Delaware School Success Framework Reference Guide

Contents

Overview of Document

The purpose of this document is provide a reference guide to help school and district officials understand the components of the Delaware School Success Framework (DSSF) and how the information is aggregated to produce final accountability ratings.

This document is organized into the following eight sections:

- Delaware School Success Framework Overview – an overview of the DSSF as a whole.
- Academic Achievement Metric Overview – details of the metrics of the Academic Achievement category of the DSSF index.
- Growth Metric Overview – details of the metrics of the Growth category of the DSSF index.
- On Track to Graduation Metric Overview – details of the metrics of the On Track to Graduation category of the DSSF index.
- College and Career Readiness Metric Overview – details of the metrics of the College and Career Preparation category of the DSSF index.
- Context Measures Overview – details of the measures included to provide additional context for school performance.
- Accountability Calculation Rules – rules for the calculation and aggregation of the DSSF index.
- Accountability Student Verification Process – details the process used by districts and schools to verify the students included in the accountability calculations.

Introduction to the Delaware School Success Framework (DSSF)

The Delaware School Success Framework (DSSF) is a comprehensive accountability system that measures and publicly reports on multiple areas of school success. This document provides detailed descriptions of the measures included, the source of the data used and method of aggregating the metrics to produce accountability ratings. For a more comprehensive understanding of the DSSF, please visit the ESEA Flexibility Waiver section of the Department of Education Website located at http://www.doe.k12.de.us/domain/310.

Federal law requires a single statewide system of accountability and supports for all public schools and districts. Numerous stakeholders in Delaware over the past few years have voiced their concerns with AYP. Recognizing that AYP does not honor the full complexity of school performance, DDOE engaged with stakeholders across the state to devise a comprehensive and authentic structure for measuring school, district and state performance that incorporates multiple measures related to college and career readiness for all students. Beginning in the 2015-16 school year, the Delaware School Success Framework replaces AYP for all state and federal accountability.

Overview of the Delaware School Success Framework (DSSF)

The Delaware School Success Framework applies to all schools and districts in the state. This Framework raises the expectations for students, schools and districts as it is focused on college and career readiness. The DSSF is an index made up of four categories that include:

1. Academic Achievement
2. Growth
3. On Track to Graduation
4. College and Career Preparation

These areas include nine (ES and MS) to eleven (HS) individual metrics. The metrics are:

- Proficiency in English Language Arts (ELA), Mathematics, Science and Social Studies
- Growth in ELA and Mathematics
- Growth to proficiency in ELA and Mathematics (elementary and middle schools only)
- Average daily attendance (elementary and middle schools only)
- On track to graduation in 9th grade (high schools only)
- 4-, 5- and 6-year cohort graduation rate (high schools only)
- Successful participation in a college or career experience while in high school, such as Advanced Placement, International Baccalaureate, dual enrollment, and technical skill attainment (high schools only)

Schools and districts receive ratings based on performance in each category (e.g., Academic Achievement, Growth, On Track to Graduation, and College and Career Preparation). Individual student data is aggregated at the school and district levels to generate a numeric score for each category. Each of the metrics contributes a weighted value toward the numeric score, which is then converted into a star value.

The DDOE intends to use this single, improved system for all accountability determinations, thereby reducing complexity for schools and districts and increasing public transparency.

Context Measures

In addition to the measures that are used to determine a school's numeric accountability score, the DSSF includes a few metrics that are not included in the ratings calculations. They provide additional context for school performance.

They include the following:

- Student, Parent and Teacher Surveys – Information on components of school success including effective leaders, collaborative teachers, involved families, supportive environment and ambitious instruction
- Narrative Report – A section where schools and districts provide information on their programs
- Postsecondary Outcomes – The percent of students who enroll in a postsecondary institution within a year after high school graduation
- Student Gap Group – The percent of students who are in a subgroup that has historically demonstrated achievement gaps. This is an unduplicated count of student enrollment.

Calculation and Aggregation Rules

The metrics are aggregated on a 500 point scale reflecting different values for elementary/middle and high schools. Each metric area (i.e., Academic Achievement), will receive a star rating from one to five stars based on the aggregated performance on metrics in that particular area. The metrics weights and associated points are as follows:

Elementary/Middle School

Area/Measures	Weight	Points
Academic Achievement	*30%*	*150*
Proficiency ELA	10%	50
Proficiency Math	10%	50
Proficiency Science	5%	25
Proficiency Social Studies	5%	25
Growth	*40%*	*200*
Growth in ELA	20%	100
Growth in Math	20%	100
On Track to Graduation	*10%*	*50*
Average Daily Attendance	10%	50
College and Career Preparation	*20%*	*100*
Growth to Proficiency in ELA	10%	50
Growth to Proficiency in Math	10%	50
Total	100%	500

High School

Area/Measures	Weight	Points
Academic Achievement	*25%*	*125*
Proficiency ELA	7.5%	37.5
Proficiency Math	7.5%	37.5
Proficiency Science	5%	25
Proficiency Social Studies	5%	25
Growth	*45%*	*225*
Growth in ELA	22.5%	112.5
Growth in Math	22.5%	112.5
On Track to Graduation	*20%*	*100*
On Track in 9th Grade	5%	25
4-year Cohort Graduation Rate	10%	50
5-year Cohort Graduation Rate	3%	15
6-year Cohort Graduation Rate	2%	10
College and Career Preparation	*10%*	*50*
College and Career Preparation	10%	50
Total	100%	500

Accountability Student Verification (ASV) Process

To improve the accuracy and efficiency of calculating and releasing accountability data, the DDOE created a process to verify the students that are included when calculating metrics for a school or district's accountability rating. This process is described in greater detail later in the document.

DSSF Contact Information

For more information about the Delaware School Success Framework please contact:

Delaware Department of Education
401 Federal Street
Dover, DE 19901
DOEAccountability@doe.k12.de.us
(302)735-4090

DSSF Academic Achievement Overview

The Academic Achievement category measures student performance in relation to grade level expectations. This area includes data on student performance on statewide assessments in four content areas: English/Language Arts, Math, Science, and Social Studies. The Academic Achievement metrics account for 30% of elementary and middle school performance and 25% of high school performance on the DSSF.

Metrics Definition

Proficiency in English/Language Arts (ELA) is the percent of students who are on grade level in ELA. Students that are on grade level (proficient) have a greater likelihood of entry and success in education and career training beyond high school.

Proficiency in Math is the percent of students who are on grade level in Math. Students that are on grade level (proficient) have a greater likelihood of entry and success in education and career training beyond high school.

Proficiency in Science is the percent of students who are on grade level in Science. Students that are on grade level (proficient) have a greater likelihood of entry and success in education and career training beyond high school.

Proficiency in Social Studies is the percent of students who are on grade level in Social Studies. Students that are on grade level (proficient) have a greater likelihood of entry and success in education and career training beyond high school.

Sources of Academic Achievement Data

Academic Achievement data is calculated based on statewide summative assessments.

Metric	Source
Proficiency in ELA	Smarter assessment data DCAS-Alt 1 assessment data
Proficiency in Math	Smarter assessment data DCAS-Alt 1 assessment data
Proficiency in Science	DCAS assessment data DCAS-Alt 1 assessment data
Proficiency in Social Studies	DCAS assessment data DCAS-Alt 1 assessment data

Academic Achievement Business Rules

Proficiency in ELA
- a. Definition: Percent of students in grades 3-8 and 11 scoring at Achievement Level 3+ on the Smarter Balanced assessment in ELA or Performance Level 3+ on DCAS-Alt 1 assessment in Reading.
- b. Students included: Students enrolled in a school, district (but not necessarily the same school) and/or state from September 30 through the end of the Smarter Balanced summative test window of a school year will be deemed as being enrolled for a full academic year (FAY). No student is exempt from the assessment or accountability system based on demographics, instructional program, or type of school. If an unexpected medical condition prohibits testing, the district may submit documentation to request (on a case-by-case basis) that a student be dropped from the participation rate statistic
- c. Subgroup accountability: Student Gap Group, which is an aggregate, unduplicated count of students that are in groups that have historically had achievement gaps (i.e., African American, Hispanic, Native American, English Language Learners, Economically Disadvantaged, and Students with Disabilities)
- d. Subgroups reported: All students, American Indian/Alaska Native, African American, Asian, Hawaiian/Pacific Islander, Hispanic, White, Multiracial, English Language Learner, Students with Disabilities, and Economically Disadvantaged (e.g., Direct Certification)
- e. Proration: Students are tracked to the school that provided the instructional services in grades K-2 on a pro-rated basis. When a FAY student takes the grade 3 assessment, the following occurs: the school that provided kindergarten services gets 10% of the score; 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
- f. Participation rate: Students who have completed at least six questions divided by the number of eligible students

Proficiency in Math
- a. Definition: Percent of students in grades 3-8 and 11 scoring at Achievement Level 3+ on Smarter Balanced or Performance Level 3+ on DCAS-Alt 1 assessment in Math
- b. Business rules same as Proficiency in ELA

Proficiency in Science
- a. Definition: Percent of students in grades 5, 8 and 10 scoring at Performance Level 3+ on DCAS or DCAS-Alt 1 Science assessment
- b. Students included: Students enrolled in a school, district (but not necessarily the same school) and/or state from September 30 through the end of the respective DCAS summative test window of a school year will be deemed as being enrolled for a full academic year (FAY). No student is exempt from the assessment or accountability system based on demographics, instructional program, or type of school. If an unexpected medical condition prohibits testing, the district may submit documentation to request (on a case-by-case basis) that a student be dropped from the participation rate statistic

c. Subgroups reported: All students, American Indian/Alaska Native, African American, Asian, Hawaiian/Pacific Islander, Hispanic, White, Multiracial, English Language Learner, Students with Disabilities, and Economically Disadvantaged (e.g., Direct Certification)

d. Proration: Students are tracked to the school that provided the instructional services in prior grades on a pro-rated basis. For example, when a FAY student takes the grade 8 assessment in Science, the following occurs: the school that provided 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 eighth 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. For example, with the grade 5 assessment in Science, the school that provided 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 metric

Proficiency in Social Studies

a. Definition: Percent of students in grades 4, 7 and in high school scoring at Performance Level 3+ on DCAS or DCAS-Alt 1 Social Studies and *high school social studies assessment (per the 5-year assessment plan)*

b. Business rules same as Proficiency in Science

Participation

For a student to count as a participant in the accountability participation calculation, the student must be enrolled within the school or district for the entire test window and complete six (6) or more items on the relevant statewide assessment. If a student does not complete six or more items, the student will be counted as a non-participant in the participation calculation.

A student will receive an Achievement Level (AL) or Performance Level (PL) and Scale Score if they count as a participant and complete at least 60% of the Smarter ELA or Math assessment(s) and/or 100% of DCAS Science or Social Studies assessment(s).

For a detailed description of participation calculations, please see the **PARTICIPATION AND RESULTS POLICIES** appendix of this document.

DSSF Growth Metric Overview

The Growth category measures how well schools are doing at improving student learning over time. This area includes metrics on the collective performance of students within a school as compared to students with similar assessment history in English/Language Arts and Math. The Growth metrics account for 40% of elementary and middle school performance and 45% of high school performance on the DSSF.

Metric Definition

Growth in ELA is the relative calculation of student progress in ELA over time as compared to their peers.

Growth in Math is the relative calculation of student progress in Math over time as compared to their peers.

Sources of Growth Data

Growth data is calculated based on statewide summative assessments.

Metric	Source
Growth in ELA	Smarter assessment data and up to 3 years of prior statewide summative assessment data, including DCAS
Growth in Math	Smarter assessment data and up to 3 years of prior statewide summative assessment data, including DCAS

Growth Business Rules

Growth in ELA
   a. Definition: Amount of growth in ELA demonstrated at the school level
   b. Students included: Students enrolled in a school, district (but not necessarily the same school) and/or state from September 30 through the end of the Smarter Balanced summative test window of a school year will be deemed as being enrolled for a full academic year (FAY). Growth data are available for students in grades 4-8 and 11, with grade 3 assessment results serving as a baseline for growth measures. To be included, students must have current and prior year assessment scores in congruent grades.
   c. Model specifications: retrospective growth analysis of observationally similar students using multiple prior assessments in ELA. Model controls for prior assessment history. Model will average three years of growth data.

d. Proration of students in high school: Growth will be apportioned to any high school where a student was enrolled on September 30, based on the number of years of enrollment. Each high school where a student is enrolled in grades 9, 10 and 11 will receive 33% of a student's growth score.

Growth in Math
a. Definition: Amount of growth in Math demonstrated at the school level
b. Students included: Students enrolled in a school, district (but not necessarily the same school) and/or state from September 30 through the end of the Smarter Balanced summative test window of a school year will be deemed as being enrolled for a full academic year (FAY). Growth data are available for students in grades 4-8 and 11, with grade 3 assessment results serving as a baseline for growth measures. To be included, students must have current and prior year assessment scores in congruent grades.
c. Model specifications: retrospective growth analysis of observationally similar students using multiple prior assessments in Math. Model controls for prior assessment history. Model will average three years of growth data.
d. Proration of students in high school: Growth will be apportioned to any high school where a student was enrolled on September 30, based on the number of years of enrollment. Each high school where a student is enrolled in grades 9, 10 and 11 will receive 33% of a student's growth score.

DSSF On Track to Graduation Metric Overview

The On Track to Graduation category measures aggregate student progress to and through high school graduation. The metrics in this area include information on students' attendance and course taking patterns, as well as the extent to which students graduated from high school within a certain time frame. The On track to Graduation metrics account for 10% of elementary and middle school performance and 20% of high school performance on the DSSF.

Metric Definition

For elementary and middle schools:

Average Daily Attendance is the percent of days that students attend school. Students that attend school daily increase their likelihood of success.

For high schools:

On Track in 9th Grade is the percent of 9th grade students earning the credits necessary to be on-track to graduate from high school on time. Students who are on-track at the end of 9th grade year have a greater chance of completing high school on time and are less likely to drop-out.

Four-year graduation rate is the percent of students who graduate from high school within the traditional four year timeframe. Students that graduate high school within four years increase their likelihood of entry and success in education and training beyond high school.

Five-year graduation rate is the percent of students who graduate from high school within five years. Some students take longer than four years to graduate high school, including students that have a specific plan to extend their high school career.

Six-year graduation rate is the percent of students who graduate from high school within six years. Some students take longer than four years to graduate high school, including students that have a specific plan to extend their high school career.

Sources of On Track to Graduation Data

In elementary and middle schools, attendance data are used to calculate On Track to Graduation Metric.

In high schools, the data for the calculation of the On Track in 9th Grade metric is gathered from course credit information and statewide assessment data. The graduation information is verified using the Cohort Management System known as CoMS.

Metric	Source
Attendance	eSchoolPLUS

Metric	Source
9th Grade On Track	eSchoolPLUS (credit information) Smarter assessment data (statewide performance information)
4-, 5- and 6-year Graduation Rate	CoMS

On Track to Graduation Business Rules

Average Daily Attendance (elementary and middle schools only)

    a. Definition: Total number of days of attendance for all students divided by the total number of school days in a given year

    b. Students included: All enrolled students in a particular school from the school year of September 30 through May 31. A student is counted present only when he/she is actually at school, present at another activity sponsored by the school as part of the school's program or personally supervised by a member of staff

On Track in 9th Grade (high school only)

    a. Definition: Percent of 9th grade students that have earned at least 4 credits by July 31 in <u>four</u> of the following areas: ELA, Mathematics, Science, Social Studies and/or Foreign Language

    b. Students included: All first-time 9th grade students

    c. Bottom 25th Percentile Bonus: Schools will receive a bonus in the calculation for students that scored in the bottom 25th percentile on 8th grade statewide assessment in either ELA or Math and that earn 4 credits by the end of 9th grade
    The bottom 25th percentile group is derived from any student that scores in lowest quartile of 8th grade regular assessment in either ELA or Math for all tested students. A file of the students identified as at risk will be shared with high schools at the start of the school year

    d. Special education students: any student with an 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 9th grade. *(The data will be updated by users in the existing IEPPlus field and appear automatically in a field on the DOE Special Education screen in eSchoolPLUS.)*

2. 4-year Cohort Graduation Rate (high school only)

    a. Definition: The percentage of students who graduate from a secondary school with a regular high school diploma within four years

    b. Calculation: 4-year Cohort Graduation rate =

<div align="center">

<u>on-time graduates in year x</u>

</div>

(First-time entering ninth graders in year x – 4) + (transfers in) – (transfers out)

c. Subgroup accountability: Student Gap Group, which is an aggregate, unduplicated count of students that are in groups that have historically had achievement gaps (i.e., African American, Hispanic, Native American, English Language Learners, Economically Disadvantaged, and Special Education)

d. Subgroups reported: All students, American Indian/Alaska Native, African American, Asian, Hawaiian/Pacific Islander, Hispanic, White, Multiracial, English Language Learner, Students with Disabilities, and Economically Disadvantaged (e.g., Direct Certification)

e. Students Included: Cohort is based only on students who are first time ninth graders. Students who drop out before beginning 9th grade are not included in the cohort. 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 with which he or she started 9th grade; for instance, a student that graduates in 3 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 four-year graduation rate.

f. Other Rules:

   i. 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.

   ii. A high school whose grade configuration is other than 9-12 shall have its calculation adjusted accordingly (calculated only for the grades included in the high school)

   iii. There is no reassignment for students with Individual Education Programs (IEPs) or in an English Learners (EL) situation; only students who graduate with a regular high school diploma in four years or less may be included in the numerator of the four-year graduation rate.

   iv. Students who change subgroup membership are assigned to the subgroup they are in at the time they graduate.

   v. eSchoolPLUS codes will drive the transfer out calculation decisions

   vi. All coding is the responsibility of the district/school.

      1. Students who transfer within the state should be recoded to the correct school. If there is no school coded, the appeal will be rejected.

      2. Unknowns will be considered dropouts if there is no exit code in eSchoolPLUS and they are not in the Diploma table.

   vii. Only a student who transfers out and enrolls in another school or in an educational program that culminates in the award of a regular high school diploma, emigrates to another country, or dies may be removed from a high school's or LEA's cohort; before removing a student from a cohort, a school or LEA must obtain confirmation in writing that the student transferred out, emigrated, or is deceased. No other students may be removed from the cohort

   viii. If a student who has repeated a grade transfers into a school, the student should be assigned to the cohort in which the student started 9th grade for the first time

ix. Students who enroll in the Groves diploma program, and finish in four years, will be considered a transfer out; these students would need to be coded (07) and documentation that they are on the appropriate diploma list must be available

x. A student who is retained in a grade, enrolls in a GED program, or leaves school for any other reason may not be counted in the four-year graduation rate as a transfer and must remain in the adjusted cohort (must be included in the denominator of the graduation rate for that cohort)

xi. If a student re-enrolls before the State determines the four-year graduation rate for that student's cohort, the student would no longer be recorded as a drop out and the student record system (eSchoolPLUS) is adjusted

xii. If a student leaves a public high school to enroll in a private school (in-state or out of state), that student would be considered to be a transfer out

xiii. Out of state: if a student has either coding (08) or evidence of records request, they are approved; when coded 08, the school/district must have appropriate evidence on file

xiv. Private school: if a student has either coding (06) or evidence of records request, they are approved; when coded 06, the school/district must have appropriate evidence on file

xv. If a student leaves a public high school and enrolled in a registered home school in Delaware, that student would be considered a transfer out

xvi. Home school: if a student has either coding (09) or evidence of home school enrollment, they are approved

xvii. MAP students should be coded 38/50

xviii. DSCYF: students coded to 97/996 are moved to DSCYF as this is a diploma program

xix. An incarcerated student may be considered a transfer only if the prison or juvenile facility to which the student is confined has a school (as defined under State law) or provides an educational program that culminates in the award of a regular high school diploma; otherwise the student remains in the denominator of the calculation

3. 5-year Cohort Graduation Rate (High School only)

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

   b. No subgroup accountability, only subgroup reporting (same subgroups from 4-year cohort graduation rate)

   c. All business rules from 4-year cohort graduation rate apply, with modifications to take into account the 5th year

4. 6-year Cohort Graduation Rate (high school only)

a. Definition: The percentage of students who graduate from a secondary school with a regular high school diploma within six years
b. No subgroup accountability, only subgroup reporting (same subgroups from 4-year cohort graduation rate)
c. All business rules from 4-year cohort graduation rate apply, with modifications to take into account the 6th year

On Track to Graduation Data Collection Specifications and Timelines

For graduation verification, the following timeline is used:

First Wednesday in September
Reminder sent to relevant school personnel (school's diploma order coordinator) to complete graduation verification process

Second Friday in October
DEADLINE for verification of graduates by each high school

First Monday in November
Cohort Management System 2.0 (CoMS 2.0) will be opened to districts/charters to begin review of previous school year's graduation cohort list (e.g., class of 2015 cohort is reviewed in November 2015)

Last Monday in November
DEADLINE for Graduation Appeals submission through CoMS 2.0

Third Friday in December
Graduation Appeals decisions updated in CoMS 2.0

January
FINAL school graduation rates released

DSSF College and Career Preparation Metric Overview

The College and Career Preparation category measures aggregate student preparation for education, training and careers beyond high school. The metrics in this area include information on whether students are growing enough to be proficient in the future as well as how many students have demonstrated college and career preparation while in high school. The College and Career Preparation metrics account for 20% of elementary and middle school performance and 10% of high school performance on the DSSF.

Metric Definition

For elementary and middle schools:

Growth to Proficiency in English Language Arts is the percent of students who are on-track to be on grade level in ELA within three years. This indicates that students are growing fast enough to meet and maintain academic success in ELA.

Growth to Proficiency in Mathematics is the percent of students who are on-track to be on grade level in Math within three years. This indicates that students are growing fast enough to meet and maintain academic success in Math.

For high schools:

College and Career Preparation is the percent of students who have demonstrated preparation for education and career training after high school through Smarter Balanced, AP/IB, SAT, Career and Technical Education pathways and dual enrollment. Students that demonstrate early success in these areas increase their likelihood of entry and success in education and career training after high school.

Sources of College and Career Preparation Data

In elementary and middle schools, Growth to Proficiency in ELA/Literacy and Math is based on three years of statewide assessment data.

In high schools, College and Career Preparation is based on the various sources listed below.

Metric	Source
Growth to Proficiency ELA	Smarter assessment data and up to 3 years of prior statewide summative assessment data, including DCAS
Growth to Proficiency Math	Smarter assessment data and up to 3 years of prior statewide summative assessment data, including DCAS
3+ on both the Smarter ELA and Mathematics	Smarter assessment data
1550+ on the SAT (or equivalent on the new SAT)	College Board
3+ on an AP exam (excluding AP Seminar)	College Board

Metric	Source
4+ on an IB exam	International Baccalaureate Organization
B or higher grade in a Department approved non-elective course in the state course transfer matrix (i.e., dual enrollment)	eSchoolPLUS transcript data
Technical skills attainment with a 6+ (combined) on Smarter ELA and Mathematics	eSchoolPLUS DOE CTE user-defined screen and Smarter assessment data
Technical skills attainment with completion of a co-op job training opportunity	eSchoolPLUS transcript data

College and Career Preparation Business Rules

Growth to Proficiency in ELA/Literacy (elementary and middle schools only)
   a. Definition: Percent of full academic year students on track to be proficient in ELA/Literacy in less than three assessment years or by 11th grade
   b. Students included: Students principally enrolled in a school, district (but not necessarily the same school) and/or state from September 30 through the end of the statewide summative test window of a school year will be deemed as being enrolled for a full academic year (FAY). Growth data are available for students in grades 4-8, with grade 3 assessment data serving as a baseline for growth measures. To be included, students must have current and prior year assessment scores in congruent grades
   c. Calculation: Calculate total growth needed for each student in the state to be proficient (or remain proficient) in ELA within three assessment years, based on an expected growth path that takes into account variations in the amount of growth demonstrated on average statewide for each grade level. Divide the number of students within a school that have demonstrated a "growth path" to reach or maintain proficiency in three assessment periods by the total number of full academic year students in the qualifying grade span (i.e., grades 4-8).

Growth to Proficiency in Math (elementary and middle schools only)
   a. Definition: Percent of full academic year students on track to be proficient in Mathematics in less than three assessment years or by 11th grade
   b. Students included: Students principally enrolled in a school, district (but not necessarily the same school) and/or state from September 30 through the end of the statewide summative test window of a school year will be deemed as being enrolled for a full academic year (FAY). Growth data are available for students in grades 4-8, with grade 3 assessment data serving as a baseline for growth measures. To be included, students must have current and prior year assessment scores in congruent grades
   c. Calculation: Calculate total growth needed for each student in the state to be proficient (or remain proficient) in Math within three assessment years, based on an expected growth path that takes into account variations in the amount of growth demonstrated on average statewide for each grade level. Divide the number of students within a school that have demonstrated a "growth path" to reach or maintain proficiency in three assessment periods

by the total number of full academic year students in the qualifying grade span (i.e., grades 4-8).

College and Career Preparation (high school only)

   a. Definition: Percent of graduating students who have demonstrated success on one or more examples of college and career preparation in high school

   b. Students included: Graduating students in the current school year who were enrolled in the same high school for 11th and 12th grades. Students must graduate by July 31 to be included in the current school year calculation. Students transferring into the state in the school year of their graduation will be removed from the denominator

   c. Attribution of success: Scores will be attributed to the school where the student is enrolled on September 30 in the school year of their graduation

   d. Options to demonstrate success:

      i. 3+ on <u>both</u> Smarter ELA and Mathematics[1]

      ii. 1550+ on SAT (or equivalent on the new SAT)

      iii. 3+ on Advanced Placement exam (excluding AP Seminar)

      iv. 4+ on International Baccalaureate exam

      v. B or higher grade in a Department approved non-elective course in the state course transfer matrix (i.e., dual enrollment)

      vi. Technical skills attainment with a 6+ (combined) on Smarter ELA and Mathematics (Note: Technical Skill Attainment is defined as an industry recognized certificate or credential earned through an approved CTE program of study which holds value at the professional level, post-secondary level, or in an associate or baccalaureate degree program.)

      vii. Technical skills attainment with completion of a co-op job training opportunity

College and Career Preparation Data Collection Specifications and Timelines

College and Career Preparation Data is collected as follows:

<u>SAT Data</u>
June: Student-level data received from the College Board
July: DDOE matches SAT data to determine student ID for each student

<u>AP Data</u>
July: Student-level data received from the College Board
July: DDOE matches AP data to determine student ID for each student

<u>IB Data</u>
July: Student-level data received from the International Baccalaureate Organization
July: DDOE matches IB data to determine student ID for each student

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[1] Note: For the 2014-15 school year, data from the 2013-14 DCAS assessment was used as a proxy for this success option. Students in 11th grade tested on Smarter Balanced in 2014-15 and the denominator for this metric is based on graduating Seniors. As a result, the Smarter 3+ in both content areas option was not available for the cohort of students making up this measure in 2014-15 accountability calculations. Performance of PL4 in each content on the 10th grade DCAS was used instead for the 2014-15 calculations.

Dual Enrollment Data
June: Student-level data pulled from eSchoolPLUS

Technical Skills Attainment Data
First week of June: Preliminary student-level data course pulled from eSchoolPLUS
First three weeks of June: Verification of student-level course data
Late June: Final student-level data course pulled from eSchoolPLUS

Co-op Job Training Opportunity Data
Third week of June: Final student-level participation pulled from eSchoolPLUS
Late June: Student-level participation data verified against Unit Count data

DSSF Context Measures Overview

The DSSF includes a number of non-scored metrics to provide additional context for school, district and state performance. The measures below are intended for informational purposes only. The current context measures include the Student, Teacher and Parent surveys (e.g., 5Essentials Survey), School/District Narrative, Postsecondary Outcomes and percent of students identified in the Student Gap Group.

Measure Definition

Context Measures include information from surveys, narratives and post-secondary outcomes.

5Essentials Survey is the statewide survey of students and teachers on the efficacy of school leadership, collaboration among teachers, involvement of families, school environment and rigor of instruction.

School/District Narrative is the opportunity for schools/districts to provide information about their educational offerings.

Postsecondary Outcomes is the percent of Delaware graduates that enroll in an institution of higher education within 12 months of graduation.

Student Gap Group is the aggregate, unduplicated percent of students enrolled in a school or district that are in a subgroup that has historically demonstrated achievement gaps. Student groups combined into the Student Gap Group include ethnicity/race (African American, Hispanic, Native American), Students with Disabilities, Economically Disadvantaged (Direct Certification) and English Language Learners. No individual student counts more than one time, and all students belonging to included groups are counted once.

Sources of Context Measures Data

Metric	Source
5Essentials Survey	University of Chicago Impact collects and provides all data for 5Essentials Survey
School and District Narrative	School and District administrators enter this data directly into the School Profiles Application annually
Postsecondary Outcomes	National Student Clearinghouse Delaware Institutions of Higher Education
Student Gap Group	Demographic information from eSchoolPLUS

Context Measures Business Rules

5Essentials Survey Data

All schools are required to complete the 5Essentials Survey on a bi-annual basis. Students in grades 4-12 are eligible to complete the student survey.

The 5Essentials Teacher Survey is to be completed by certified teachers whose primary responsibility involves teaching students for the majority of the school day and year. Individuals in the following positions, who also teach, are among those encouraged to participate:

- Self-contained and subject-specific classroom teachers
- Instructional coaches and subject matter specialists
- Teacher aides, paraprofessionals, and CCTs (Cooperating Classroom Teachers)
- Special education teachers working in a single classroom or across classrooms
- Counselors, librarians, and other staff members who teach students

The following positions are ineligible to participate in the survey:

- Substitute Teachers
- Tutors
- Principals, Assistant Principals, Superintendents, or other administrators who do not otherwise teach students
- Student teachers

A 5Essentials Report will be generated if a school achieves a 50 percent response rate for students and/or a 50 percent response rate for teachers. Additionally, at least eight valid teacher and fifteen valid student responses must be submitted in order for the respective data to be generated.

The 5Essentials also includes an optional parent survey. A parent report will be generated if a school achieves a 20 percent response rate for parents.

School and District Narratives

School and District Narratives are limited to 1,000 characters. Schools and districts were provided the following guiding questions and examples prior to submission.

Planning/Guiding Questions

- What unique cultural, academic or extracurricular programs enhance learning and socio-emotional development in your school? Please identify the programs and supports in your school that enhance learning and socio-emotional development. For example: curricular offerings (including supports for at-risk and gifted students, Honors, AP, arts, etc.), athletics, mentoring, on-site before or after-care, preschool, etc.

- What opportunities for parent and community involvement are in your school? Examples: PTA/PTO, partnerships with community programs or businesses, etc.
- What other distinguishing features of your school are you most proud of?

Example:

(School) offers various opportunities for college and career experiences while enrolled. For instance, all CTE participants undertake an internship, and our bioscience CTE pathway provides students the unique opportunity to gain 2 years credit in pre-med programs. (School) partners with the community through our _____ programs. (School) partners with Big Brothers Big Sisters, with over 50 mentors actively engaged in the school each month. (School) has received the _____ award for the past ___ years for _____.

DOE reviewed narratives for grammar and alignment to guiding questions for quality control purposes. Any school or district that did not submit a narrative will have the following included as its narrative: "Please visit the [school/district] website for more information."

Postsecondary Outcomes

a. Definition: 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).

b. Students included: Data from the following two sources are annually collected and matched to a cohort file of graduates from Delaware public schools.

1. National Student Clearinghouse (NSC):
    o NSC provides a nationwide, central repository of information on the enrollment status and educational achievements of postsecondary students. Participating higher educational institutions submit information to the Clearinghouse, including the enrollment statuses of all of their students and listings of the alumni to whom they have awarded degrees or certificates. They appoint the Clearinghouse as their agent for purposes of reporting student information to authorized recipients.
    o DDOE provides NSC with a rolling 6 years of Graduation Cohorts to enable ongoing updates to the postsecondary outcomes of graduates.
2. Delaware Institutions of Higher Education: In addition to the data from NSC, the following institutions have agreed to provide school enrollment, course enrollment and grades, GPA, and cumulative credits for students who have graduated from a Delaware high school. Each school provides files with this information annually.
    o Goldey-Beacom College
    o Delaware Technical and Community College
    o Delaware State University
    o University of Delaware
    o Wesley College
    o Wilmington University

Context Measures Data Collection Specifications and Timelines

5Essentials Survey Data

- January: Roster Verification for teachers using the 5Essentials Log-In
- February-March: Teachers, Parents, Students complete the survey
- May-June: DOE, Districts, and Schools receive data back from 5Essentials Survey
- Fall: Data reported publicly through the DSSF

School and District Narratives

School and District Narratives are due on or before September 30th and can be updated at any time between June through September 30th annually.

Postsecondary Outcomes

- June: Student-level data received from the NSC and Delaware Institutions of Higher Education
- July: DDOE matches post-secondary outcome data to determine student ID for each student

DSSF Accountability Ratings Rules

Schools and districts will receive ratings based on performance in each DSSF category (e.g., Academic Achievement, Growth, On Track to Graduation, and College and Career Preparation). Student data for each metric will be individually reported at the school and district levels and aggregated to generate a numeric score for each metric category. The numeric score will be translated into a rating of one to five stars, with equal performance thresholds based on total points available for each metric area.

Each of the measures contributes a weighted value toward the assignment of points in the metric category. The metrics are aggregated on a 500-point scale, with the points in each area aligning to the specified policy weights. A school's performance on each metric is multiplied by the number of points available for that metric. Points are summed to generate a school's performance in a particular metric area. For instance, an elementary school that has 50% proficiency in each ELA, Math, Science and Social Studies, would receive a total of 75 points for the Academic Achievement metric area (e.g., 25 points for ELA, 25 for Math, 12.5 for Science and 12.5 for Social Studies).

If results for an individual metric are missing (either because data do not exist for that grade or there are fewer than 30 students in the denominator for that particular metric), then the weight of that measure is redistributed within the indicator area (e.g., Academic Achievement). Schools serving grades 6-12 use the metric weights for high schools.[2]

The following are the DSSF weights and points for elementary/middle and high school levels.

Elementary/Middle School

Area/Measures	Weight	Points
Academic Achievement	***30%***	***150***
Proficiency ELA	10%	50
Proficiency Math	10%	50
Proficiency Science	5%	25
Proficiency Social Studies	5%	25
Growth	***40%***	***200***
Growth in ELA	20%	100
Growth in Math	20%	100
On Track to Graduation	***10%***	***50***
Average Daily Attendance	10%	50
College and Career Preparation	***20%***	***100***
Growth to Proficiency in ELA	10%	50
Growth to Proficiency in Math	10%	50
Total	**100%**	**500**

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[2] A school must have at least grade 11 to use the high school metrics and weights.

High School

Area/Measures	Weight	Points
Academic Achievement	*25%*	*125*
Proficiency ELA	7.5%	37.5
Proficiency Math	7.5%	37.5
Proficiency Science	5%	25
Proficiency Social Studies	5%	25
Growth	*45%*	*225*
Growth in ELA	22.5%	112.5
Growth in Math	22.5%	112.5
On Track to Graduation	*20%*	*100*
On Track in 9th Grade	5%	25
4-year Cohort Graduation Rate	10%	50
5-year Cohort Graduation Rate	3%	15
6-year Cohort Graduation Rate	2%	10
College and Career Preparation	*10%*	*50*
College and Career Preparation	10%	50
Total	100%	500

Once the numerical score for each metric is calculated and aggregated at the metric area level, then star ratings from one (1) to five (5) are assigned for each school according to the following (with all numerical scores rounded to the nearest whole number):

Star Ratings by Metric Area

Metric Area	Level	1 Star	2 Star	3 Star	4 Star	5 Star
Academic Achievement	ES/MS	0-29	30-59	60-89	90-119	120-150
	HS	0-24	25-49	50-74	75-99	100-125
Growth	ES/MS	0-39	40-79	80-119	120-159	160-200
	HS	0-44	45-89	90-134	135-179	180-225
On Track to Graduation	ES/MS	0-9	10-19	20-29	30-39	40-50
	HS	0-19	20-39	40-59	60-79	80-100
College and Career Preparation	ES/MS	0-19	20-39	40-59	60-79	80-100
	HS	0-9	10-19	20-29	30-39	40-50

Additional Aggregation Rules

The following details the additional business rules in place when calculating accountability ratings:

- Beginning with school year 2015-16 (accountability year 2016-17), all schools ELA and Math proficiency will be adjusted when calculating the numerical score for the Academic Achievement category. This adjustment is only for the purposes of accountability calculations and determinations, not for reporting on the school reports. The adjustment is based on the following calculation: (Participation Rate in Content Area / 0.95)*Proficiency Rate in Content

area. For instance, if school A has a participation rate of 100% and proficiency rate of 50% in ELA, the school's adjusted rate would be 1/.95=1.053*50%=52.6%.

- For the purposes of the numerical aggregation, growth is converted from a 0 to 6 range to a 0-100 range by subtracting 3, multiplying by (50/3), and then adding 50. The converted growth score is capped at 0 and 100.
- For the purposes of the numerical aggregation, the following adjustment is made for students that scored in the bottom quartile of state performance on the 8th grade summative assessment demonstrating that they are on track at the end of 9th grade:
  - o Count students that were in the bottom quartile of performance on state assessments in 8th grade and on-track as 1.25 towards the numerator for on-track percentage and 1.00 towards the denominator.
  - o Cap adjusted on-track score at 100%.
- For the purposes of the numerical aggregation, the 5- and 6-year cohort graduation rates are adjusted based on (1) whether the school met the 4-year graduation rate goal (85.6% in 2015) and (2) the extent of its improvement over the previous 4- and 5-year graduation rate, respectively. The adjustments occur as follow:
  - o Schools at or above 85.6% in years 5 and/or 6 receive 100% of the metric value (i.e., full points)
  - o Schools below 85.6% on 5 year grad rate, receive points based on the following calculation: 5yr grad rate + growth between 4 year and 5 year grad rates, divided by 85.6, and then capped at 100% of the metric value.
  - o Schools below 85.6% on 6 year grad rate, receive points based on the following calculation: 6 year grad rate + growth between 5 year and 6 year grad rates, divided by 85.6, and then capped at 100% of the metric value.
- Any metric with an N-count fewer than 30 will not be included when calculating accountability ratings. When this occurs, the weight of that metric is redistributed within the indicator area (e.g., Academic Achievement) or across all areas, if necessary.

Example of Accountability Rating Calculation

Elementary/Middle School

Metric Area	Metric Name	Metric Data	Available Points	Metric Score	Area Score	Area Rating
Academic Achievement	Proficiency ELA	63.1%	50	31.55	86.13	3 Star
	Proficiency Math	49.2%	50	24.6		
	Proficiency Science	66.0%	25	16.5		
	Proficiency Social Studies	53.9%	25	13.48		
Growth	Growth ELA	3.89	100	64.83	133.17	4 Star
	Growth Math	4.1	100	68.33		
On Track to Graduation	Attendance	98.3%	50	49.15	49.15	5 Star
College and Career Preparation	Growth to Proficiency ELA	78.1%	50	39.05	79.65	5 Star
	Growth to Proficiency Math	81.2%	50	40.6		

High School

Metric Area	Metric Name	Metric Data	Available Points	Metric Score	Area Score	Area Rating
Academic Achievement	Proficiency ELA	72.5%	37.5	27.19	61.35	3 Star
	Proficiency Math	28.6%	37.5	10.73		
	Proficiency Science	62.1%	25	15.53		
	Proficiency Social Studies	31.6%	25	7.9		
Growth	Growth ELA	3.1	112.5	51.67	126.67	3 Star
	Growth Math	4.5	112.5	75		
On Track to Graduation	On Track in 9th	89.0%	25	22.25	88.8	5 Star
	4-Year Graduation	83.1%	50	41.55		
	5-Year Graduation	88.2%	15	15		
	6-Year Graduation	88.2%	10	10		
College and Career Preparation	College and Career Preparation	67.2%	50	33.6	33.6	4 Star

Accountability Student Verification Process

To support the transition to the DSSF, the Delaware Department of Education (DDOE) developed a system to verify the students that will be counted in a school or district's accountability rating. Use of the accountability student verification (ASV) system 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 Accountability Student Verification system is built on the same platform as the Educator of Record Roster Verification System (RVS). The ASV draws upon data in eSchoolPLUS and RVS 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 databases, including homeschool and private school enrollment and the Dropout Verification System (DVS), 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 (for instance, September 30 count), thereby limiting the number of students that need to be reviewed.

Students identified in this system encompass the base list of students who are used in the calculation of the metrics described above. All students have additional validation of their full academic year (FAY) status prior to their inclusion in the calculation of specific metrics.

Reference Page

Accountability Verification System Information:

http://www.doe.k12.de.us/Page/2694

Assessment Participation and Results Policies:

http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/Domain/309/Assessment Participation and Results Policies.pdf

Delaware School Accountability Growth Model Frequently Asked Questions:

http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/Domain/309/Delaware School Accountability Growth Model FAQ 10142015.pdf

Graduation Verification CoMS Guidance Document:

http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/Domain/309/Graduation Verification CoMS Guidance Document .pdf

Graduation Appeals CoMS Guidance Document:

http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/Domain/309/Graduation Appeals CoMS Guidance Document.pdf

5Essentials Survey Information

http://www.doe.k12.de.us/Page/2571