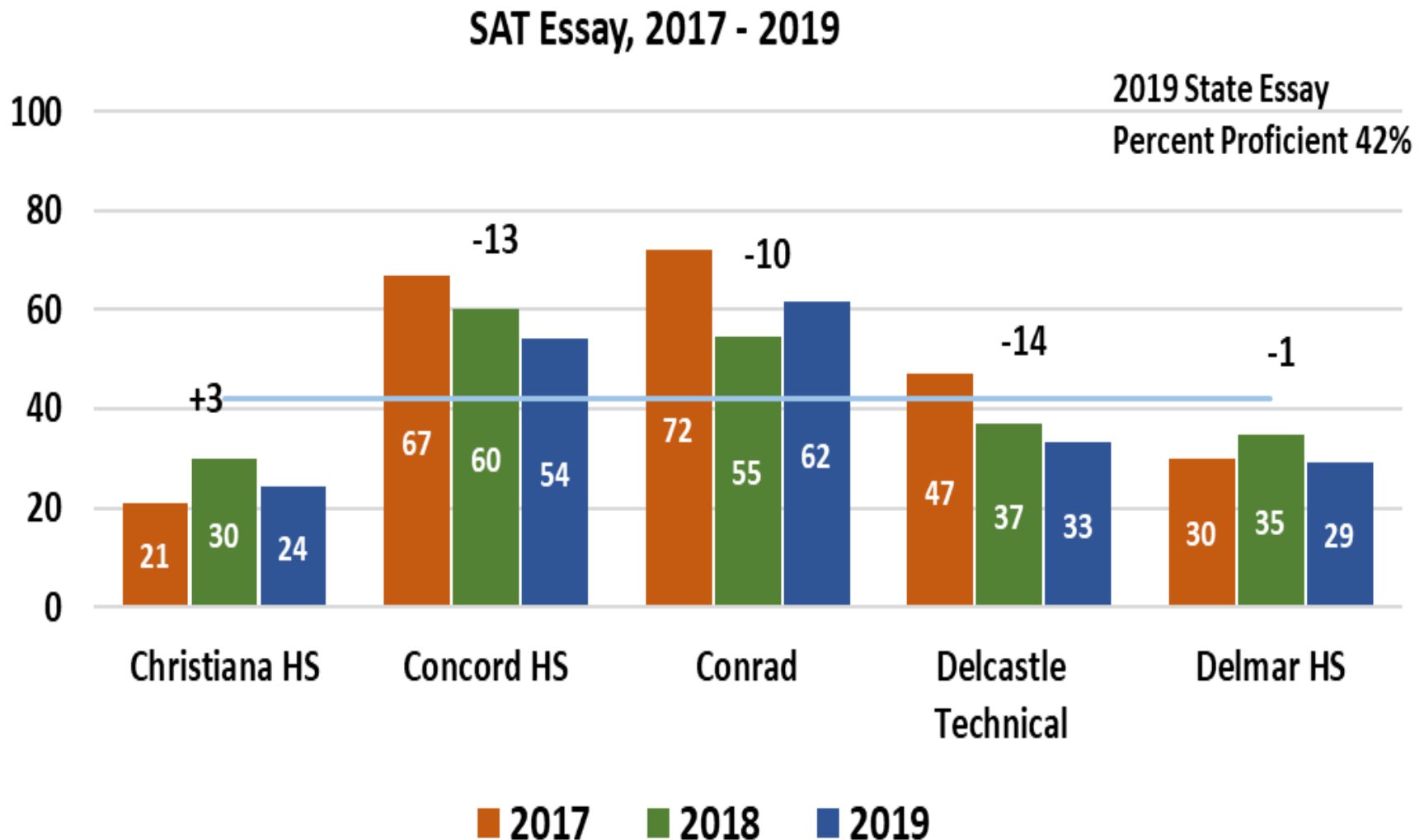
SAT Math, 2017 - 2019
Charter High Schools



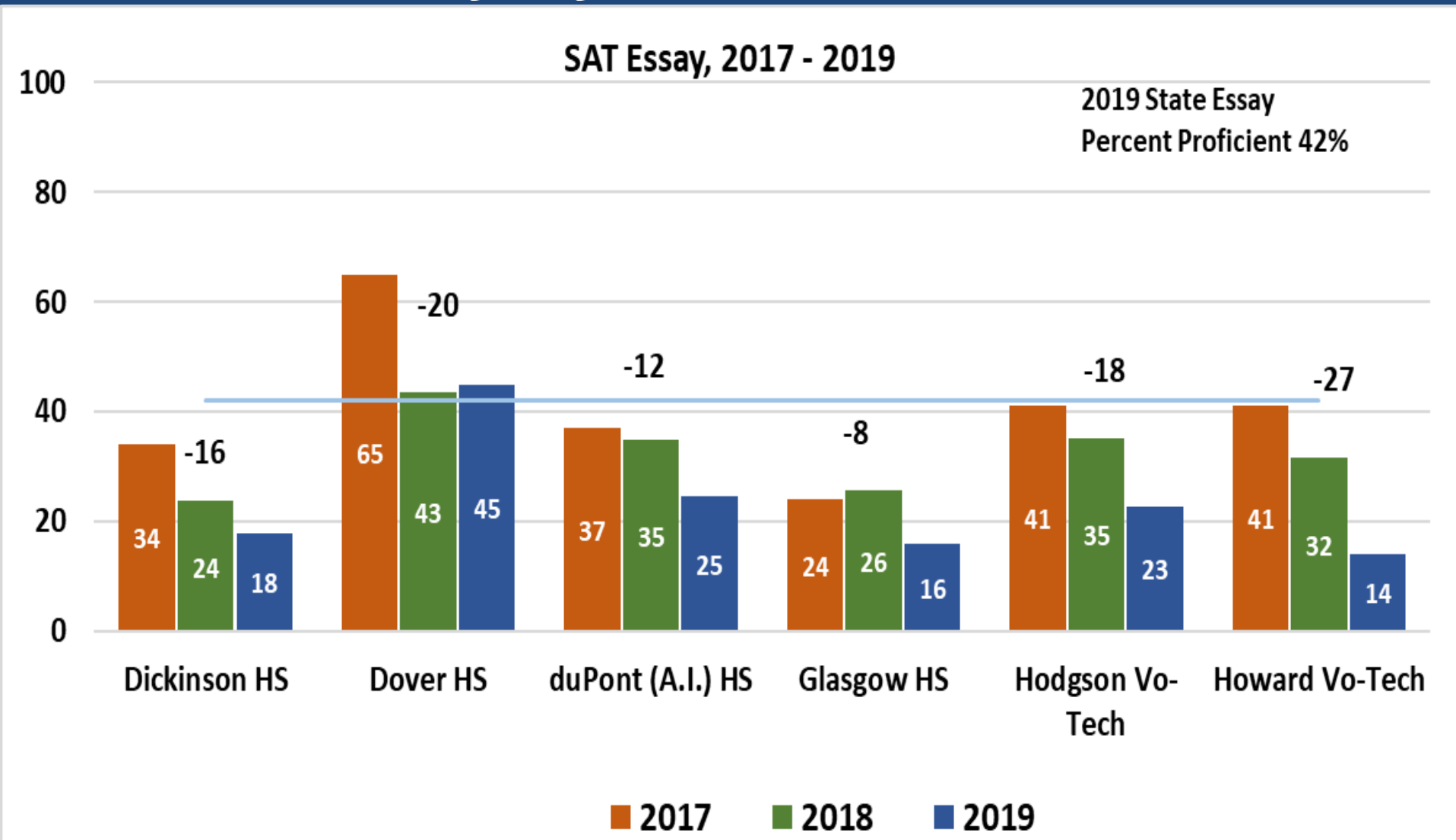
SAT Essay Proficiency by Schools, 2017 - 2019



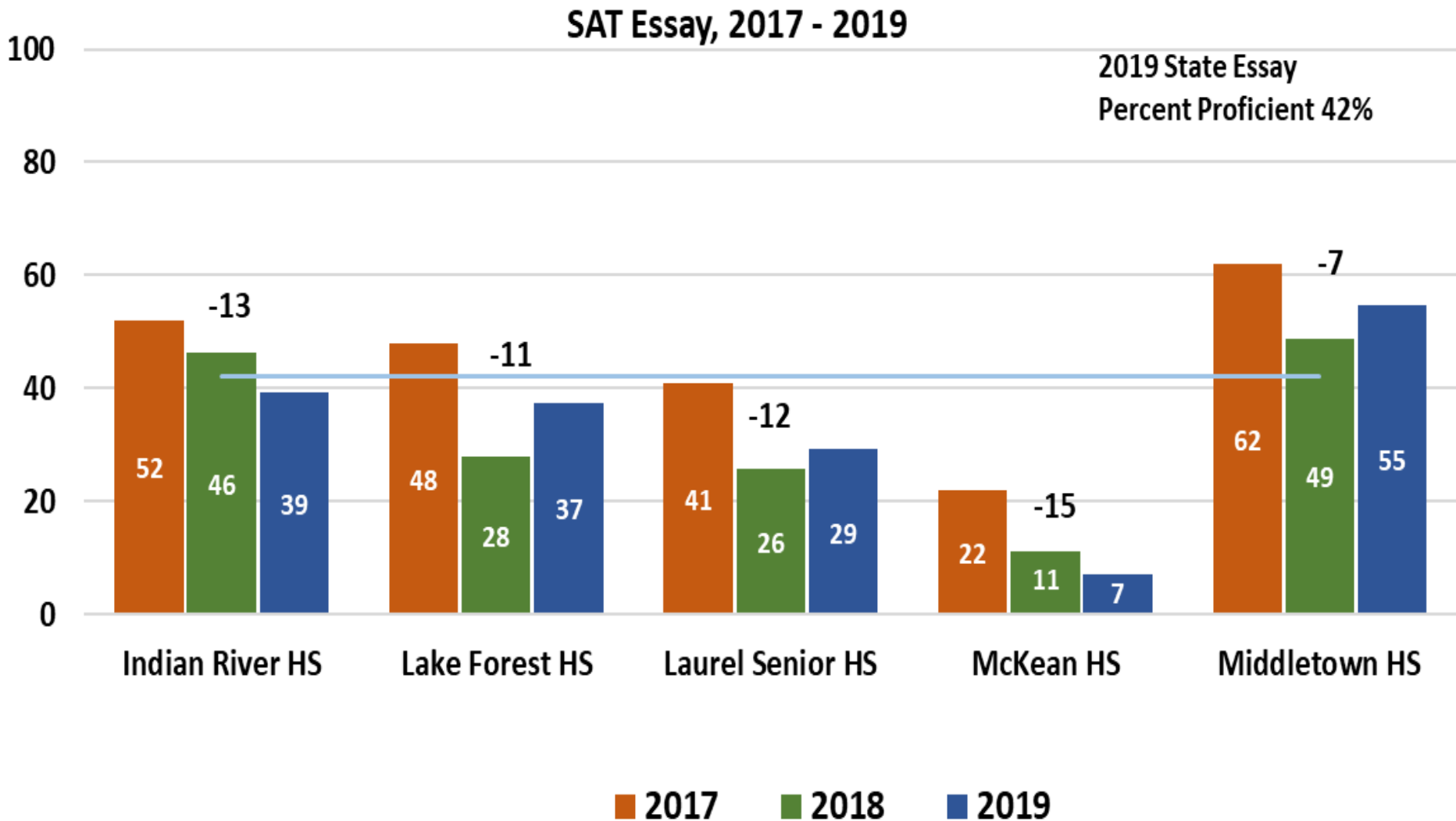
SAT Essay Proficiency by Schools, 2017 - 2019



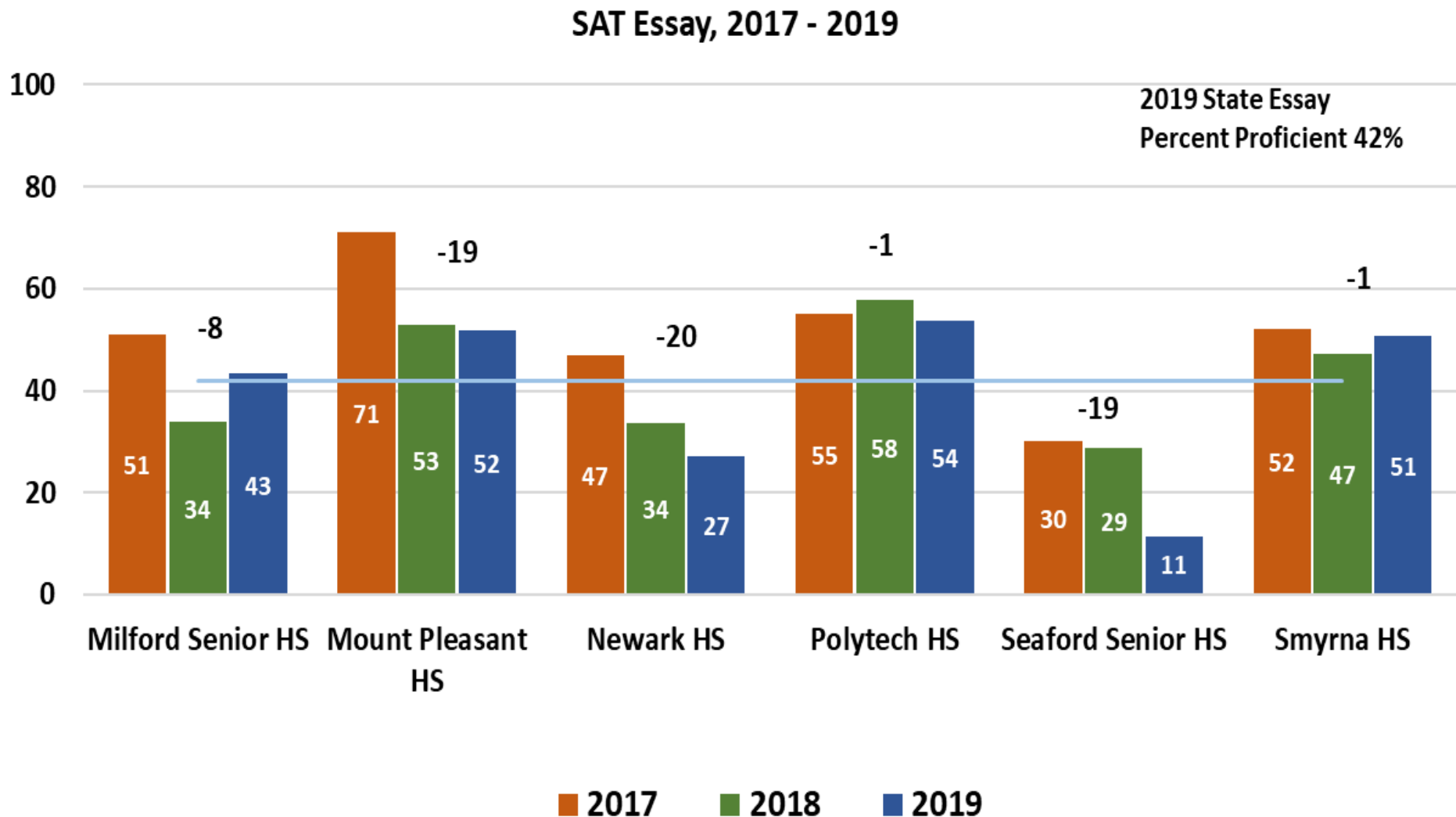
SAT Essay Proficiency by Schools, 2017 - 2019



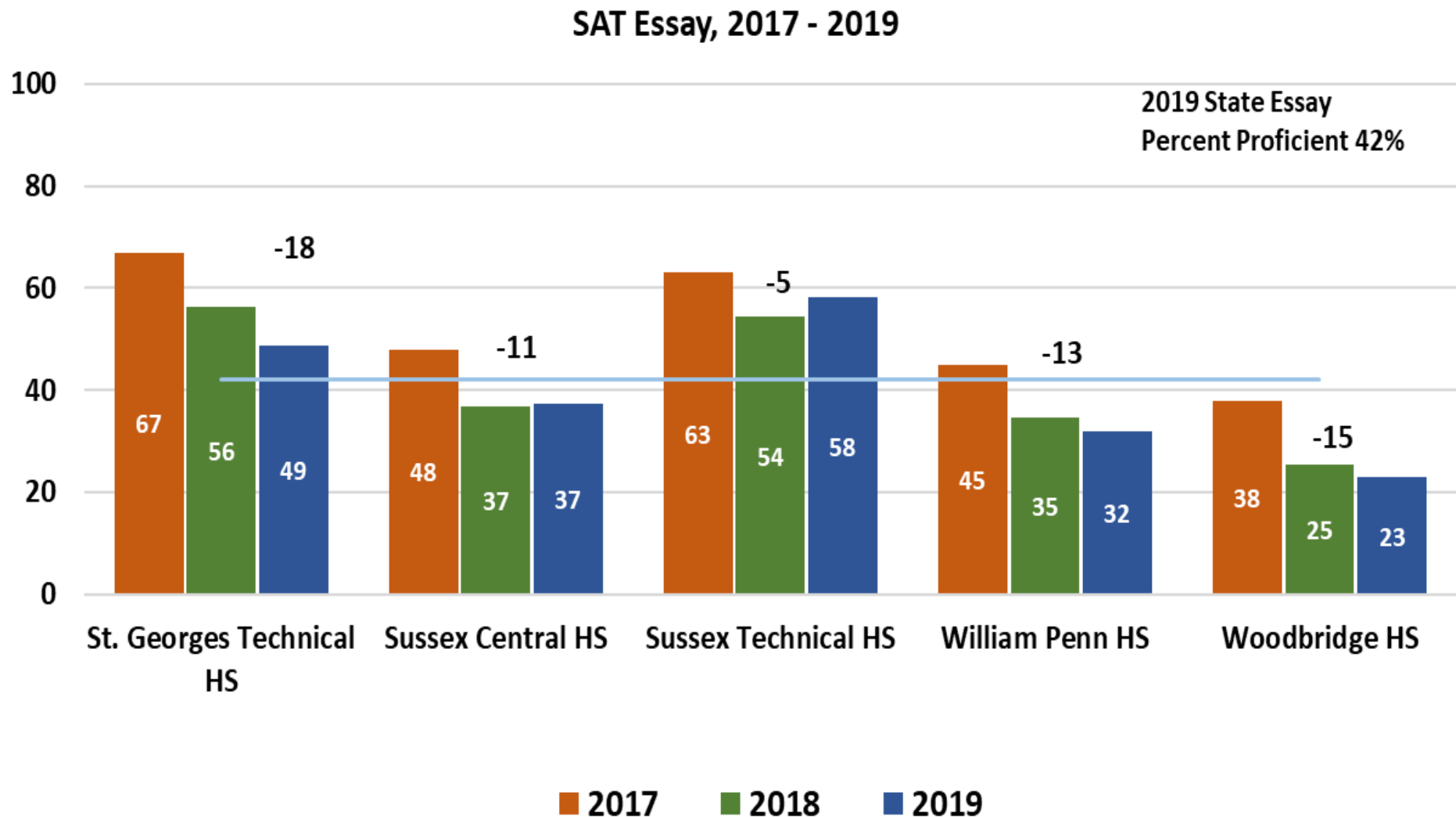
SAT Essay Proficiency by Schools, 2017 - 2019



SAT Essay Proficiency by Schools, 2017 - 2019



SAT Essay Proficiency by Schools, 2017 - 2019

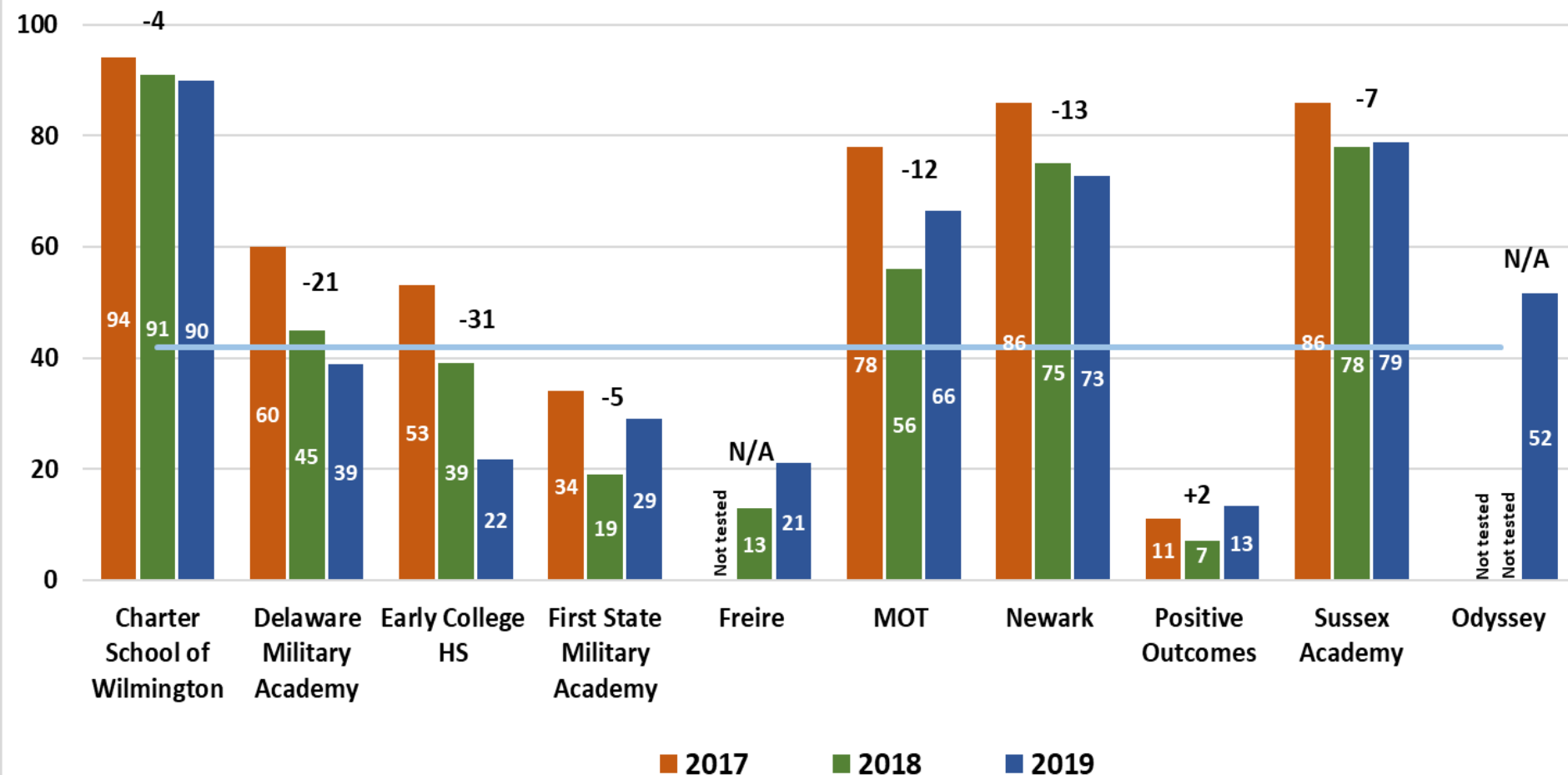


SAT Essay

Proficiency by Charters, 2017 - 2019

SAT Essay, 2017 - 2019
Charter Schools

2019 State Essay
Percent Proficient 42%



NOTE: Numbers rounded to nearest whole number.



DeSSA-Alternate Assessment 2018-2019

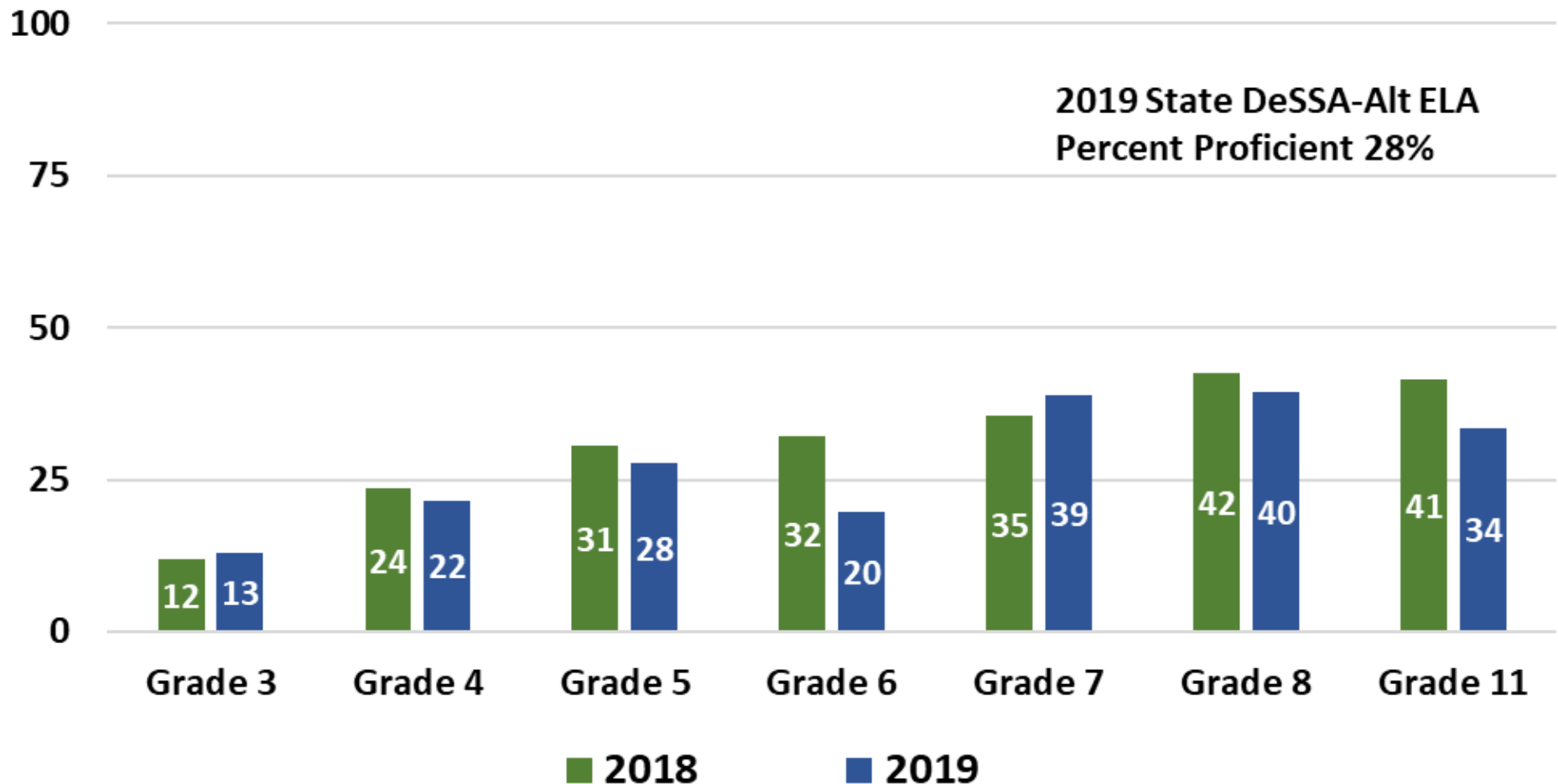
ELA, Mathematics & Science
Grades 3 to 8 and 10



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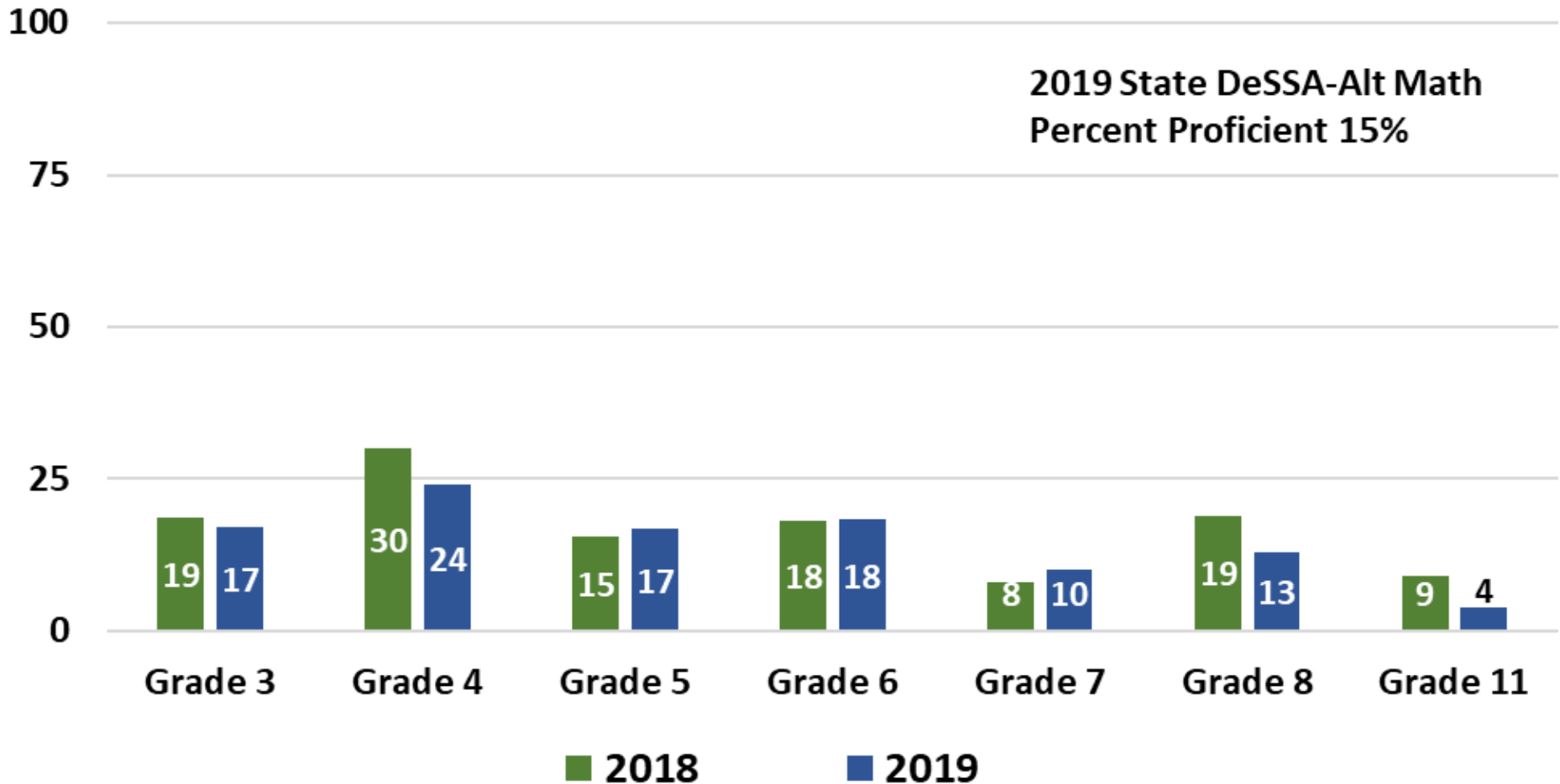
DeSSA-Alternate Assessment ELA Proficiency 2018 and 2019

DeSSA-Alt ELA - Percent Proficient, 2018 and 2019



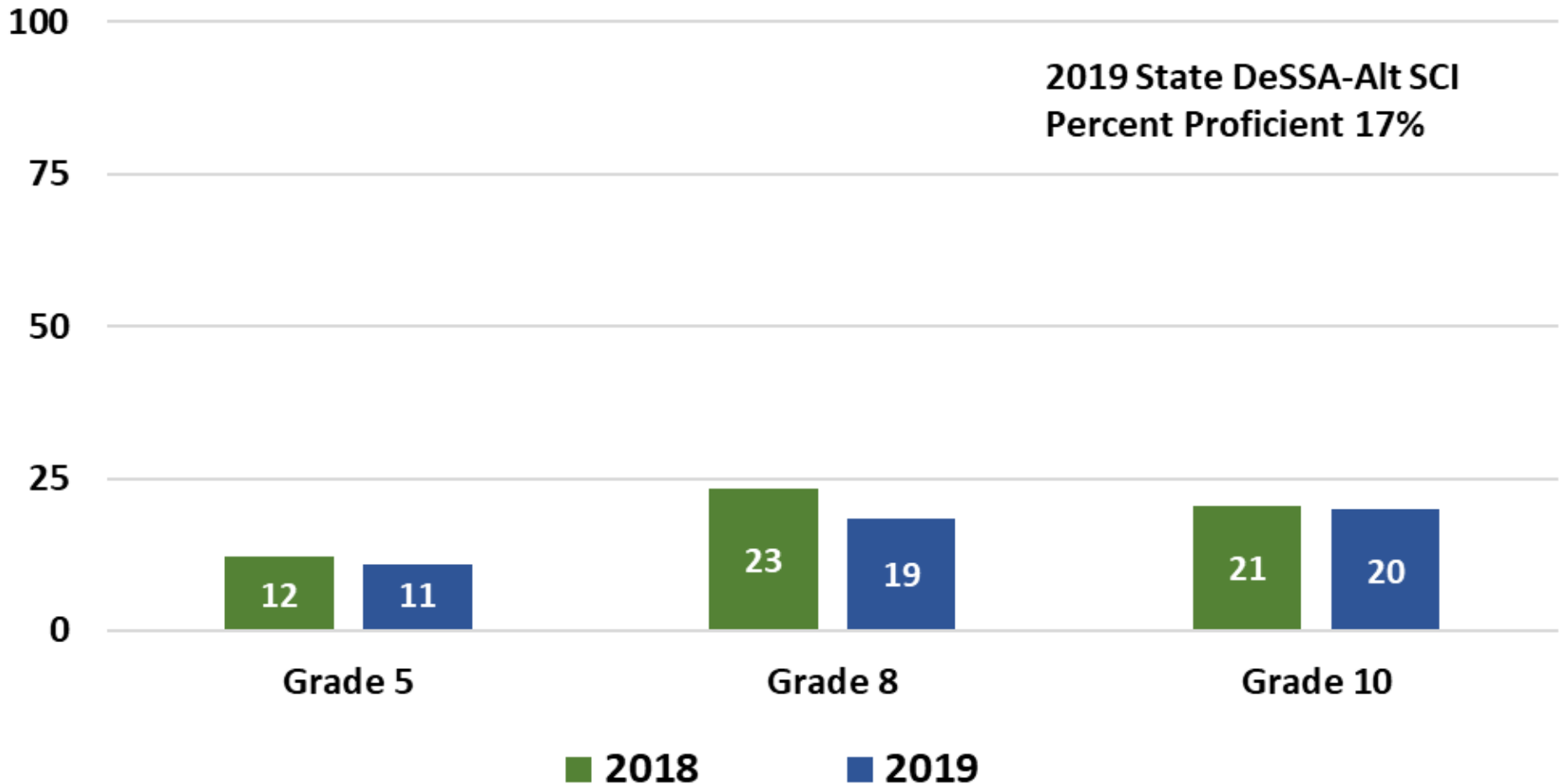
DeSSA-Alternate Assessment Math Proficiency 2018 and 2019

DeSSA-Alt Math - Percent Proficient, 2018 and 2019



DeSSA-Alternate Assessment Science Proficiency 2018 and 2019

DeSSA-Alt Sci - Percent Proficient, 2018 and 2019



Moving Forward

- ❖ We have many schools showing improvements with much to celebrate. Lessons we can learn from our schools with continuous, considerable growth:
 - It's all about the students – every student can be successful.
 - Collaboration and team work – all students belong to everyone.
 - Professional learning plans grounded in data from common assessments.
 - High impact strategies that are re-evaluated, based on data, and applied to curriculum and instruction.
 - Whole child approach and building relationships.

State Support

We must focus our time and resources on promoting early diagnosis and intervention, using a range of assessments throughout the year and training educators on how to use the data available to them to effect change in curriculum and instruction. We also must provide technical assistance and other support to our schools and districts as they select local curricula so all children have access to high quality materials and assessments.

-Dr. Susan Bunting, Secretary of Education



APPENDIX



Delaware
Department of Education

Family Guides provide families with resources for better understanding of what students should learn each year

English language Arts/Literacy

What Your Child Learned in Grade 3

- Reading closely to identify main ideas and supporting details in a story
- Describing the logical connection between certain sentences and paragraphs in stories (Example: First, second, third; cause and effect)
- Comparing the most important points and key details presented in two books on the same topic
- Writing opinions or explanations that group related information and develop topics with facts and details
- Writing stories that establish a situation and include details and clear sequences of events that describe the actions, thoughts, and feelings of characters
- Independently conducting short research projects that build knowledge about various topics
- Asking and answering questions about information heard from a speaker or while participating in classroom discussions; Offering appropriate elaboration and detail that build on what others have said
- Reading stories and poems aloud fluently without pausing to figure out what each word means
- Distinguishing the literal and nonliteral meanings of words, such as *something's fishy* and *it's raining cats and dogs*
- Spelling correctly and consulting dictionaries to clarify meanings of words

What Your Child Will Learn in Grade 4

- Describing the basic elements of stories — such as characters, events, and settings — and identifying specific details in the text
- Paying close attention to key features of informational books and articles: Understanding how they are organized; identifying supporting ideas; being able to compare and contrast information; and explaining how facts, details, and evidence to support particular points
- Comparing ideas, characters, events, and settings in stories and myths from different cultures
- Writing summaries or opinions about topics supported with a set of well-organized facts and details
- Independently conducting short research projects on different aspects of a topic using books and the Internet
- Paraphrasing and responding to information presented in discussions, such as comparing contrasting ideas and analyzing evidence that speakers use to support certain points
- Reporting orally on a topic or telling a story with enough facts and details
- Writing complete sentences with correct capitalization and spelling
- Relating words that are common in reading to words with similar meanings (synonyms) and words with opposite meanings (antonyms)

5 | Parent Guide Grade 3

- Parent Guides provide more information on what a student should have learned last year and what students should be able to do this year

How You Can Help Your Child At Home Mathematics

Strategies to improve your child's Grade 4 math understanding:

- Concepts & Procedures**
 - Applying mathematical concepts and procedures
 - Reinforce mathematics by sharing your thinking as you work through real problems, especially if it takes some time and effort to find a solution.
 - Use everyday activities such as cooking and measuring to show your child how to use fractions.
 - Talk to your child about how adults use math in their everyday lives. Decide which is the "better buy" while shopping. Estimate what time to start a series of tasks in order to be done by a certain time. Figure out how many burgers you can buy for \$10.
- Problem Solving: Modeling and Data Analysis**
 - Using appropriate tools and strategies to solve real-world and mathematical problems
 - Play math games with your child and ask for explanations of his or her strategies and solutions.
 - Encourage your child to stick with a problem that may seem difficult at first. Working on different ways to solve the problem can be helpful. (Example: Determine how many candies each child will get if 56 candies are shared equally among nine children at a party. Determine how many 60-inch lengths can be cut from a string 18 inches long.)
 - Encourage your child to use what is already known to find answers for new problems. (Example: $4,500 - 399 = ?$ Think: $4,000 + (500 - 399) = 4,000 + 101 = 4,101$.)
 - Involve your child in shopping activities involving money or a budget.
- Communicating Reasoning**
 - Demonstrating ability to support mathematical conclusions
 - Ask your child to explain what she or he is doing when working on a problem. Be patient with unfamiliar methods because they might be helpful to support your child's understanding of mathematics.
 - Play games involving numbers and patterns (Yatzee), logic (chess/checkers), and currency (Monopoly) and discuss strategies.
 - Encourage your child to explore perimeter and area, explaining when to use addition, subtraction, multiplication, and division.

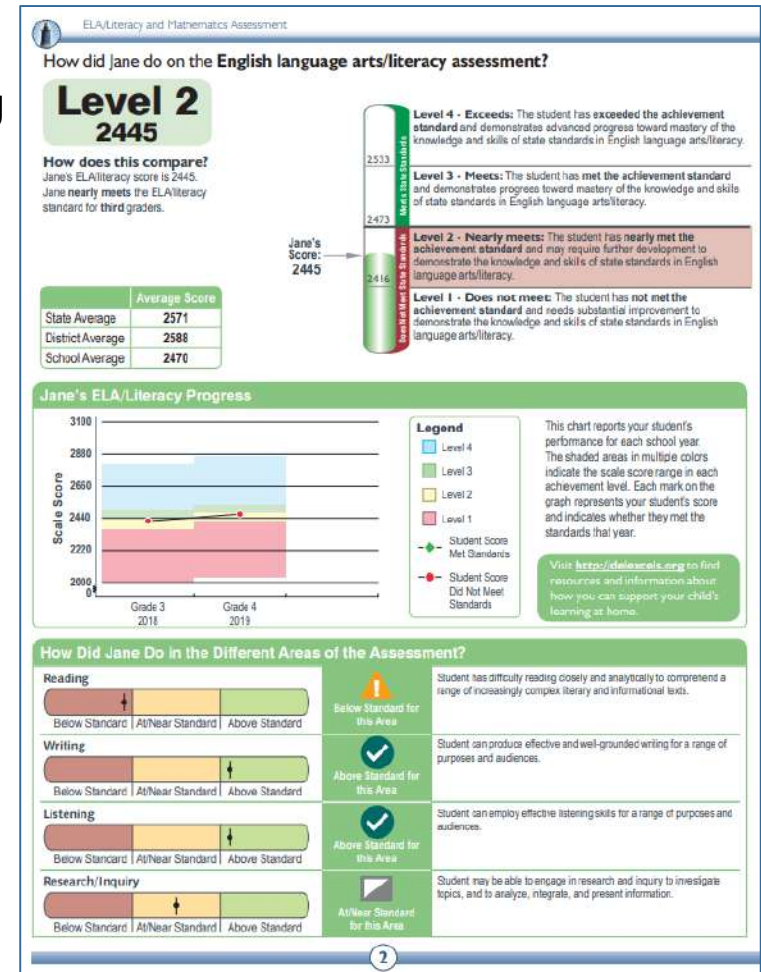
6 | Parent Guide Grade 4

- Based on the Delaware standards
- Shows how parents can support their children's learning at home
- Arrives with the Family Score Reports

<https://www.doe.k12.de.us/Page/3815>

The Family Score Report provides meaningful information on student understanding of the standards

- Family score report helps parents and students better understand how well students are learning the Delaware standards
- Will be mailed to families this month
 - Includes detailed information about how students scored on different parts of ELA/Literacy and Mathematics
 - Shows how students are progressing through the standards and across grades



2019 Family Score Report
<https://www.doe.k12.de.us/Page/3815>

Additional Resources

- <https://www.doe.k12.de.us/Page/3815>

Family and Educator Resources

- [Smarter Analytics](#)
Includes an overview of using Smarter Analytics to guide instruction, webinars, and claim and target crosswalks for grades K–8.
- [Smarter Balanced Test Blueprints](#)
Summative test blueprints that reflect refinements and revisions after the analysis of the Pilot and Field Tests. Describe the content of the ELA/Literacy and Mathematics Summative Assessments in grades 3–8, and how that content will be assessed to reflect the depth and breadth of the performance expectations for the CCSS. Provide information about the number of items, score points, and depth of knowledge for items associated with each assessment target. Also continue to guide the development of items and performance tasks, score reporting, and ongoing research.
- **Parent Reports**
Provides Family and Educator Resources for Smarter score reports and guides for student success.
[Smarter Summative Report – English](#)
[Smarter Summative Report – Spanish](#)
[Parent Report Interpretive Guide](#)
 Parent Guides contain Content required for each grade and links for additional resources.
[Grade 4](#) [Grade 5](#) [Grade 6](#) [Grade 7](#) [Grade 8](#) [High School](#)
- **Manual: [Accessibility Guidelines](#)**
Contains the accessibility features policies and procedures for the following assessments: English language arts (ELA)/literacy and mathematics, science and social Studies, end-of-course assessments (US History, Algebra II and Integrated Math III) and the alternate assessment (Alt-1) for reading, mathematics, science, and social Studies.

The screenshot shows the Delaware Department of Education website. The main navigation bar includes links for DOE Main, Schools, Instruction and Assessment, Supports, Educators, Accountability and Performance, and DIAA. A secondary navigation bar lists Standards and Instruction, Assessment, Early Learning, Exceptional Children, CTE, and Special Programs. The page title is "Delaware English Language Arts (ELA)/Literacy Assessment". The content area explains that assessments are an integral part of the instructional cycle and fulfill several purposes for educators, students, parents, policy makers, and community members. It describes the assessment as a system of assessments with the goal of supporting student growth. It also mentions that the assessment helps students, families, and teachers determine each student's strengths and areas for growth on the state's standards for ELA/literacy. The page includes a "General Overview" section with bullet points: Students tested: All students in grades 3–8; Alternate options: For students with significant disabilities: alternate assessment; Accommodations/Assistance: Allowable accommodations; definitions; Test date: District can choose to give the test between March 5 and May 30, 2019; Cut scores: ELA cut scores; State/district scores: 2017 and enter-year data; Test provider: Smarter Balanced consortium; Test type: This test goes beyond multiple-choice and short answer, and instead focuses on writing, problem-solving and critical thinking to accurately measure student progress in each grade. Sample tests; In-class supports/resources: Interim assessments – Designed to support teaching and learning throughout the year; Formative assessments – Supported by professional learning and instructional resources in the Digital Library; Overview of the Interim Assessments (ELA & Math) Grades 3–10 for 2019–2020.

Smarter Interims Assessments

<https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/111/2019-20%20interim-assessments-overview.pdf>

<http://www.smarterbalanced.org/assessments/interim-assessments/>

<https://www.doe.k12.de.us/Page/2433>

Glossary of Terms

- **SWD** – Students with Disabilities
- **Priority Schools** – “Priority School” is a designation defined under federal waivers for the Elementary Secondary Act. These schools fall amongst the lowest 5% of Title I schools in the state.
- **Digital Library** – a state-provided resource created by the Smarter Balanced Consortium with member states. The Digital Library includes both instructional and professional learning resources to support formative assessment in the classroom – the process gives teachers real time data to inform daily classroom instruction.

Glossary Continued

- **Computer Adaptive Testing (CAT)** – An assessment that is customized for each student or a more accurate measure. The difficulty of the items rely on student responses; i.e., if a student answers a question correctly, the next question will be harder. If a student answers incorrectly, the next question will be easier.
- **Smarter Interim Assessments** – a state-provided resource created by the Smarter Balanced Consortium with member states. These are brief assessments, up to 15 questions, that provide teachers, families, and students accurate and timely information on how students are doing all year long.

Glossary Continued

- **Achievement Levels** – The Smarter Balanced assessment has 4 achievement levels: Level 4-Exceeds grade-level performance, Level 3-Meets grade level performance, Level 2-Nearly Meets grade level performance, and Level 1-Does not meet grade level performance. The achievement levels help to describe how well students have mastered the standards; they are a starting point for discussion about the performance of individual students or groups of students in mathematics and English Language Arts.
- **Khan Academy** – a state-provided resource created by Khan Academy (Official SAT Practice approved by the College Board). Personalized practice for Delaware students that provides interaction and instant feedback on progress. Helps to prepare students for the SAT.