

Delaware System of Student Assessments (DeSSA) Executive State Summary

2017-2018 Administration

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[Attachment 2 – 2018 Smarter District Performance & Participation](#)

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[Attachment 4 – 2018 Smarter Charter School Performance & Participation](#)

SAT 2018 Performance & Participation Data

[Attachment 1 – 2018 SAT Statewide Performance & Participation](#)

[Attachment 2 – 2018 SAT District Performance & Participation](#)

[Attachment 3 – 2018 SAT School Performance & Participation](#)

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DeSSA-Alt 2018 Performance & Participation Data

[Attachment 1 – 2018 DeSSA-Alt Statewide Performance & Participation](#)

[Attachment 2 – 2018 DeSSA-Alt District Performance & Participation](#)

Delaware System of Student Assessments (DeSSA) Overview

Delaware's assessment program is called the Delaware System of Student Assessments (DeSSA). DeSSA assessments include Smarter English Language Arts/Literacy (ELA) and Mathematics assessments for grades 3-8; the SAT Evidence-Based Reading and Writing, Essay and Math assessments for high school; the Science assessment for grades 5, 8 and 10; the Social Studies assessments for grades 4, 7, and 11; and the Delaware Alternate assessment (DeSSA-Alt) in Reading, Mathematics, and Science for students with the most significant intellectual disabilities; as well as some national assessments such as NAEP. Together, these assessments satisfy the assessment requirements of the United States Every Student Succeeds Act (ESSA). Each DeSSA assessment administration provides specific information in each content area and grade.

This report summarizes the participation and performance results of the 2018 DeSSA assessments. The percentages listed in each of the accompanying figures may not equal 100% at each grade level due to rounding.

All Students are required to be included in the statewide assessment program, regardless of classification. The *Accessibility Guidelines for Delaware System of Student Assessments (DeSSA)* describe permissible test accommodations and supports and the conditions under which students classified as students with disabilities, students with 504 plans, and English language learners are included in the [Accessibility Guidelines for the Delaware System of Student Assessments \(DeSSA\)](#).

The Students with Disabilities subgroup includes all students with IEPs. During the spring 2018 Smarter assessment, students who had the disability code label "Speech Only" were included in the SWDs reporting group.

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 fifteen (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 a group or subgroup has zero (0) students it will be represented with a “*”.
- Any percentage above 95 or below five (5) will be reported as >95% and <5% respectively.

A subgroup included in some reports 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, American Indian)
- Students with Disabilities (SWD)
- Low Income
- English Language Learners (EL)

*The Hawaiian and American Indian groups are excluded from the report narratives due to small numbers of students tested in these groups.

DeSSA 2018 Participation Rate

Participation Rate – Definitions and Calculations

The participation rate is reported by content area and grade level for all assessments, Smarter ELA/Literacy and Math, Science, SAT, and DeSSA-Alt. 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 calculating participation rates 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 had valid scores and tested on grade level.

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 the entire assessment window for the respective content area will be counted as eligible to take assessments unless granted an exemption. Any student who is not enrolled in the same public school for the entire assessment window, but is in the same district for the entire assessment window, will be eligible for district/state participation only, not school participation.

Invalid Scores – If an improper departure from testing procedures occurred during the administration of a student’s test, DOE can make the determination that it resulted in an invalid score. Students with invalid scores are counted as non-participants in the calculation of participation rates. Their scale score and Achievement Level are not included in the results tables within this report.

Not Tested – Students are counted as not tested if they met the requirements to be counted as “eligible” to take assessments, but fail 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 are granted a “special” exemption from assessments due to physical or mental health conditions or due to other circumstances that were beyond the control of the student and school staff. ELL students in the U.S. for less than one year may receive an ELL exemption from the Smarter ELA/Literacy assessment.

Participation Rate – Subgroups

The assessment subgroup participation rates for all grade levels and content areas were calculated based on the following subgroups:

- Students with Disabilities (SWDs)
- English learners (ELs)
- Low-income
- White
- Hispanic/Latino
- American Indian or Alaska Native
- Black or African American
- Asian
- Native Hawaiian or Other Pacific Islander
- Multi-Racial
- Student Gap Group

I. Smarter State Assessment Summary

Smarter Overview

The Smarter assessments are designed to measure the progress of Delaware students in ELA/Literacy and Mathematics standards in grades 3-8. The first operational administration of the Smarter assessments in grades 3-8 occurred during spring 2015. Spring 2018 represents the fourth year of implementation of the Smarter ELA/Literacy and Smarter Mathematics assessments. See below for the assessment windows available for administration:

Smarter Assessment Window Dates

Dates of Window	Tests Administered
March 7– May 31, 2018	Smarter ELA/Literacy and Mathematics grades 3-8

These assessments require deeper thinking and application of real world skills in English Language Arts (ELA)/Literacy and Mathematics.

The Smarter ELA/Literacy assessments include:

- Reading;
- Listening;
- Writing;
- Research & Inquiry.

The Smarter Mathematics assessments include:

- Concepts & Procedures;
- Problem Solving and Modeling & Data Analysis;
- Communicating Reasoning.

The Smarter assessment 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 are reported on a developmental scale for grades 3-8 ranging from approximately 2000 to 3100. The overall achievement was delineated into the following four levels (with the defining phrases bolded):

- The Level 4 student demonstrates **thorough understanding** of and ability to apply the English language arts and literacy (mathematics) knowledge and skills needed for success in college and career, as specified in the Common Core State Standards.
- The Level 3 student demonstrates **adequate understanding** of and ability to apply the English language arts and literacy (mathematics) knowledge and skills needed for success

in college and career, as specified in the Common Core State Standards.

- The Level 2 student demonstrates **partial understanding** of and ability to apply the English language arts and literacy (mathematics) knowledge and skills needed for success in college and career, as specified in the Common Core State Standards.
- The Level 1 student demonstrates **minimal understanding** of and ability to apply the English language arts and literacy (mathematics) knowledge and skills needed for success in college and career, as specified in the Common Core State Standards.

In this report and the attachments, the achievement level is reported as the percentage of students who are proficient, that is, the percentage of students who are in Achievement Level 3 and Achievement Level 4 combined.

It is important to note that the participation rate and the percent proficient follow different business rules and are generated differently in this report than those generated for accountability purposes. The following is the method used to calculate percent proficient rates in this report.

$$\text{Percent Proficient Rate} = 100 \times \frac{\text{Number Proficient}}{\text{Number Tested}}$$

The students proficient are identified by any students receiving an AL3 or AL4 in connection with their scale score.

Located below are the Smarter cut scores and Achievement Levels for all grades and both contents.

Smarter Cut Scores

Smarter ELA/Literacy Performance Standards

Grade	Achievement Level 1	Achievement Level 2	Achievement Level 3	Achievement Level 4
3	2366 and below	2367-2431	2432-2489	2490 and above
4	2415 and below	2416-2472	2473-2532	2533 and above
5	2441 and below	2442-2501	2502-2581	2582 and above
6	2456 and below	2457-2530	2531-2617	2618 and above
7	2478 and below	2479-2551	2552-2648	2649 and above
8	2486 and below	2487-2566	2567-2667	2668 and above

Smarter Mathematics Performance Standards

Grade	Achievement Level 1	Achievement Level 2	Achievement Level 3	Achievement Level 4
3	2380 and below	2381-2435	2436-2500	2501 and above
4	2410 and below	2411-2484	2485-2548	2549 and above
5	2454 and below	2455-2527	2528-2578	2579 and above
6	2472 and below	2473-2551	2552-2609	2610 and above
7	2483 and below	2484-2566	2567-2634	2635 and above
8	2503 and below	2504-2585	2586-2652	2653 and above

About Achievement Level Setting

The process of Achievement Level setting, also known as standard setting, was utilized to establish threshold scores, allowing for the development of categories of performance on Smarter assessments. Smarter Balanced governing states approved a three-phase plan for the Achievement Level setting process incorporating an adaptation of the Bookmark procedure (Lewis, Mitzel, Mercado, & Schulz, 2012). This plan included:

1. An Online Panel (October 6–17, 2014) allowed thousands of K-12 educators, higher education faculty, parents, and other interested parties to participate virtually in recommending Achievement Levels.
2. An In-Person Panel (October 13–19, 2014) with educators and other stakeholders working in grade-level teams deliberated and made recommendations for the threshold scores of the four Achievement Levels.
3. The Cross-Grade Review Committee, a subset of the In-Person Panel, examined recommendations across all grades to consider the reasonableness of the system of cut scores.

Delaware participants were involved in both the virtual and face-to-face achievement setting process. Additionally, on November 14, 2014, states voted to endorse an approved set of Achievement Level scores for Smarter during a meeting of chief education officials. The Delaware State Board of Education approved the Achievement Level scores at the January 2015 State Board session. The states also approved a statement on the interpretation and use of scores and Achievement Levels. The standard setting activities were conducted by contractors Measurement Incorporated (MI) and CTB/McGraw-Hill (CTB). More information about this process can be found at <https://portal.smarterbalanced.org/library/en/achievement-level-setting-final-report-with-appendix.pdf>. The adopted Achievement Levels first appeared on score reports for assessments administered in the 2015-2016 school year.

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

Smarter State Level Summary Results

Smarter Participation

The overall state participation rate for Smarter ELA/Literacy and Mathematics for each grade assessed can be found in Figure 1. The combined participation rate for ELA/Literacy is 98.8% and for Mathematics is 98.8%. Federal reporting requires participation rates of at least 95%. All grades and content areas in Smarter assessments meet this threshold.

It is important to note that multiple factors lead to a student counting as a non-participant such as absences, truancy, not completing enough items on the assessment, and parent or student refusals to participate in the assessment.

Figure 1- Statewide Smarter Assessment Participation Rates, 2018

	ELA/Literacy	Mathematics
Statewide	>95%	>95%
Grade 3	>95%	>95%
Grade 4	>95%	>95%
Grade 5	>95%	>95%
Grade 6	>95%	>95%
Grade 7	>95%	>95%
Grade 8	>95%	>95%

Smarter Proficiency

Statewide Smarter proficiency summary data may be found in Figures 2 and 3 below. These figures provide overall proficiency information for Smarter ELA/Literacy and Mathematics. Proficiency is defined as Achievement Levels 3 and 4 combined.

Figure 2- Statewide ELA/Literacy Percent Proficient and Achievement Levels, 2018

	ELA Prof %	AL 1	AL 2	AL 3	AL 4
Statewide	54	23	23	32	23
Grade 3	52	23	25	24	28
Grade 4	55	25	20	25	30
Grade 5	58	21	21	33	25
Grade 6	52	22	26	33	19
Grade 7	54	22	24	37	17
Grade 8	53	22	25	37	16

Figure 3- Statewide Mathematics Percent Proficient and Achievement Levels, 2018

	Math Prof %	AL 1	AL 2	AL 3	AL 4
Statewide	44	28	28	23	21
Grade 3	54	23	23	30	24
Grade 4	50	18	31	28	22
Grade 5	43	28	29	20	23
Grade 6	40	29	31	21	19
Grade 7	39	32	29	22	17
Grade 8	39	39	23	19	20

District & Charter Participation Rates for Smarter, 2018

The participation rate is a combination of all grades for district and charter schools. Any percentage above 95 is reported as >95%.

District	ELA/Literacy	Mathematics
Appoquinimink	>95%	>95%
Brandywine	>95%	>95%
Caesar Rodney	>95%	>95%
Cape Henlopen	>95%	>95%
Capital	>95%	>95%
Christina	>95%	>95%
Colonial	>95%	>95%
Delmar	>95%	>95%
Indian River	>95%	>95%
Lake Forest	>95%	>95%
Laurel	>95%	>95%
Milford	>95%	>95%
Red Clay	>95%	>95%
Seaford	>95%	>95%
Smyrna	>95%	>95%
Woodbridge	>95%	>95%

District & Charter Participation Rates for Smarter, 2018 (cont'd)

The participation rate is a combination of all grades for district and charter schools. Any percentage above 95 is reported as >95%.

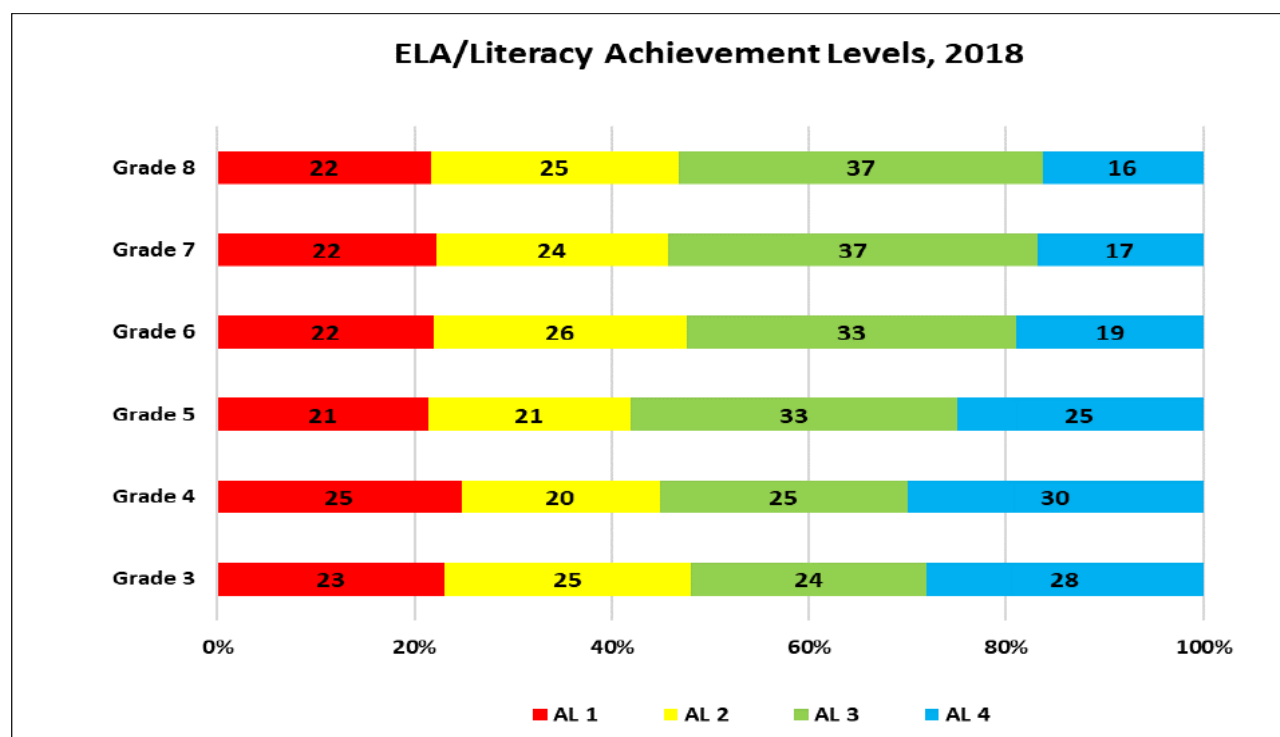
Charter School	ELA/Literacy	Mathematics
Academia Antonia Alonso	>95%	>95%
Academy of Dover	>95%	>95%
Campus Community	>95%	>95%
EastSide Charter	>95%	>95%
Charter School of New Castle	>95%	>95%
First State Montessori	>95%	>95%
Freire Charter School	>95%	>95%
Gateway Lab	>95%	>95%
Great Oaks Charter School	>95%	>95%
Kuumba Academy	>95%	>95%
Las Aspira Academy	>95%	>95%
MOT Charter	>95%	>95%
Newark Charter	>95%	>95%
Odyssey Charter	>95%	>95%
Positive Outcomes	>95%	>95%
Providence Creek	>95%	>95%
Sussex Academy	>95%	>95%
Thomas Edison Charter	>95%	>95%
Other	ELA/Literacy	Mathematics
DSCYF	>95%	>95%

In the following section, the 2018 Smarter results are summarized at the state level with the percent proficient by content, grade, and average score. Please note that, due to rounding for percentage, the total may be above or below 100%.

Smarter ELA/Literacy Performance

Figure 4 shows the percentage of students in each Achievement Level for the spring 2018 Smarter ELA/Literacy test given in grades 3-8. Descriptions for each Achievement Level (AL) can be found beginning on [page 10](#) of this document. The percentages may not equal 100% at each grade level due to rounding.

Figure 4 – Smarter ELA/Literacy Achievement Levels, 2018

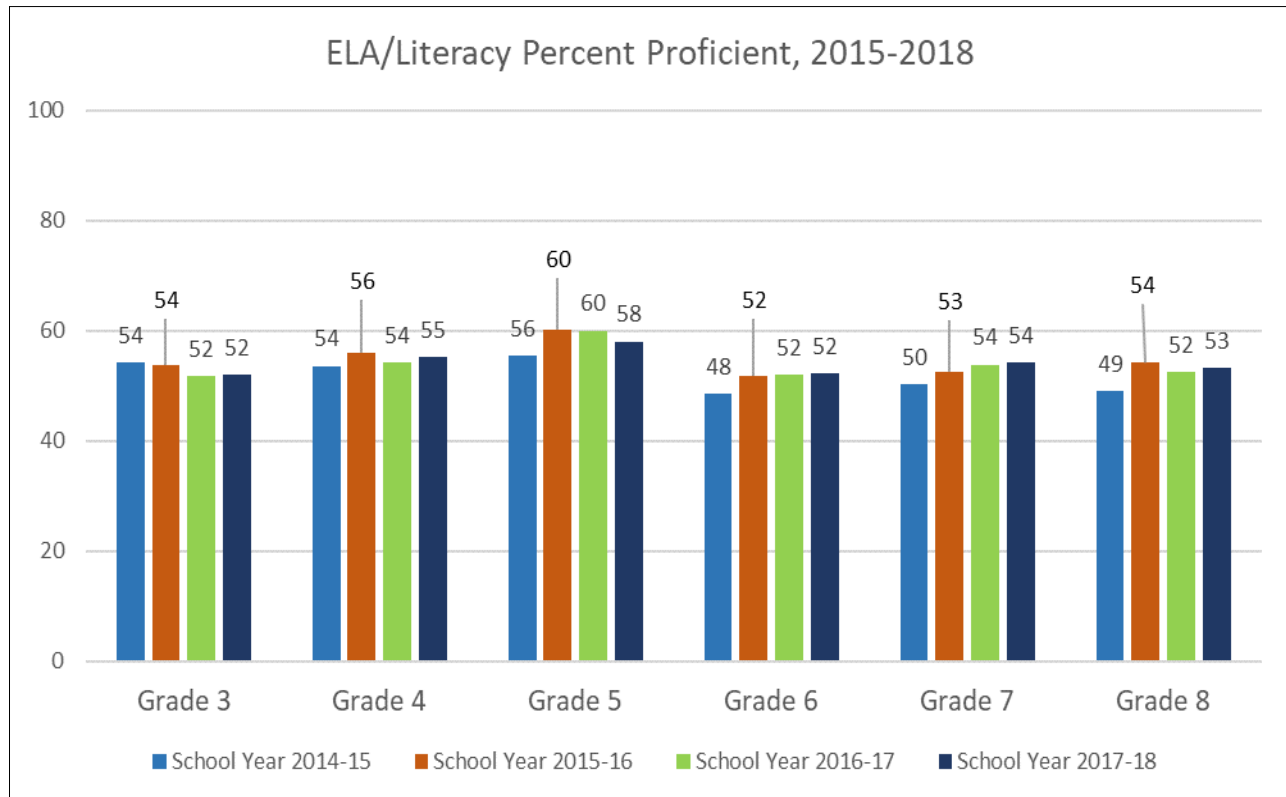


Grades 3, 4, and 5 show the highest percent of students who are performing at AL 4, the highest Achievement Level possible for Smarter ELA/Literacy. For AL 3, grades 5-8 were all at or above 33%, while both grades 3 and 4 were at or above 24%. The three grades with the lowest percent of students performing at AL 4 were in grades 6, 7 and 8, which were at 19%, 17% and 16% respectively. The number of students at AL1 ranged from a low of 21% (grade 5) to 25% (grade 4), and AL 2 ranged from 20% (grade 4) to 26% (grade 6).

The results above do not have a discernable pattern; however, this is expected as the Achievement Levels were not meant to show a pattern for Smarter ELA/Literacy.

Attachment 1 of this document shows the distribution of these Achievement Levels across the subgroups at the State Level. Attachments 2, 3, and 4 show the distribution of Achievement Levels across subgroups at the District/Charter and School Level, with a comparison to the State Level.

Figure 5 - Smarter ELA/Literacy Percent Proficient, 2015-2018



Over a four-year period, grades 5-8 show increases in the percentage of students achieving proficiency in ELA, with increases of 4% for each of the grades 6-8 and 2% for grade 5. Over the same period, grade 3 has decreased by 2%, while grade 4 percentages have remained stable.

Figure 6 - Smarter ELA/Literacy Average Scale Scores, 2015-2018

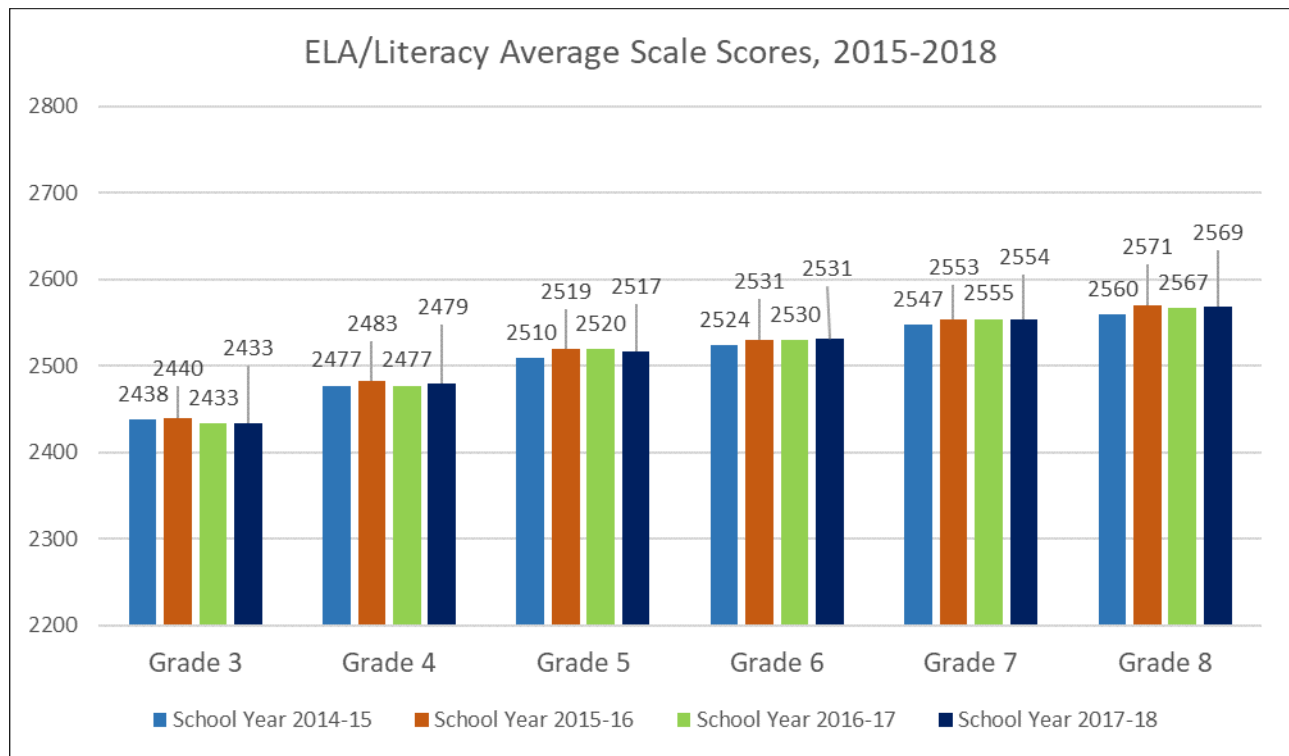


Figure 6 shows the average scale score for all students in Delaware over a four year period. The scale score is a measure that helps a child’s teacher and parent understand where the student’s score is within an Achievement Level. The Cut Scores for the Achievement Levels can be found on [Page 11](#) of this document. The scale scores are on a development scale (growth scale) and so it would be expected to see the scores increase with each grade. The overall range of the scale is 2000-3100.

Over a four-year period, all grades have increased their average scale score on the Smarter ELA/Literacy assessment. Grade 3 has decreased by only 5 points.

Smarter Mathematics Performance

Figure 7 - Smarter Mathematics Achievement Levels, 2018

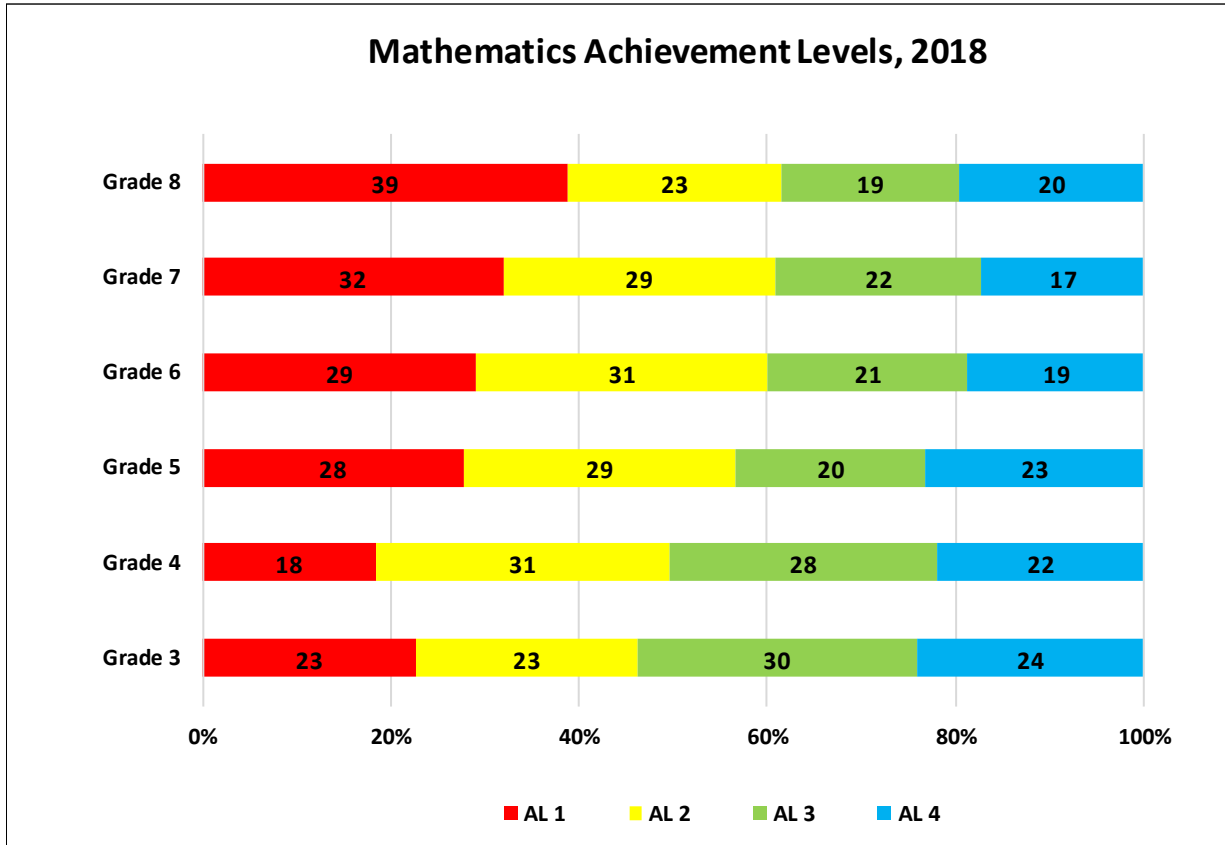
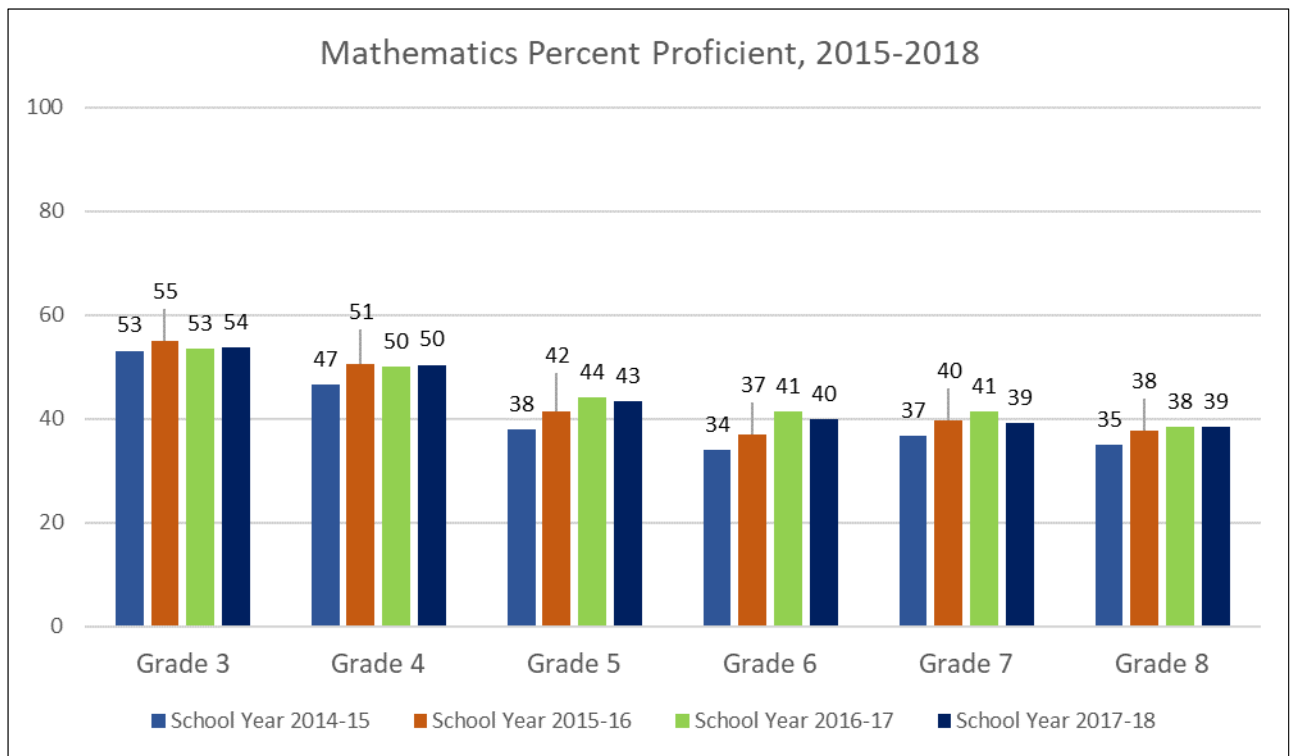


Figure 7 shows the percentage of students in each Achievement Level on the spring 2018 Smarter Mathematics assessment in grades 3-8. The percentages may not equal 100% at each grade level due to rounding.

The percent in AL1 ranges from 18% in grade 4 to 39% in grade 8. The percent in AL2 ranges from 23% in grades 3 and 8 to 31% in grades 4 and 6. The percent in AL 3 ranges from 19% in grade 8 to 30% in grade 3. The percent in AL 4 ranges from 17% in grade 7 to 24% in grade 3.

Figure 8 - Smarter Mathematics Percent Proficient, 2015-2018



Over a four-year period, all grades show increases in the percentage of students achieving proficiency in Mathematics, ranging from 1% (grade 3) to 6% (grade 6).

Figure 9 – Smarter Mathematics Average Scale Scores, 2015-2018

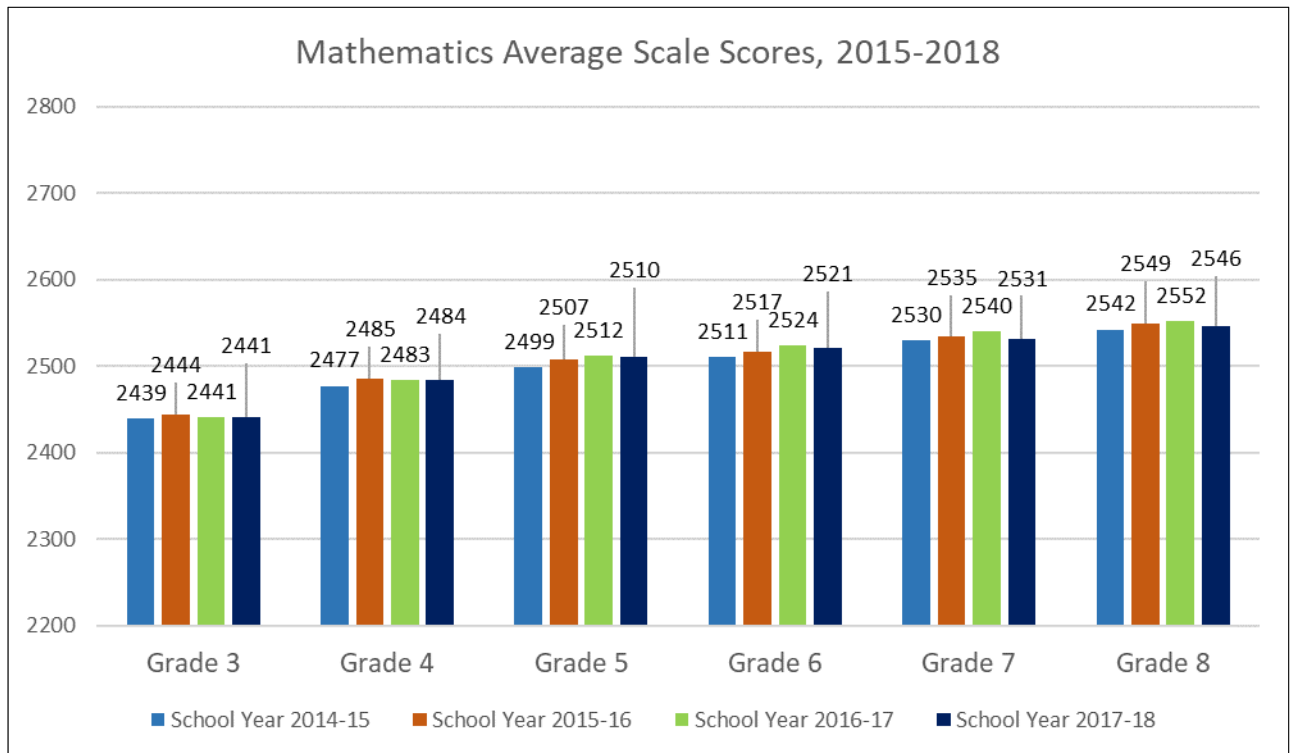


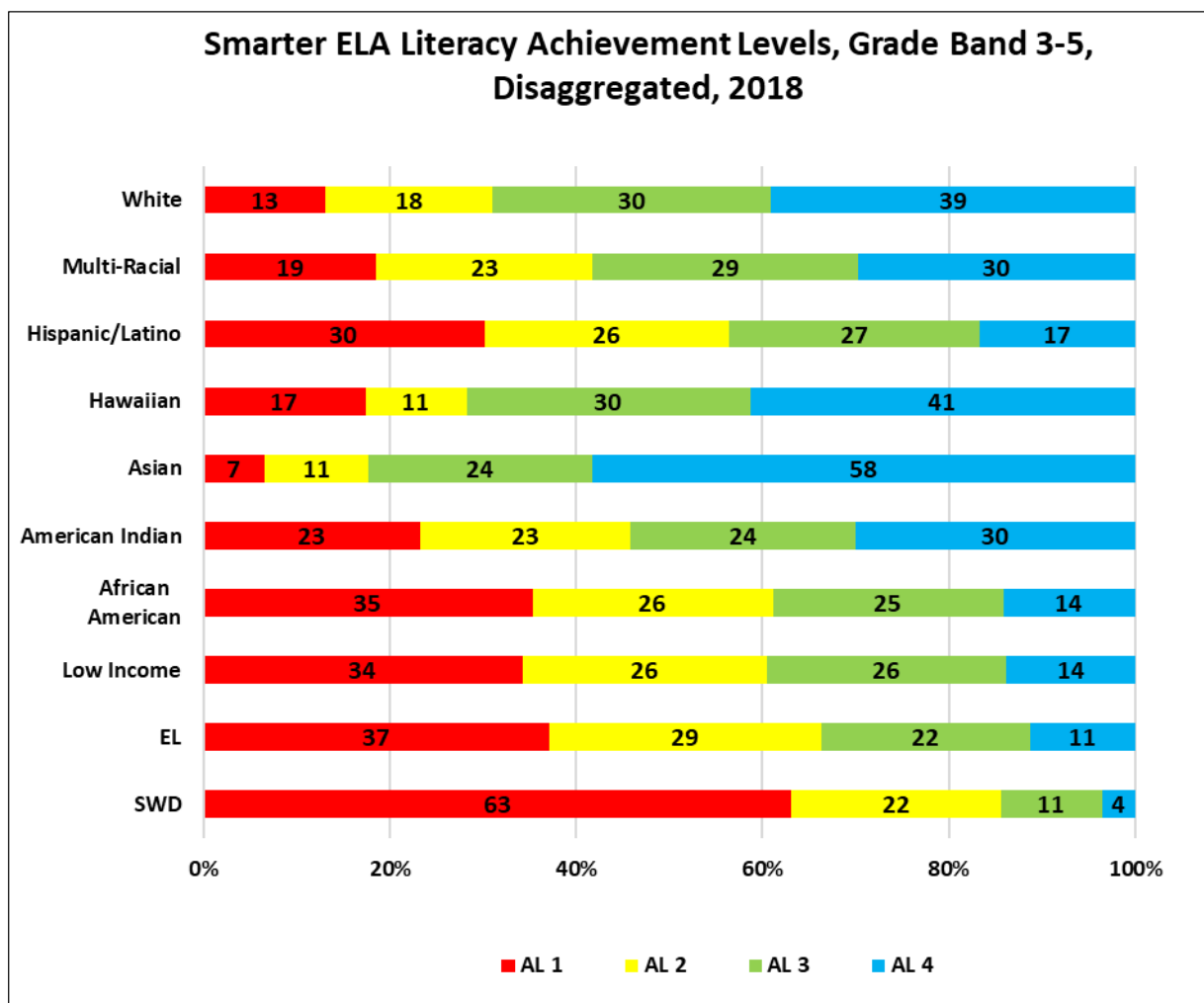
Figure 9 shows the 2018 mathematics average scale score per grade for all students in Delaware. The scale score is a measure that helps a child's teacher and parent understand where the student's score is within an Achievement Level. The Cut Scores for the Achievement Levels can be found on [page 11](#) of this document. The scale scores are on a development scale (growth scale) and so it would be expected to see the scores increase with each grade. The overall range of the scale is 2000 to 3100.

Over a four-year period, all grades from 3-8 have increased their average scale score on the Smarter Mathematics assessment. The greatest increases are in grades 4-6.

Smarter Disaggregated Summary Results

Smarter ELA/Literacy Disaggregated Performance

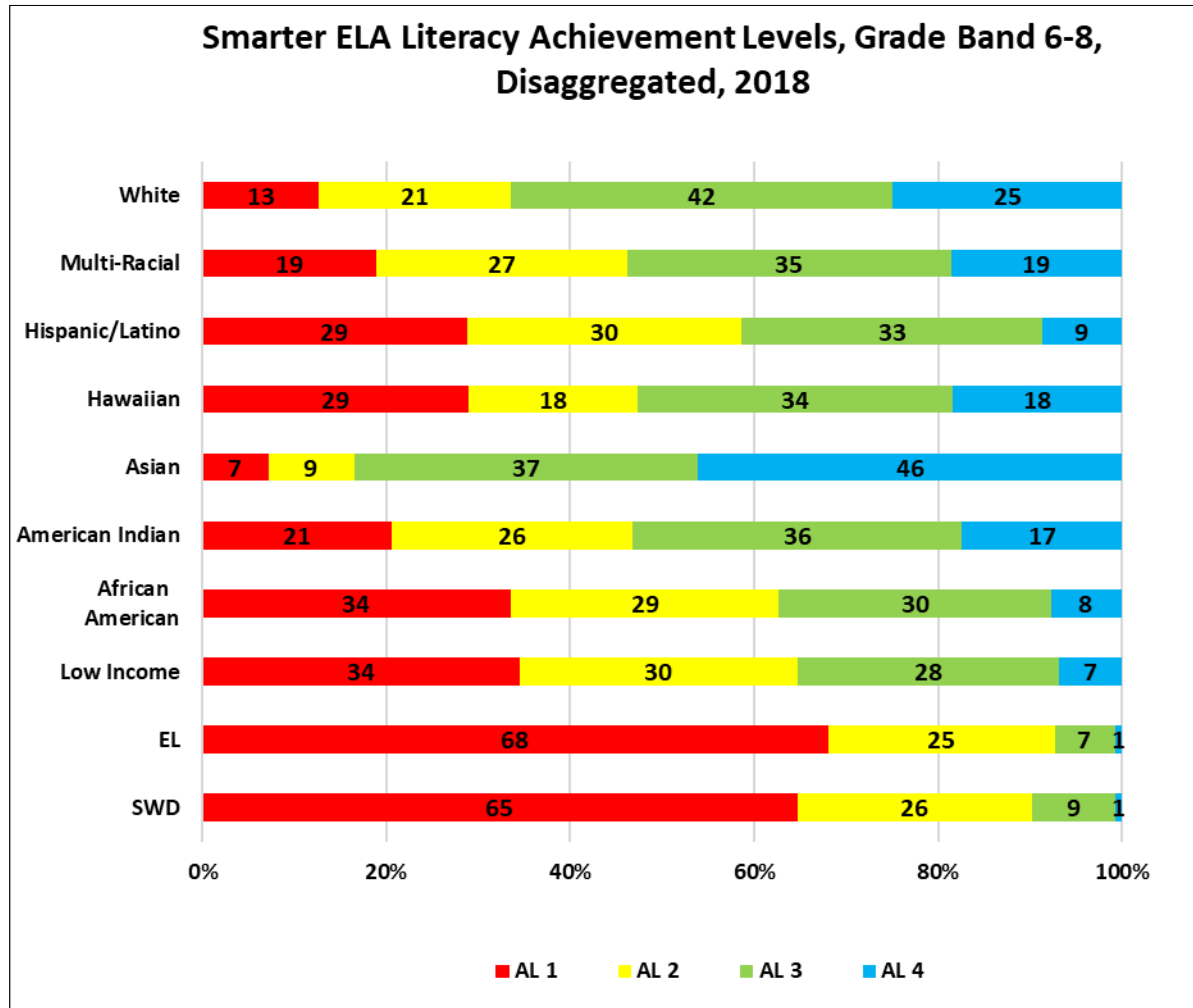
Figure 10 - Smarter ELA/Literacy Achievement Levels, Grade Band 3-5,
Disaggregated 2018



In ELA/Literacy for Grade Band 3-5, the SWD group had the highest proportion of students in AL1 and AL2 combined at 85%. The Asian group had the highest proportion of students in AL3 and AL4 combined at 82% followed by White (69%). The percent in AL1 ranges from 7% (Asian) to 63% (SWD). The percent in AL2 ranges from 11% (Asian) to 29% (EL). The percent in AL3 ranges from 11% (SWD) to 30% (White). The percent in AL4 ranges from 4% (SWD) to 58% (Asian).

*The Hawaiian and American Indian groups are excluded from the narrative due to small numbers of students tested in these groups.

**Figure 11 - Smarter ELA/Literacy Achievement Levels, Grade Band 6-8,
Disaggregated, 2018**

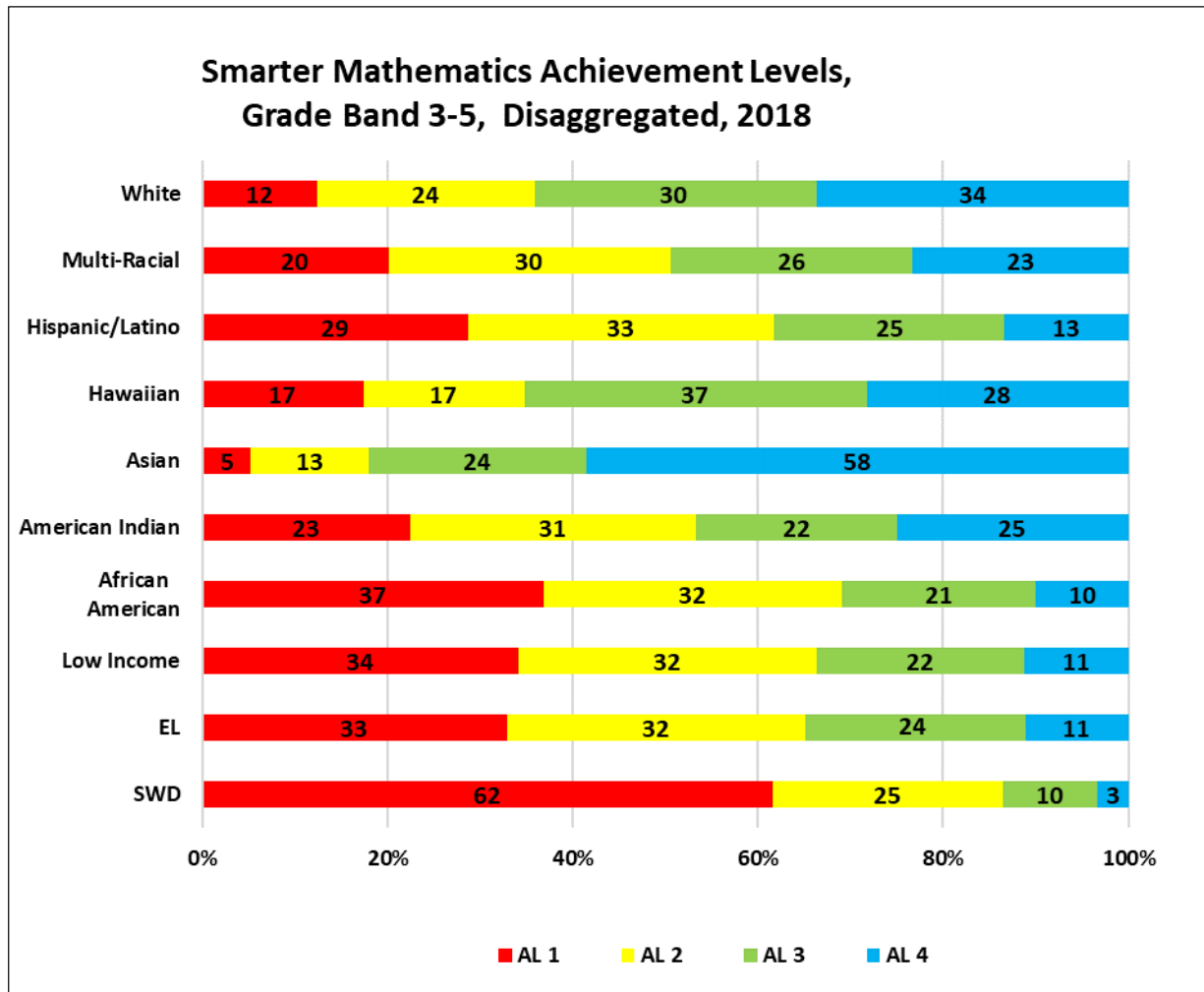


In English Language Arts/Literacy for Grade Band 6-8, the EL and SWD groups had the highest proportion of students in AL1 and AL2 combined at 93% and 91% respectively. The Asian group had the highest proportion of students in AL3 and AL4 combined at 83%. The percent in AL1 ranges from 7% (Asian) to 68% (EL). The percent in AL2 ranges from 9% (Asian) to 30% (Hispanic/Latino and Low Income). The percent in AL3 ranges from 7% (EL) to 42% (White). The percent in AL4 ranges from 1% (EL and SWD) to 46% (Asian).

*The Hawaiian and American Indian groups are excluded from the narrative due to small numbers of students tested in these groups.

Smarter Mathematics Disaggregated Performance

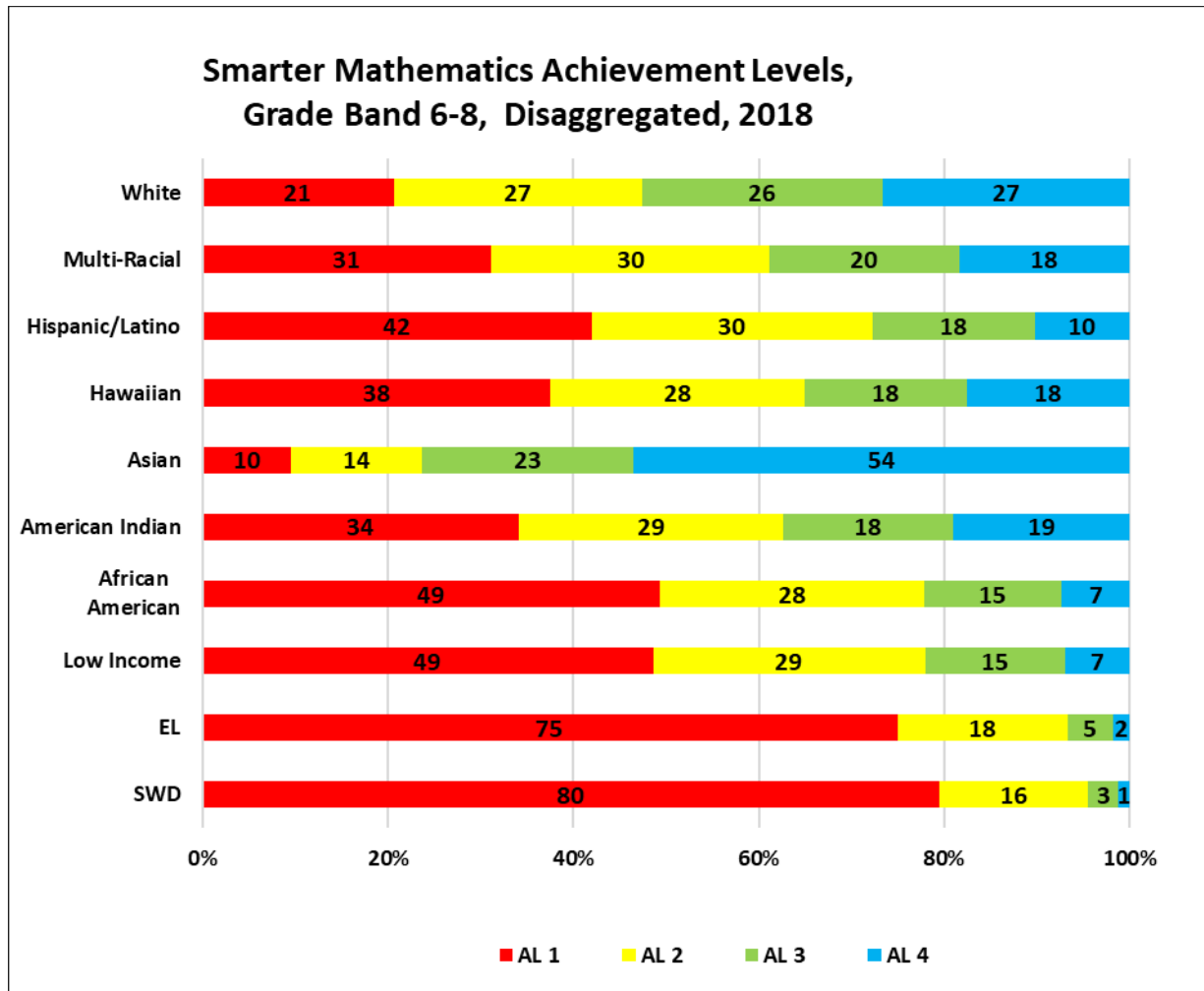
Figure 12 - Smarter Mathematics Achievement Levels, Grade Band 3-5, Disaggregated, 2018



In Mathematics for Grade Band 3-5, the SWD, EL, Low Income, and African American groups had higher proportions of students in AL1 and AL2. The White and Asian groups had highest proportions of students in AL3 and AL4 with a range of 64% to 82% for these two combined levels. The percent in AL1 ranges from 5% (Asian) to 62% (SWD). The percent in AL2 ranges from 13% (Asian) to 33% (Hispanic/Latino). The percent in AL3 ranges from 10% (SWD) to 30% (White). The percent in AL4 ranges from 3% (SWD) to 58% (Asian).

*The Hawaiian and American Indian groups are excluded from the narrative due to small numbers of students tested in these groups.

Figure 13 - Smarter Mathematics Achievement Levels, Grade Band 6-8, Disaggregated, 2018



In Mathematics for Grade Band 6-8, the SWD, EL, Low-Income, African American, and Hispanic/Latino group had the highest proportion of students in AL1 and AL2 combined. The Asian group had the highest proportion of students in AL3 and AL4 combined (77%). The percent in AL1 ranges from 10% (Asian) to 80% (SWD). The percent in AL2 ranges from 14% (Asian) to 30% (Multi-Racial and Hispanic/Latino). The percent in AL3 ranges from 3% (SWD) to 26% (White). The percent in AL4 ranges from 1% (SWD) to 54% (Asian).

*The Hawaiian and American Indian groups are excluded from the narrative due to small numbers of students tested in these groups.

SAT State Summary

2017-2018

Administration

II. SAT Assessment Summary

SAT Overview

Spring 2018 marked the third year of the administration of the Redesigned SAT assessment in high school.

On January 6, 2016, the Department of Education announced the SAT assessment would replace the Smarter Balanced Assessment in grade 11 as Delaware's state assessment. The change originated at the request of legislators as the state continued to look for ways to reduce testing time, particularly for 11th grade students who were taking both the Delaware state-funded SAT School Day assessment, as well as the 11th grade Smarter Balanced assessment.

College Board developed the SAT to assess the critical reading, mathematical reasoning, and writing skills of students and to provide a benchmark for college and career success through a standardized assessment. In March 2016, College Board launched a redesigned SAT, aligned to the Common Core State Standards. The redesigned SAT is scheduled to be completed in 3 hours and 30 minutes with breaks included. In Delaware, the optional essay portion of the SAT is required for all students participating in the SAT. With the essay included, the scheduled time is 4 hours and 22 minutes.

The SAT measures the knowledge and skills needed for students to be ready for college, career, and beyond. The Evidence-Based Reading and Writing (ERW) section of the SAT is text-based, requiring students to provide support for their responses. The Mathematics section focuses on the math that research has shown to be most useful in college and career. The Essay requires students to analyze a text and explain how the author builds an argument to persuade an audience.

Information about the typical conditions under which the SAT is administered is available in the test administration manuals located on the DOE website at <https://www.doe.k12.de.us/Page/2717>.

SAT Administration Dates

Dates of Window	Tests Administered
October 11, 2017	SAT Saturday
April 10, 2018	School Day SAT
April 24, 2018	School Day SAT Make-Up

SAT School Day Achievement Level Descriptions

The SAT assessment 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 are reported on a combined ERW and Mathematics scale for High School ranging from 400 to 1600. The overall achievement was delineated into the following four levels (with defining phrases bolded):

Level 4	<ul style="list-style-type: none"> <u>SAT ERW – 630-800</u>: The level 4 student has exceeded the achievement level and demonstrates a thorough understanding of the knowledge and skills needed for college and career readiness and achievement relative to the ELA/Literacy Content Standards. <u>SAT Math – 650-800</u>: The level 4 student has exceeded the achievement level and demonstrates a thorough understanding of, and ability to apply the mathematics knowledge and skills needed for college and career readiness and achievement relative to the Math Content Standards.
Level 3	<ul style="list-style-type: none"> <u>SAT ERW – 480-620</u>: The level 3 student has met the achievement level and demonstrates adequate understanding of the knowledge and skills needed for college and career readiness and achievement relative to the ELA/Literacy Content Standards. <u>SAT Math – 530-640</u>: The level 3 student has met the achievement level and demonstrates an adequate understanding of, and ability to apply the mathematics knowledge and skills needed for college and career readiness and achievement relative to the Math Content Standards.
Level 2	<ul style="list-style-type: none"> <u>SAT ERW – 420-470</u>: The level 2 student partially meets the achievement level and demonstrates an incomplete understanding of the knowledge and skills needed for college and career readiness and achievement relative to the ELA/Literacy Content Standards.

	<ul style="list-style-type: none"> • <u>SAT Math 420-520</u>: The level 2 student has partially met the achievement level and demonstrates an incomplete understanding of, and ability to apply the mathematics knowledge and skills needed for college and career readiness and achievement relative to the Math Content Standards.
Level 1	<ul style="list-style-type: none"> • <u>SAT ERW 200-410</u>: The level 1 student has not met the achievement level and demonstrates a minimal understanding of the knowledge and skills needed for college and career readiness and achievement relative to the ELA/Literacy Content Standards. • <u>SAT Math 200-410</u>: The level 1 student has not met the achievement level and demonstrates a minimal understanding of, and ability to apply the mathematics knowledge and skills needed for college and career readiness and achievement relative to the Math Content Standards.

The SAT Essay has only two performance levels, Proficient and Non-Proficient, due to the structure and number of points for the Essay portion. The two levels are described below:

<ul style="list-style-type: none"> • SAT Essay: The proficient student on the Essay portion of the SAT has met the achievement level and demonstrates an adequate understanding of and ability to apply ELA/Literacy knowledge and skills in ELA, analysis, and writing needed for college and career readiness and achievement on the Delaware ELA/Literacy Content Standards. The student demonstrates effective comprehension and analysis of the passage and writes mostly cohesively demonstrating an effective use and control of language.
<ul style="list-style-type: none"> • SAT Essay: The non-proficient student on the Essay portion of the SAT has not met the achievement performance level and demonstrates a minimal understanding of the knowledge and skills in reading, analysis, and writing needed for college and career readiness and performance on the Delaware ELA/Literacy Content Standards. The student demonstrates little understanding with an ineffective analysis of the passage and demonstrates little or no cohesion and inadequate skill in the use and control of language.

SAT Cut Scores**SAT ERW Achievement Levels**

Achievement Level 1	Achievement Level 2	Achievement Level 3	Achievement Level 4
200-410	420-470	480-620	630-800

(Approved by State Board on August 18, 2016)

SAT Mathematics Achievement Levels

Achievement Level 1	Achievement Level 2	Achievement Level 3	Achievement Level 4
200-410	420-520	530-640	650-800

(Approved by State Board on August 18, 2016)

SAT Essay Achievement Level

Proficient Level
To be Proficient on the Essay portion of the SAT, (a) The sum of the three dimension scores (Reading, Analysis, and Writing) must be 13 points or greater and; (b) Each dimension must be 3 points or greater.

(Approved by State Board on August 18, 2016)

About Achievement Level Setting

Four achievement levels, labeled Level 1 to Level 4, are used to report student performance on SAT ERW and mathematics in conjunction with the assessment scores. The cut scores for achievement levels were recommended at the multi-state standard setting workshops on June 15-16, 2016.

During this process, educators from Connecticut, Delaware, Maine, and New Hampshire reviewed item by item on the operational test form; discussed the expectations of student performance specified in the Achievement Level Descriptors (ALDs) for each achievement level and the impact data; and determined the cut points on the reporting scale based on the Modified Angoff approach.

The recommended cut scores were reviewed by policy makers from the four participating states and agreed upon with minor adjustments. On July 14, 2016, a large group of Delaware classroom teachers, administrators, as well as representatives from higher education participated in the SAT Standard Setting Review meeting to experience the process and review the adjusted recommended cut scores. The recommended cut scores were presented to the State Board of Education for consideration on July 21, 2016, with an understanding that these cut scores would be preliminary and revisited, if approved after additional student data are available.

On February 23-24, 2017, 31 educators and administrators from Delaware public schools, school districts, and higher education revisited the standard setting for the redesigned SAT Essay to determine the performance standards for student achievement on writing. The results of the 2018 SAT Essay are included based on the established performance standards.

SAT State Level Summary Results

The state participation rates for ERW and Mathematics may be found in Figure 1 below. The participation rate for ERW is 94% and for Mathematics is 93%. It is important to note that high school students are required to take all portions of the SAT (ERW, Math, and Essay) once in their high school education to receive a valid score. Federal reporting requires the participation rate to be higher than 95%. However, in 2018, Delaware didn't meet the Federal participation requirements for SAT as some students didn't complete sections of the SAT. State regulations require that all high school students must have taken the SAT before graduation, therefore the data includes any qualifying students in grades 11 and 12.

It is important to note that multiple factors lead to a student counting as a non-participant such as absences, truancy, not completing enough items on the assessment, and parent or student refusals to participate in the assessment.

Figure 1- Statewide SAT Assessment Participation Rates, 2018

	ERW	Math	Essay
Statewide	94%	93%	88%

SAT Proficiency and Achievement Levels

Statewide SAT proficiency summary data may be found in Figure 2 below. This figure provides overall proficiency information for SAT for ERW and Mathematics. Proficiency is a combination of achievement levels 3 and 4 combined.

Figure 2- Statewide ERW and Mathematics Proficient and Achievement Levels, 2018

	Proficiency Rate	AL 1	AL 2	AL 3	AL 4
Statewide ERW	50%	28%	22%	39%	11%
Statewide Mathematics	28%	35%	37%	22%	6%
Statewide Essay	44%	56%		44%	

As with other DeSSA assessments, the 2018 SAT results are summarized at the state level with the percent proficient by content and average score. Please note that, due to rounding for percentage, the total may be above or below 100%.

SAT ERW Performance

Figure 3 – SAT High School ERW Achievement Levels, 2017-2018

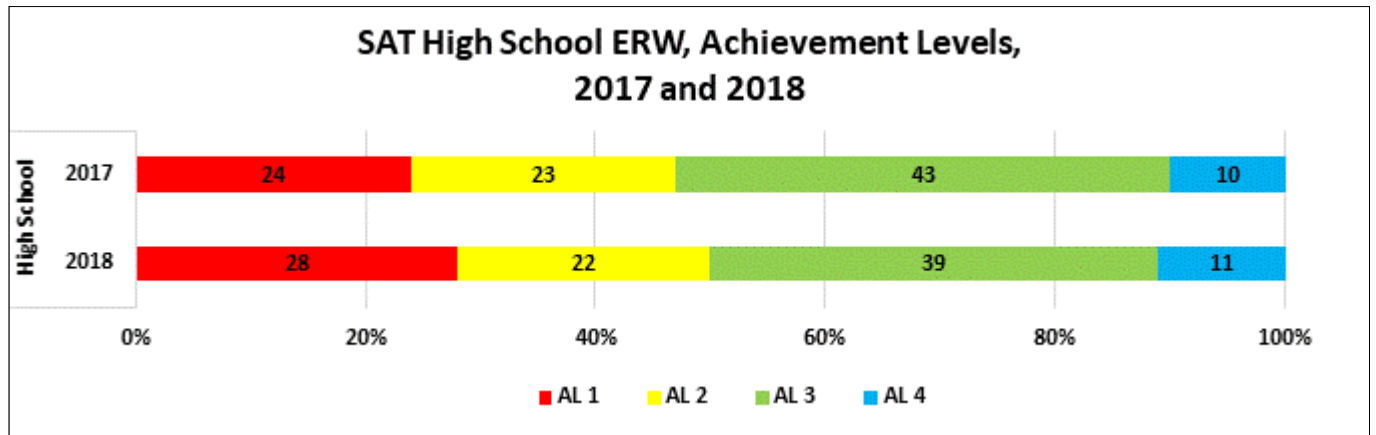
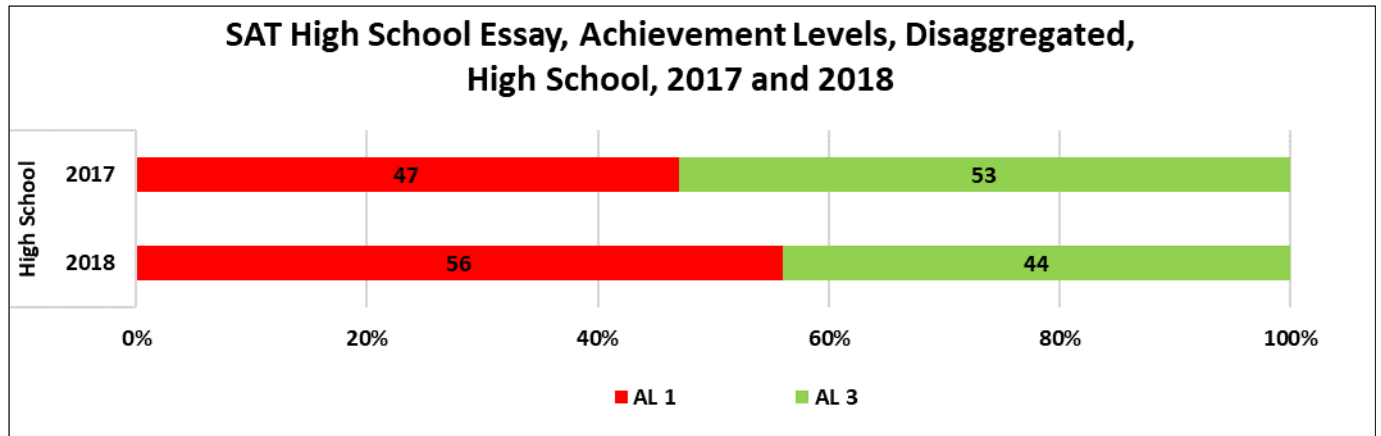


Figure 3 shows the performance levels distribution for High School students in spring 2018 compared to spring 2017 for ERW. The percentages may not equal 100% due to rounding. The highest percent of students (39%) are performing at AL3. The next largest percentage of students are in AL1, followed by AL2. 11% of students performed at AL4.

Descriptions for each Achievement Level (AL) can be found in on pages 29-30 of this document. Half of the students (50%) were proficient in ERW in 2018.

Figure 4 – SAT High School Essay Performance, 2017-2018



This is the second year that the SAT Essay is reported as cut scores for Essay were established in 2016. Figure 4 shows the performance levels distribution for High School students in spring 2018 compared to spring 2017. In 2018, there is a 9% decline in the number of high School students proficient for the Essay portion of the SAT.

The cut scores for each Achievement Level can be found on [page 30](#).

SAT Mathematics Performance

Figure 5 – SAT High School Mathematics Achievement Levels, 2017-2018

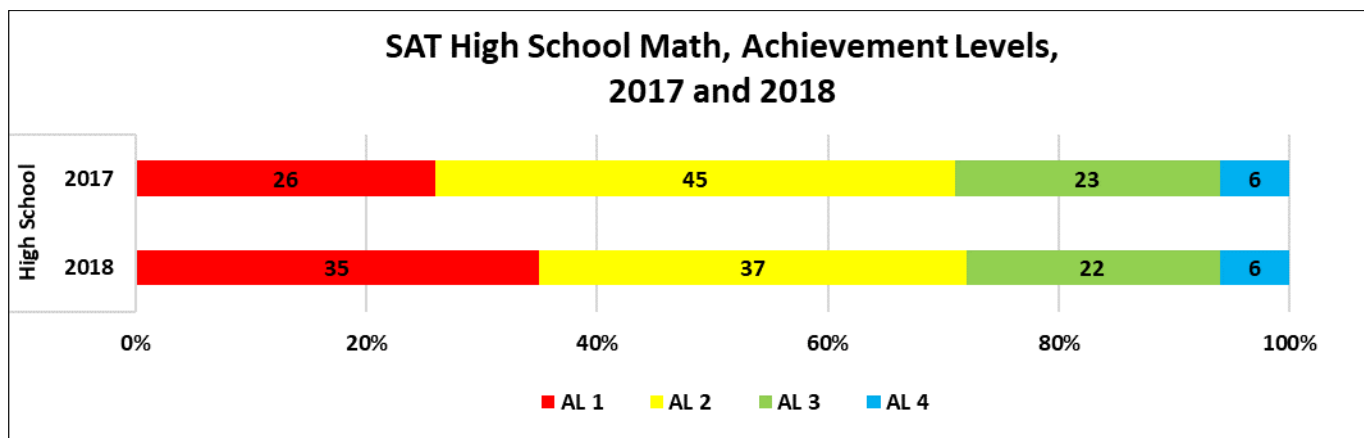


Figure 5 shows the percentage of students in each Achievement Level on the spring 2018 School Day SAT Mathematics assessment in High School. The highest percent of students (37%) are performing at Level 2. The next largest percentage of students were in AL 1, followed by AL 3. Only 6% of students performed at AL 4, the same percentage as in Spring 2017. The percentages may not equal 100% due to rounding.

SAT Average Scale Score, 2018

The scale score is a measure that helps a student's teacher and parent understand where a student's score is within the range of an Achievement Level. The overall range of the scale score in each section (ERW and Mathematics) of the SAT is 200 to 800.

The SAT ERW average scale score for 2018 was 485. In 2017 and 2016, the ERW average scale score was 491 and 490.

The SAT Essay average scale score for 2018 was 12 and in 2017 was 13.

The SAT Mathematics average scale score for 2018 was 471. In 2017 and 2016, the average mathematics scale score was 478 and 482.

School & Charter Day SAT Participation Rates for 2018

(Any percentage above 95 is reported as >95)

SAT School Participation	2018 ERW	2018 Math	2018 Essay
Appoquinimink High School	> 95	> 95	94
Brandywine High School	> 95	95	87
Caesar Rodney High School	> 95	> 95	94
Cab Calloway School of the Arts	> 95	> 95	> 95
Cape Henlopen High School	> 95	> 95	94
Christiana High School	81	81	68
Concord High School	91	91	88
Conrad Schools of Science	> 95	> 95	> 95
Delcastle Technical High School	> 95	> 95	94
Delmar High School	> 95	> 95	> 95
John Dickinson High School	83	83	77
Dover High School	89	89	85
A.I. duPont High School	91	91	85
Early College High School	> 95	> 95	100
Glasgow High School	81	81	71
Hodgson Vo-Tech	> 95	> 95	94
Howard Vo-Tech	> 95	> 95	95
Indian River High School	93	93	90
Lake Forest High School	> 95	> 95	93
Laurel Senior High School	95	95	86
Thomas McKean High School	82	82	69
Middletown High School	94	94	92
Milford Senior High School	> 95	> 95	91
Mount Pleasant High School	92	92	88
Newark High School	93	93	88
William Penn High School	90	89	83
Polytech High School	> 95	> 95	> 95
Seaford Senior High School	> 95	> 95	89
Smyrna High School	> 95	95	93
St. Georges Technical High School	> 95	> 95	> 95
Sussex Central High School	> 95	> 95	88
Sussex Technical High School	> 95	> 95	> 95
Woodbridge High School	94	94	84

SAT Charter Participation	2018 ERW	2018 Math	2018 Essay
Charter School of Wilmington	> 95	> 95	> 95
Delaware Design-Lab High School	> 95	> 95	73
Delaware Military Academy	> 95	> 95	> 95
Freire Charter School	> 95	> 95	93
MOT Charter School	> 95	> 95	> 95
Newark Charter School	> 95	> 95	> 95
Sussex Academy of Arts and Sciences	> 95	> 95	> 95
First State Military Academy	> 95	> 95	> 95
Positive Outcomes Charter School	88	88	67
DAPSS	92	92	84

*The Hawaiian and American Indian groups are excluded from the narrative due to small numbers of students tested in these groups.

SAT Disaggregated Summary Results

SAT Evidence-Based Reading and Writing (ERW) Disaggregated Performance

Figure 6 – SAT Evidence-Based Reading and Writing (ERW) Achievement Levels, 2018, Disaggregated

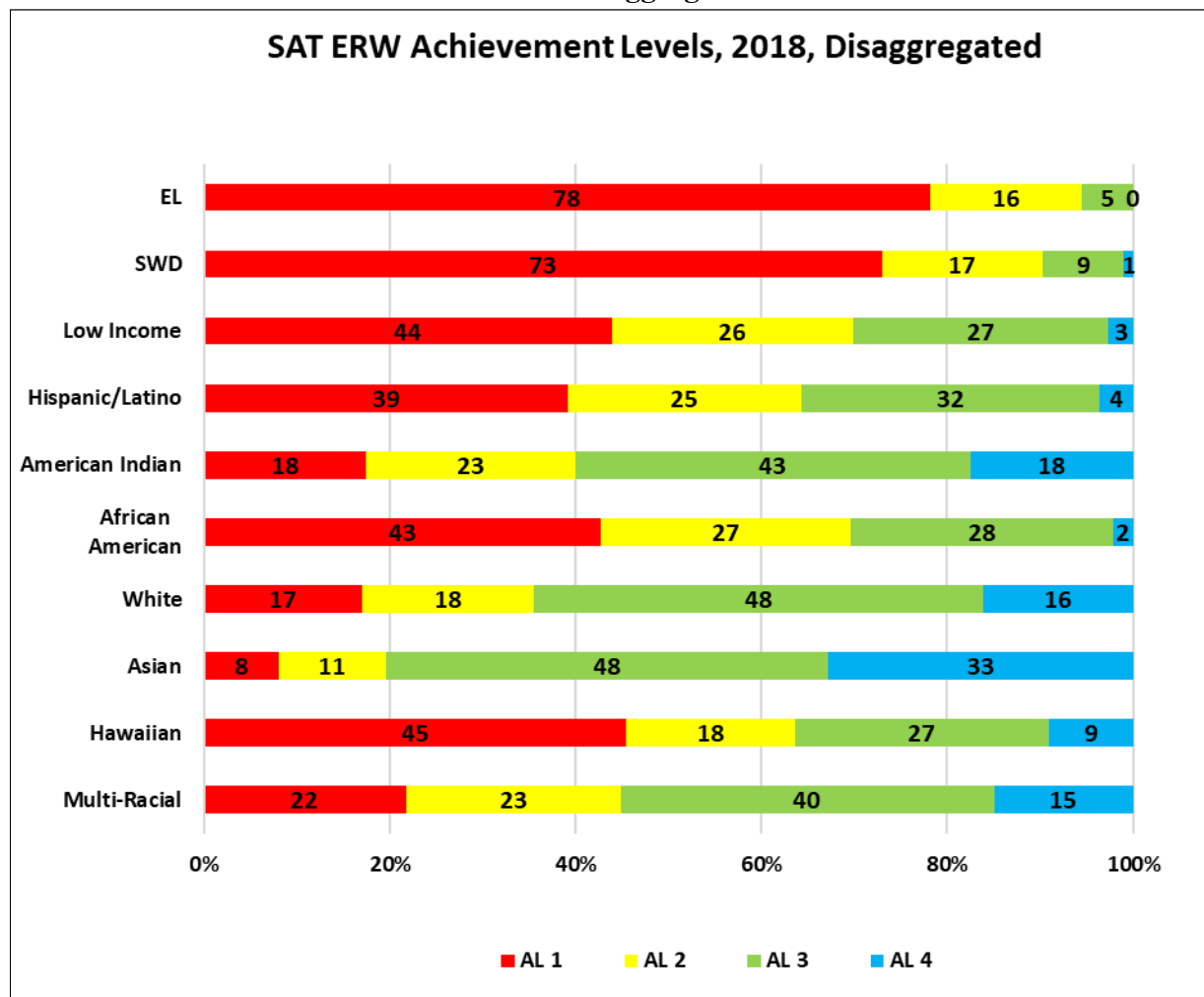


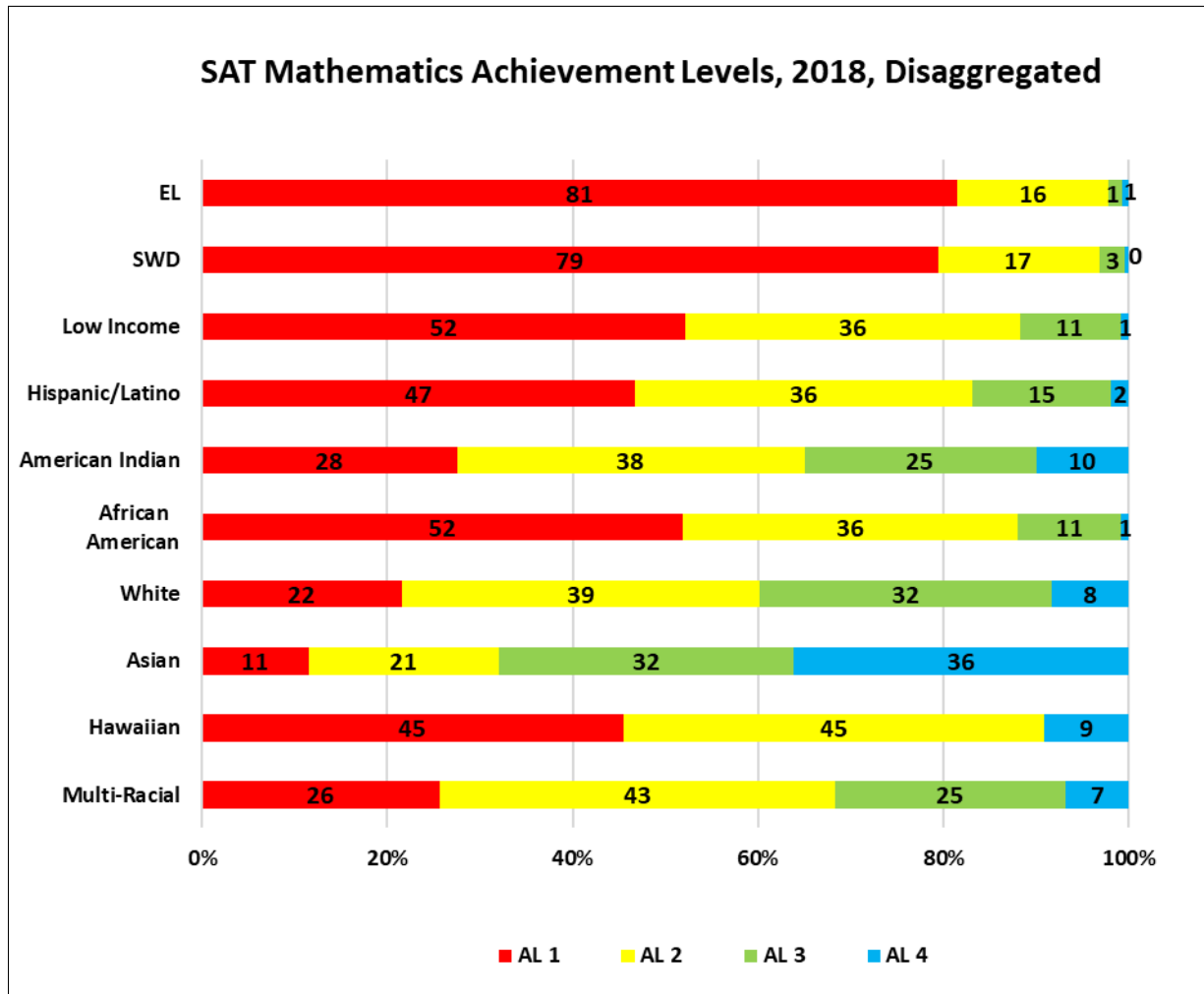
Figure 6 shows that in Evidence-Based Reading and Writing, the EL, SWD, Low Income, Hispanic/Latino, and African American groups had higher proportions of students in AL1 and AL2 combined. The Asian, White, and Multi-Racial groups had higher proportions of students in AL3 and AL4 combined.

Excluding the high performance of Asian group, the percent in AL1 ranges from 17% (White) to 78% (EL). The percent in AL2 ranges from 16% (EL) to 27% (African American) with Low Income and Hispanic/Latino only 1% above the African American group. The percent in AL3 ranges from 5% (EL) to 48% (White). The percent in AL4 ranges from 0-1% (EL) to 16% (White).

*The Hawaiian and American Indian groups are excluded from the narrative due to small numbers of students tested in these groups.

SAT Mathematics Disaggregated Performance

Figure 7 – SAT Mathematics Achievement Levels, 2018, Disaggregated

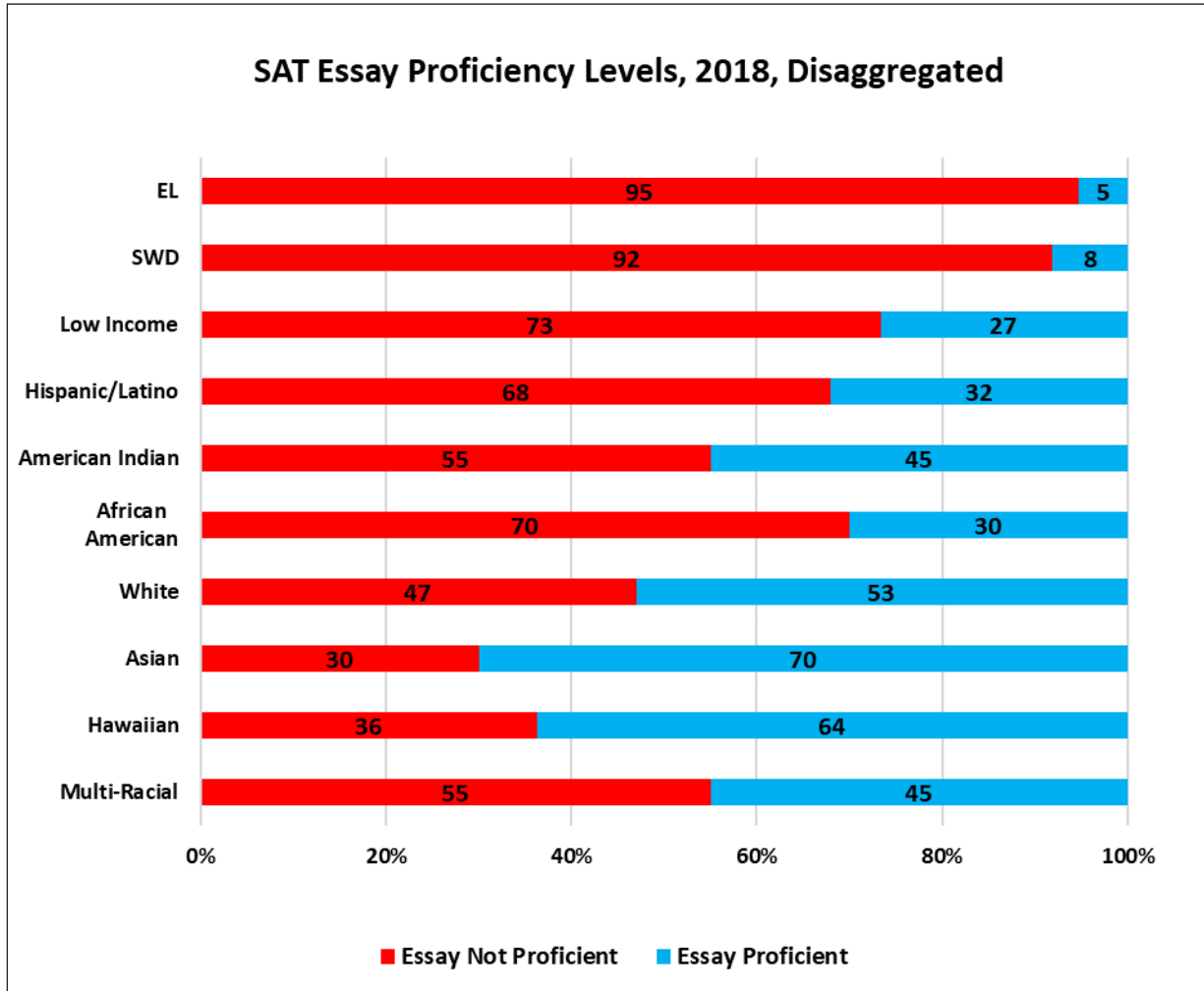


In Mathematics, the EL, SWD, Low Income, Hispanic/Latino, and African American groups had higher proportions of students in AL1 and AL2 combined. The Asian and White groups had higher proportions of students in AL3 and AL4 combined. Excluding the high performance of Asian group, the percent in AL1 ranges from 22% (White) to 81% (EL). The percent in AL2 ranges from 16% (EL) to 43% (Multi-Racial). The percent in AL3 ranges from 0-1% (EL) to 32% (White). The percent in AL4 ranges from 0-1% (SWD, EL, Low Income, and African American) to 36% (Asian).

*The Hawaiian and American Indian groups are excluded from the narrative due to small numbers of students tested in these groups.

SAT Essay Disaggregated Performance

Figure 8 – SAT Essay Proficiency Levels, 2018, Disaggregated



The percent “not proficient” for Essay ranges from 30% (Asian) to 95% (EL). The percent proficient ranges from 5% (EL) to 70% (Asian). Between 27%-32% of students are proficient on the SAT Essay in the Low-Income, African American, and Hispanic groups.

*The Hawaiian and American Indian groups are excluded from the narrative due to small numbers of students tested in these groups.

Science and Social Studies State Summary

2017-2018

Administration

III. Science and Social Studies State Assessment Summary

Science and Social Studies Overview

Both Science and Social Studies were field tested, therefore no data is available this year.

Science Assessment Window Dates:

Dates of Window	Tests Administered
May 7 – June 1, 2018	Science Grades 5, 8, and 10 (Biology)

Social Studies Assessment Window Dates:

Dates of Window	Tests Administered
April 16 – June 1, 2018	Social Studies Grades 4, 7, and 11

**State Summaries of Delaware System of
Student Assessment- Alternate
assessment (DeSSA-Alt)
ELA, Mathematics, and Science**

2017-2018 Administration

IV. DeSSA-Alt State Assessment Summary

DeSSA-Alt Overview

This was the first opportunity for the DeSSA- Alt during the spring 2018 administration for ELA and mathematics in grade 3-11 and for science in grades 5, 8, and 10. The DeSSA-Alt ELA, Mathematics and Science assessments are designed for students with the most significant cognitive disabilities for whom general state assessments are not appropriate, even with accommodations. The assessments are completely individualized and adaptive so that students can show what they know and can do. There was no administration of a DeSSA-Alt Social Studies assessment.

Dates of Window	Tests Administered
March 12 - May 18, 2018	<u>DeSSA-Alt ELA and Mathematics</u> Grades 3-8, 11 <u>DeSSA-Alt Science</u> Grades 5, 8, 10

Specific skills the students has/has not mastered are found in the Student's Learning Profile. Student achievement for DeSSA-Alt is reported using four performance categories:

- Emerging
- Approaching the Target
- At Target
- Advanced

DeSSA-Alt Standard Setting

In 2017, the State of Delaware decided to adopt the Dynamic Learning Map (DLM) as the state alternate assessments in English language arts (ELA) and mathematics at grades 3-8, and 11, and in science at grade-bands of 3-5, 6-8, and high school.

The DLM standard setting was conducted in June 15-18, 2015 for ELA and mathematics; and in June 15-17, 2016 for science as the consortium-wide event with panels consisting of representatives from the partner states to recommend cut points. The DLM standard setting is based on the profile approach to classify student performance into four levels: Emerging, Approaching the Target, at Target, and Advanced. Student profiles approach relied on aggregation of dichotomous classifications of mastery of the knowledge and skills across Essential Elements in the DLM blueprint. This approach leverages the nodes in the learning maps and the statistical modeling approach for determining student mastery classifications. Cut points were determined by evaluating the total number of linkage levels mastered, similar to assigning a cut point along a scale score continuum.

More information about the standard setting can be found in the [*Dynamic Learning Maps 2015 Year End Model Standing Setting: English Language Arts and Mathematics Technical Report #15-03*](#) and [*the Dynamic Learning Maps 2016 Standard Setting: Science Technical Report #16-03*](#).

For the year-end model, the assessment blueprint requires that students be assessed on several [ELA Essential Elements](#) and [Mathematics Essential Elements](#) (EEs). All students are assessed on testlets associated with the same EEs, but they are assigned testlets at different linkage levels so each student has an opportunity to independently demonstrate knowledge and skills.

The following tables show the ELA, mathematics, and science performance categories linkage levels mastered ranges developed from the DeSSA-Alt Standard Setting by content area and grade.

DeSSA-Alt ELA Performance Level Category Ranges

Grade	Emerging (AL 1)	Approaching Target (AL 2)	At Target (AL 3)	Advanced (AL 4)
3	0-35 Linkage Levels Mastered	36-49 Linkage Levels Mastered	50-70 Linkage Levels Mastered	71-80 Linkage Levels Mastered
4	0-37 Linkage Levels Mastered	38-56 Linkage Levels Mastered	57-74 Linkage Levels Mastered	75-85 Linkage Levels Mastered
5	0-34 Linkage Levels Mastered	35-52 Linkage Levels Mastered	53-75 Linkage Levels Mastered	76-85 Linkage Levels Mastered
6	0-26 Linkage Levels Mastered	27-45 Linkage Levels Mastered	46-64 Linkage Levels Mastered	65-80 Linkage Levels Mastered
7	0-26 Linkage Levels Mastered	27-51 Linkage Levels Mastered	52-72 Linkage Levels Mastered	73-90 Linkage Levels Mastered
8	0-22 Linkage Levels Mastered	23-47 Linkage Levels Mastered	48-71 Linkage Levels Mastered	72-85 Linkage Levels Mastered
11	0-17 Linkage Levels Mastered	18-46 Linkage Levels Mastered	47-79 Linkage Levels Mastered	80-85 Linkage Levels Mastered

DeSSA-Alt Mathematics Performance Level Category Ranges

Grade	Emerging (AL 1)	Approaching Target (AL 2)	At Target (AL 3)	Advanced (AL 4)
3	0-11 Linkage Levels Mastered	12-20 Linkage Levels Mastered	21-36 Linkage Levels Mastered	37-55 Linkage Levels Mastered
4	0-19 Linkage Levels Mastered	20-29 Linkage Levels Mastered	30-55 Linkage Levels Mastered	56-80 Linkage Levels Mastered
5	0-14 Linkage Levels Mastered	15-31 Linkage Levels Mastered	32-47 Linkage Levels Mastered	48-75 Linkage Levels Mastered
6	0-12 Linkage Levels Mastered	13-27 Linkage Levels Mastered	28-37 Linkage Levels Mastered	38-55 Linkage Levels Mastered
7	0-18 Linkage Levels Mastered	19-36 Linkage Levels Mastered	37-52 Linkage Levels Mastered	53-70 Linkage Levels Mastered
8	0-16 Linkage Levels Mastered	17-39 Linkage Levels Mastered	40-52 Linkage Levels Mastered	53-70 Linkage Levels Mastered
11	0-7 Linkage Levels Mastered	8-17 Linkage Levels Mastered	18-37 Linkage Levels Mastered	38-45 Linkage Levels Mastered

DeSSA-Alt Science Performance Level Categories Ranges

Grade	Emerging (AL 1)	Approaching Target (AL 2)	At Target (AL 3)	Advanced (AL 4)
5	0-9 Linkage Levels Mastered	10-16 Linkage Levels Mastered	17-24 Linkage Levels Mastered	25-27 Linkage Levels Mastered
8	0-9 Linkage Levels Mastered	8-15 Linkage Levels Mastered	16-22 Linkage Levels Mastered	23-27 Linkage Levels Mastered
10	0-7 Linkage Levels Mastered	8-15 Linkage Levels Mastered	16-22 Linkage Levels Mastered	23-27 Linkage Levels Mastered

For example, the cut-point of 71 on the ELA grade 3 DeSSA-Alt indicates that a grade 3 student demonstrates mastery of 71 linkage levels out of the maximum number of linkage levels of 80 on the assessment. This student falls just into the *Advanced* performance category in ELA. Similarly, a student who mastered more than 50 but less than 71 linkage levels indicates a performance at the *At Target* performance category in grade 3 ELA.

The number of linkage levels mastered is not a raw score or number of items correct. Linkage levels represent one or more concepts, skills, or incremental level of complexity needed to progress toward being *At Target* for a particular Essential Element. Detailed information about the Essential Elements, linkage levels, learning maps, test adaptivity, test length, and information about the typical conditions under which the DeSSA-Alt is administered is available in the test administration manuals located on the Delaware DLM webpage. <http://dynamiclearningmaps.org/delaware>

All SWDs and ELs 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 at <https://www.doe.k12.de.us/Page/2138> describe the participation criteria for students who are included in the DeSSA-Alt. The IEP team approves the participation criteria and identifies each student in the Test Information Distribution Engine (vendor database).

To preserve student confidentiality, all reports adhere to the data suppression rules described in the Smarter State Summary Achievement Level Setting found on page 7.

DeSSA-Alt 2018 Participation Rate

Participation Rate – Definitions and Calculations

DeSSA participation definitions and calculations follow the same rules as described in the DeSSA Overview section, page 8.

DeSSA-Alt ELA Participation Rate

The combined participation rate for the DeSSA-Alt ELA was 94%. Federal guidelines mandate a participation level of at least 95%. The state did not meet the participation goal. The chart below provides the breakdown by grade level for the participation rates.

Grade Level	Participation Rate for DeSSA-Alt ELA
3	>95%
4	91%
5	93%
6	>95%
7	91%
8	94%
11	>95%

DeSSA-Alt Mathematics Participation Rate

The combined participation rate for the DeSSA-Alt Mathematics was 94 %. Federal guidelines mandate a participation level of at least 95%. The state did not meet the participation goal. The chart below provides the breakdown by grade level for the participation rates.

Grade Level	Participation Rate for DeSSA-Alt Mathematics
3	>95%
4	91%
5	94%
6	>95%
7	92%
8	94%
11	>95%

DeSSA-Alt Science Participation Rate

The combined participation rate for the DeSSA-Alt Mathematics was 92 %. Federal guidelines mandate a participation level of at least 95%. The state did not meet the participation goal. The chart below provides the breakdown by grade level for the participation rates

Grade Level	Participation Rate for DeSSA-Alt Science
5	93%
8	92%
10	92%

DeSSA-Alt State Level Summary Results

In this section, student achievement on DeSSA-Alt is summarized by each performance level, content area, and grade level for ELA, mathematics, and science. There are no scale scores for the DeSSA-Alt assessment.

This is the first year of the DeSSA-Alt administration, so there is no comparison data. The statewide DeSSA-Alt summary data, is presented in 2018 DeSSA-Alt State Summary Attachment 1.

DeSSA-Alt ELA Performance Results

Figure 7 – DeSSA-Alt ELA Performance Levels, 2018

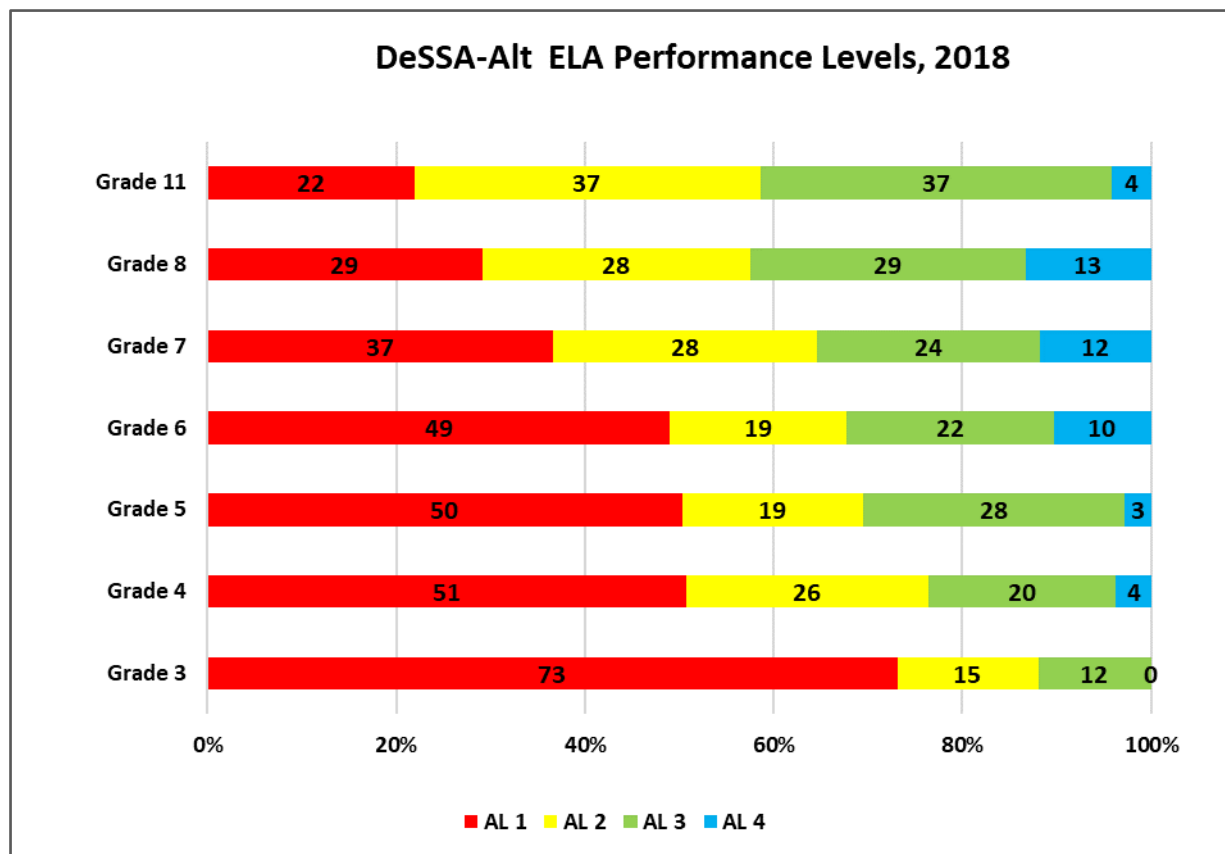


Figure 7 shows the percentage of students in each performance level for ELA by grade for the Spring 2018 DeSSA-Alt administration. The trend showed decreasing percentages of students who performed at Achievement Level 1 (AL 1) ranging from 73% for 3rd graders to 22% for 11th graders. Students placed at AL 2, AL 3 and AL 4 showed increased percentages with each succeeding grade from grade 3 to 8 and 11 with one exception. Grade 11 students had 4% of students who scored AL 4, which was lower than the 13% of grade 8 students at AL 4. No grade 3 students achieved an AL 4. Grade 8 had the highest percentage of students proficient at AL 4 with 13% and Grade 11 had the highest proficiency percentage at AL 3 with 37%.

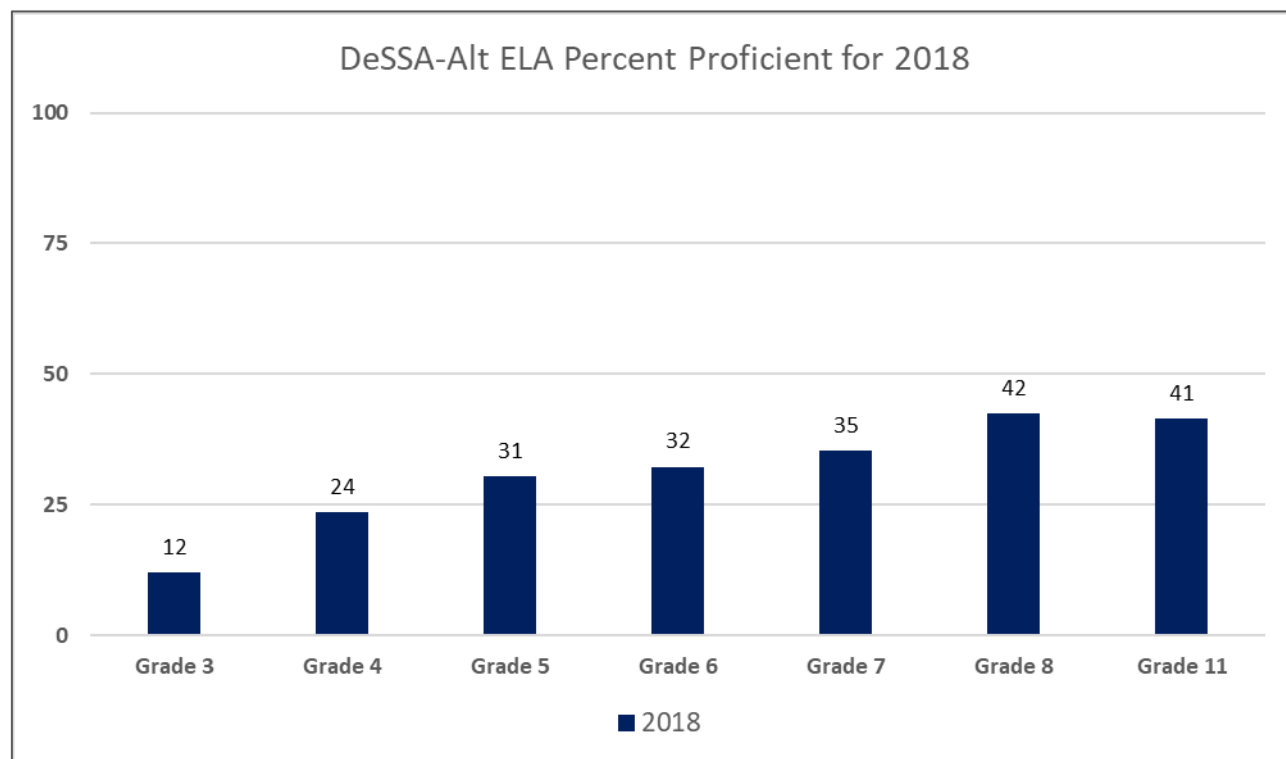
Figure 8 – DeSSA-Alt ELA Percent Proficient, 2018

Figure 8 shows the percentage of students who scored proficient in the area of ELA on the 2018 DeSSA-Alt administration. The students who performed at an achievement level of 3 or 4 are considered proficient. For more information about proficiency, refer to [DeSSA-Alt ELA Performance Level Category Ranges](#).

The overall data shows an increasing trend with each grade level ranging from 12% proficient at grade 3 to 41% in grade 11. The greatest jump in proficiency level is a 12% difference from grade 3 to grade 4. The smallest jump is a 1% increase from grade 5 to grade 6. There is a 1% decrease in proficiency from grade 8 to grade 11. Grade 3 had the lowest percentage of proficient students and Grade 8 had the largest percentage of proficient students.

DeSSA-Alt Mathematics Performance Results

Figure 9 – DeSSA-Alt Mathematics Performance Levels, 2018

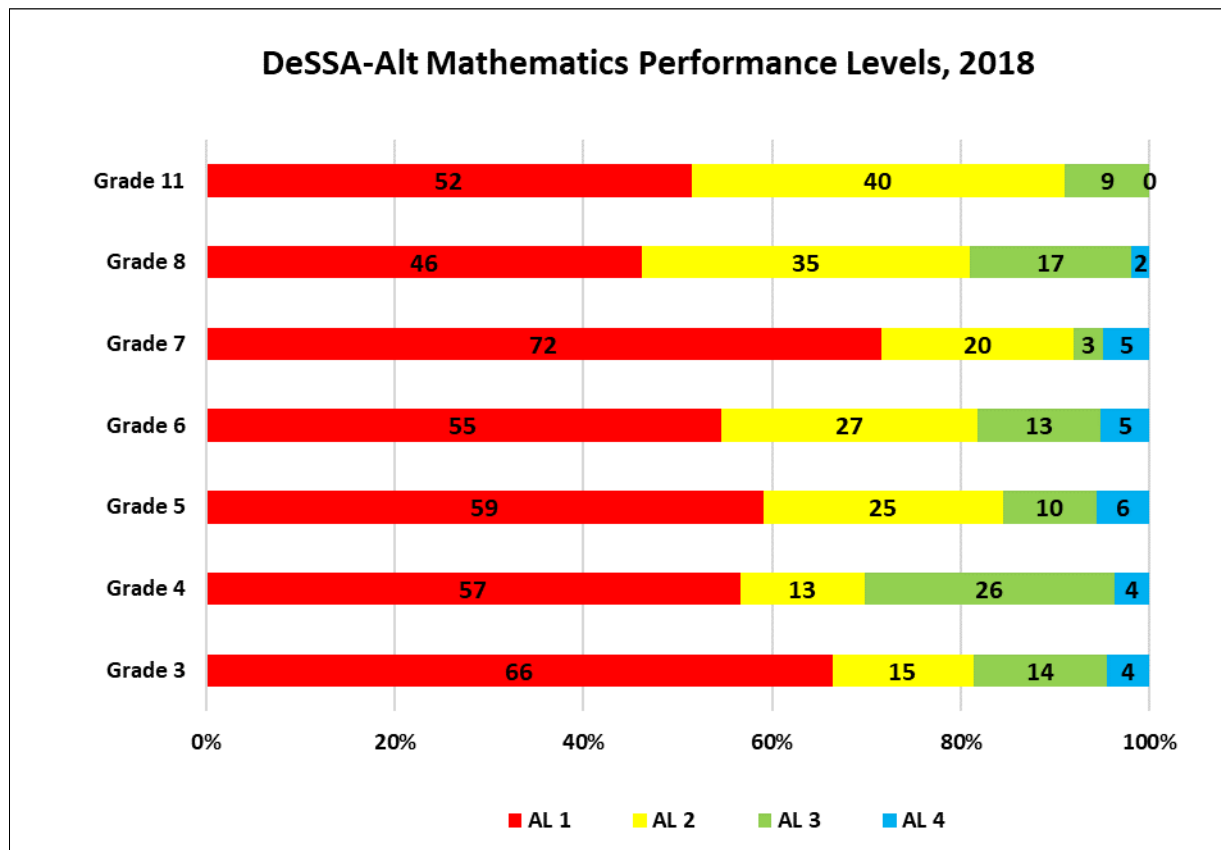


Figure 9 shows the percentage of students in each performance level for Mathematics by grade for the Spring 2018 DeSSA-Alt administration. The range of students who placed at AL1 ranged between 46% and 72%.

Grade 7 had the highest percentage of students performing at AL1 with 72%. Grade 11 had the highest percentage of students who performed at AL2 with 40% and Grade 4 had the highest percentage of students performing at AL3 with 26%. Although all AL 4 rates are similar, Grade 5 had the highest percentage of students performing at AL4 with 6%. No students in grade 11 gained an AL4.

Figure 10 – DeSSA-Alt Mathematics Percent Proficient, 2018

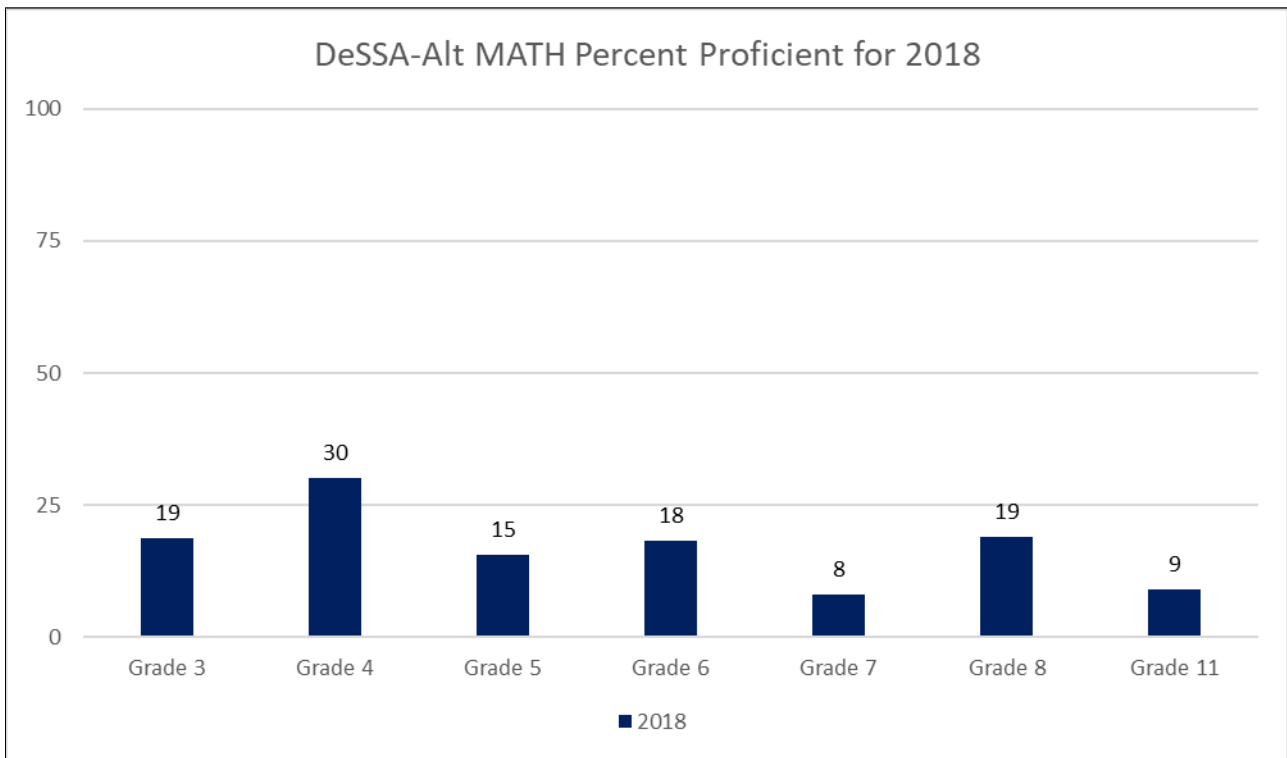


Figure 10 shows the percentage of students who scored proficient in the area of Mathematics on the 2018 DeSSA-Alt administration. The students who performed at an achievement level of 3 or 4 are considered proficient.

Grade 7 had the lowest percentage of proficient students at 8% and grade 4 had the greatest percentage of proficient students at 30%. The trend across grade levels show a pattern of smaller-greater-smaller-greater percentages from grades 3 to 11.

DeSSA-Alt Science Performance Results

Figure 11 – DeSSA-Alt Science Performance Levels, 2018

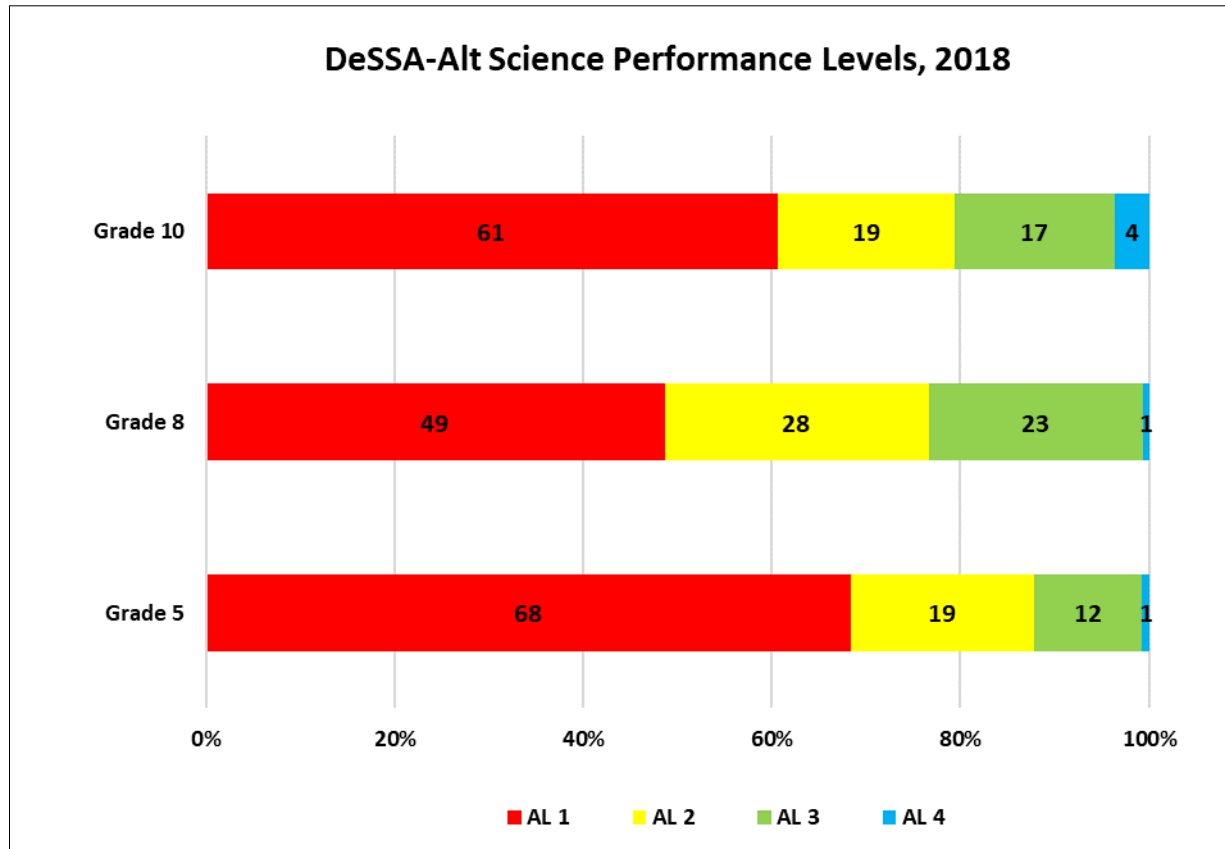


Figure 11 shows the percentage of students in each performance level for Science in grades 5, 8 and 10 for the Spring 2018 DeSSA-Alt administration. The range of students who scored at AL1 ranged between 49% and 68%.

Grade 5 had the highest percentages of students who performed at an AL1 with 68%. Grade 8 had the highest percentage at AL2 with 28% and also at AL3 with 23%. Grade 10 had the highest percentage proficient at AL4 with 4%.

Figure 12 – DeSSA-Alt Science Percent Proficient, 2018

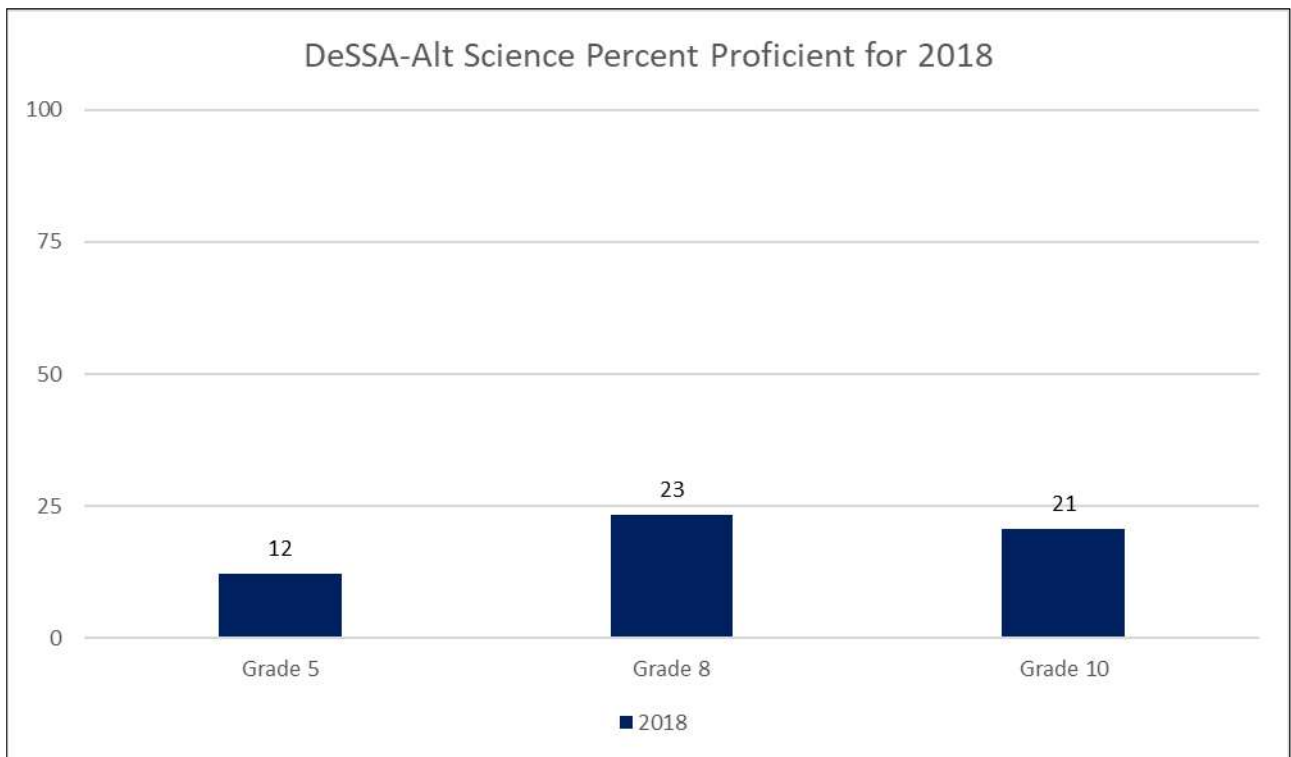


Figure 12 shows the percentage of students who scored proficient in the area of Science on the 2018 DeSSA-Alt administration. The students who performed at an achievement level of 3 or 4 are considered proficient.

Grade 5 had the lowest percentage of proficient students at 12% and grade 8 had the greatest percentage of proficient students at 23%.