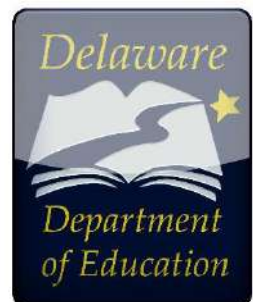


# **Delaware System of Student Assessments (DeSSA) Executive State Summary**

## **2018-2019 Administration**

### **September 2019**

Prepared by:  
Delaware Department of Education  
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### **Smarter 2019 Performance & Participation Data**

[Attachment 1 – 2019 Smarter Statewide, District, and School Performance & Participation](#)

### **SAT 2019 Performance & Participation Data**

[Attachment 1 – 2019 SAT Statewide, District, and School Performance & Participation](#)

### **DeSSA-Alt 2019 Performance & Participation Data**

[Attachment 1 – 2019 DeSSA-Alt Statewide, District and School Performance & Participation](#)

### **DeSSA Science and Social Studies 2019 Performance & Participation Data**

[Attachment 1 – 2019 DeSSA Science and Social Studies Statewide, District and School Participation](#)

NOTE: Performance Data for SCI and SS will not be available until early 2020 after Cut Scores have been approved by State Board of Education and apply to 2019 data.

### **ACCESS 2019 Performance & Participation Data**

[Attachment 1 – 2019 DeSSA-Alt Statewide, District and School 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 2019 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 2019 Smarter assessment, students who had the disability code label “Speech Only” were included in the SWDs reporting group.

In compliance with the Family Education Rights and Privacy Act (FERPA) (CFR §99) as well as other applicable federal and state privacy statutes and regulations, all Delaware Department of Education (DDOE) reports must apply the following methods to avoid disclosure of personally identifiable information in aggregate public reporting:

When reporting data to the public, DDOE will require the following data to be redacted:

- Any data/cell whose population value is less than fifteen (15), regardless of the data/cell's value.
- Any data/cell whose corresponding population value is at or above fifteen (15), but whose data/cell is less than five (5).
- Any data/cell whose corresponding population is at or above fifteen (15), but whose data/cell is within five (5) of the population.

Visually, redacted data may appear in a number of ways. It may appear as:

1. A dash (-)
2. An asterisk (\*)
3. The word "Protected"
4. "<X" (or >X) where X is a number below (or above) which the risk of disclosure is too high.

For more information, refer to [DDOE Data Redaction Rules](#) on DDOE website.

## DeSSA 2019 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
- Military

## 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 2019 represents the fifth 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 5– May 30, 2019	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 in this [Achievement Level Setting](#) document. 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 (authorized users only) (<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 98.7%. Federal reporting requires participation rates of at least 95%. All grades and content areas in Smarter Balanced 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, 2019**

	<b>ELA/Literacy</b>	<b>Mathematics</b>
Statewide	99%	99%
Grade 3	99%	99%
Grade 4	99%	99%
Grade 5	99%	99%
Grade 6	99%	99%
Grade 7	99%	98%
Grade 8	98%	98%

### **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, 2019**

	<b>ELA Prof %</b>	<b>AL 1</b>	<b>AL 2</b>	<b>AL 3</b>	<b>AL 4</b>
<b>Statewide</b>	<b>53</b>	<b>24</b>	<b>23</b>	<b>31</b>	<b>22</b>
<b>Grade 3</b>	51	26	24	23	27
<b>Grade 4</b>	54	27	20	25	28
<b>Grade 5</b>	57	23	20	32	25
<b>Grade 6</b>	52	23	25	34	18
<b>Grade 7</b>	55	23	23	36	19
<b>Grade 8</b>	52	23	25	35	17

**Figure 3- Statewide Mathematics Percent Proficient and Achievement Levels, 2019**

	<b>Math Prof %</b>	<b>AL 1</b>	<b>AL 2</b>	<b>AL 3</b>	<b>AL 4</b>
<b>Statewide</b>	<b>44</b>	<b>29</b>	<b>27</b>	<b>23</b>	<b>21</b>
<b>Grade 3</b>	53	25	22	29	24
<b>Grade 4</b>	51	19	30	29	22
<b>Grade 5</b>	44	28	27	20	24
<b>Grade 6</b>	38	33	30	19	18
<b>Grade 7</b>	41	32	27	22	19
<b>Grade 8</b>	38	37	25	18	20

**District & Charter Participation Rates for Smarter, 2019**

The participation rate is a combination of all grades for district and charter schools.

District	ELA/Literacy	Mathematics
Appoquinimink School District	98	98
Brandywine School District	99	98
Caesar Rodney School District	99	100
Cape Henlopen School District	99	99
Capital School District	99	99
Christina School District	98	98
Colonial School District	99	99
Delmar School District	100	100
Department Of Education	99	99
Indian River School District	99	99
Lake Forest School District	99	99
Laurel School District	100	99
Milford School District	99	99
Red Clay Consolidated School District	98	98
Seaford School District	99	99
Smyrna School District	99	99
Woodbridge School District	100	100

**District & Charter Participation Rates for Smarter, 2019 (cont'd)**

The participation rate is a combination of all grades for district and charter schools.

<b>Charter School</b>	<b>ELA/Literacy</b>	<b>Mathematics</b>
Academia Antonia Alonso	100	100
Academy of Dover Charter School	99	99
Campus Community School	100	100
Charter School of New Castle	99	99
East Side Charter School	96	96
Edison (Thomas A.) Charter School	99	99
First State Montessori Academy	99	99
Freire Charter School Wilmington	97	97
Gateway Lab School	99	99
Great Oaks Charter School	96	97
Kuumba Academy Charter School	99	99
Las Americas Aspira Academy	100	100
MOT Charter School	100	100
Newark Charter School	98	98
Odyssey Charter School	100	100
Positive Outcomes Charter School	94	91
Providence Creek Academy Charter School	99	99
Sussex Academy	100	100
<b>Other</b>	<b>ELA/Literacy</b>	<b>Mathematics</b>
DSCYF	100	100

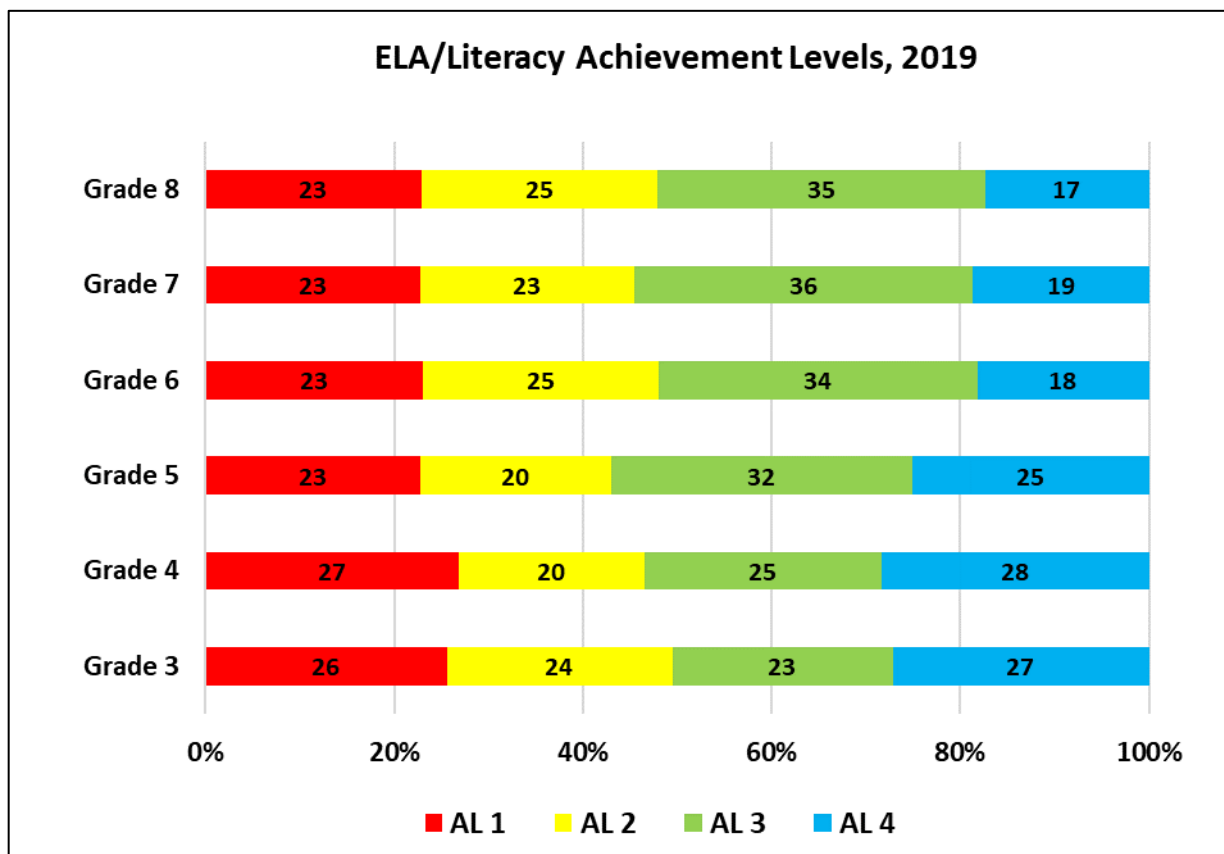


In the following section, the 2019 Smarter results are summarized at the state level with the percent proficient by content, grade, and average score. Please note that, due to rounding for percentage, the total may be above or below 100%.

**Smarter ELA/Literacy Performance**

Figure 4 shows the percentage of students in each Achievement Level for the spring 2019 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.

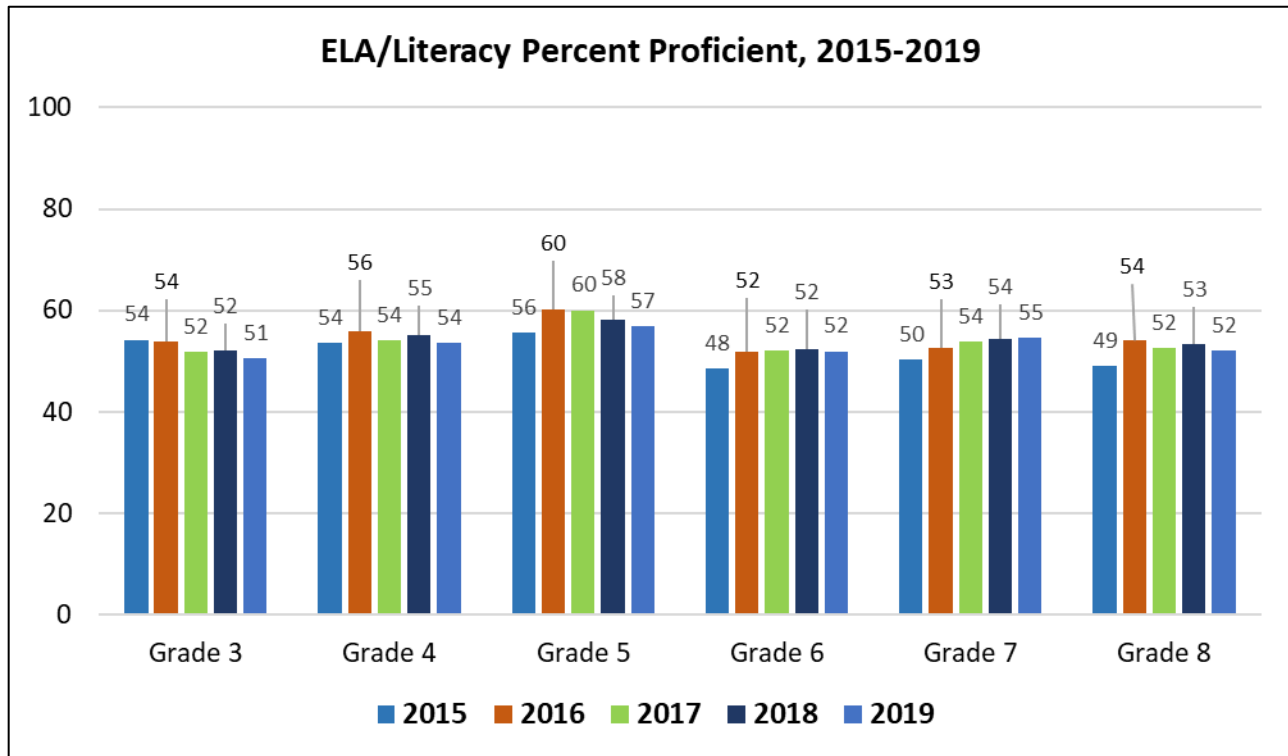
**Figure 4 – Smarter ELA/Literacy Achievement Levels, 2019**



The data shows a somewhat even distribution across the achievement levels for all the grade levels. Grade 4 had the highest number of students at an AL 1 with 27% and the highest number of AL 4 with a percentage of 28. Grades 6 and 8 had the highest number of AL 2 with 25% and Grade 7 had the highest number of AL 3 with 36%.

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, 2015-2019



Over the past five years, the percentage of students achieving proficiency in ELA/Literacy has remained stable ranging between 48-60 percent. Across all the grade levels, percent proficient has decreased by 1% except for grade 6 which remained the same and grade 7 which increased by 1%. Vertical trends show that students who were in Grade 3 in 2018 grew from 52 to 54 percent in Grade 4. Grade 4 students in 2018 grew from 55% to 57% in Grade 5, and Grade 6 students in 2018 gained 3% moving from 52 to 55 percent proficient. Students who moved from Grade 5 to 6 and from Grade 7 to 8 decreased in percent proficiency scores.

**Figure 6 - Smarter ELA/Literacy Average Scale Scores, 2015-2019**

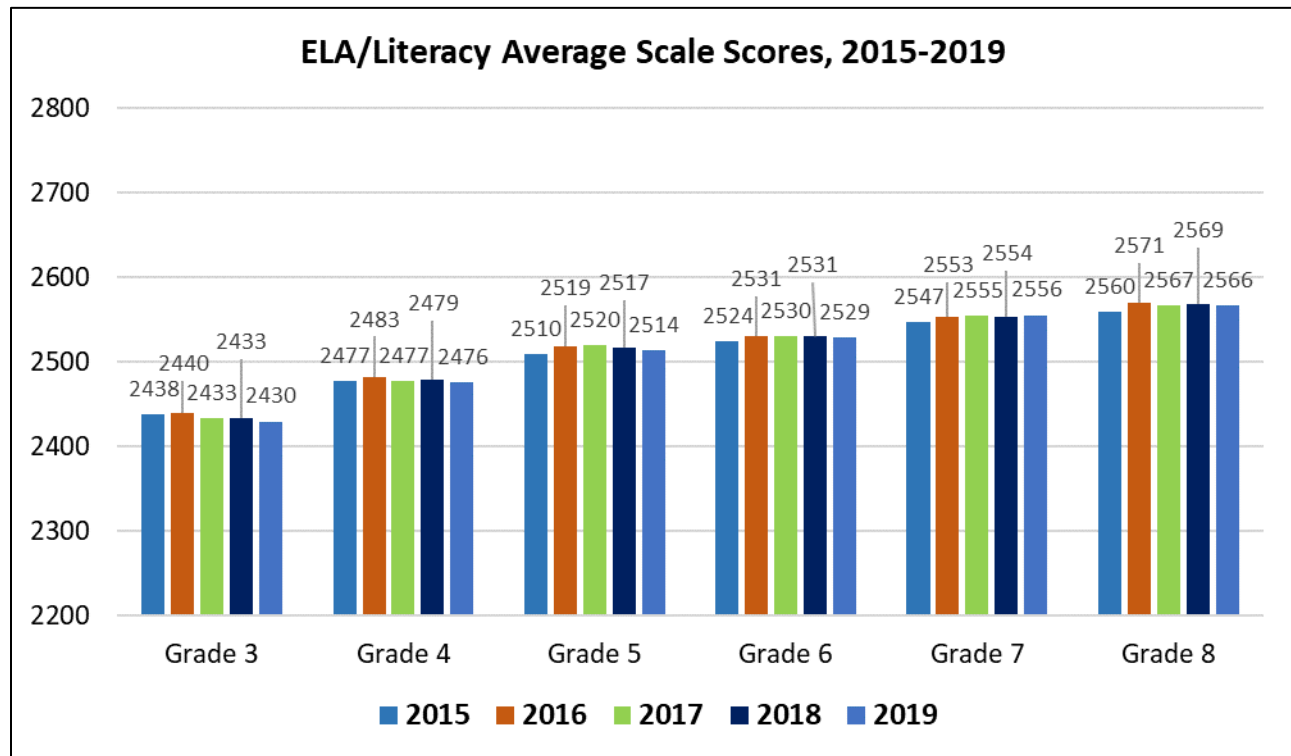


Figure 6 shows the average scale score for all students in Delaware over a five-year period. The scale score is a measure that helps parents and teachers understand how the student’s score falls within an Achievement Level. The Cut Scores for the Achievement Levels can be found on Page 11 of this document. The scale scores are on a development scale (growth scale) and so it would be expected to see the scores increase at each grade level. The overall range of the scale is 2000-3100.

All grades except for Grade 7 decreased in their average scale score from the 2018 to 2019 administration by 2 or 3 points. Grade 7 showed a 2 point gain from 2554 to 2556. Vertical student growth trends in average scale scores occurred in all of the grade levels from 2018 to the next grade in 2019. Students who moved from 3<sup>rd</sup> grade to 4<sup>th</sup> grade showed an increase from 2433 to 2476. Grade 4 students in 2018 scored 2479 and increased to 2514 in 2019. Grade 5 students increased from 2517 in 2018 to 2529 in Grade 6 and students in Grade 6 in 2018 moved from 2531 to 2556 in Grade 7 in 2019. Students who moved from Grade 7 in 2018 increased from an average score of 2554 to 2566 in Grade 8 in 2019.

Smarter Mathematics Performance

Figure 7 - Smarter Mathematics Achievement Levels, 2019

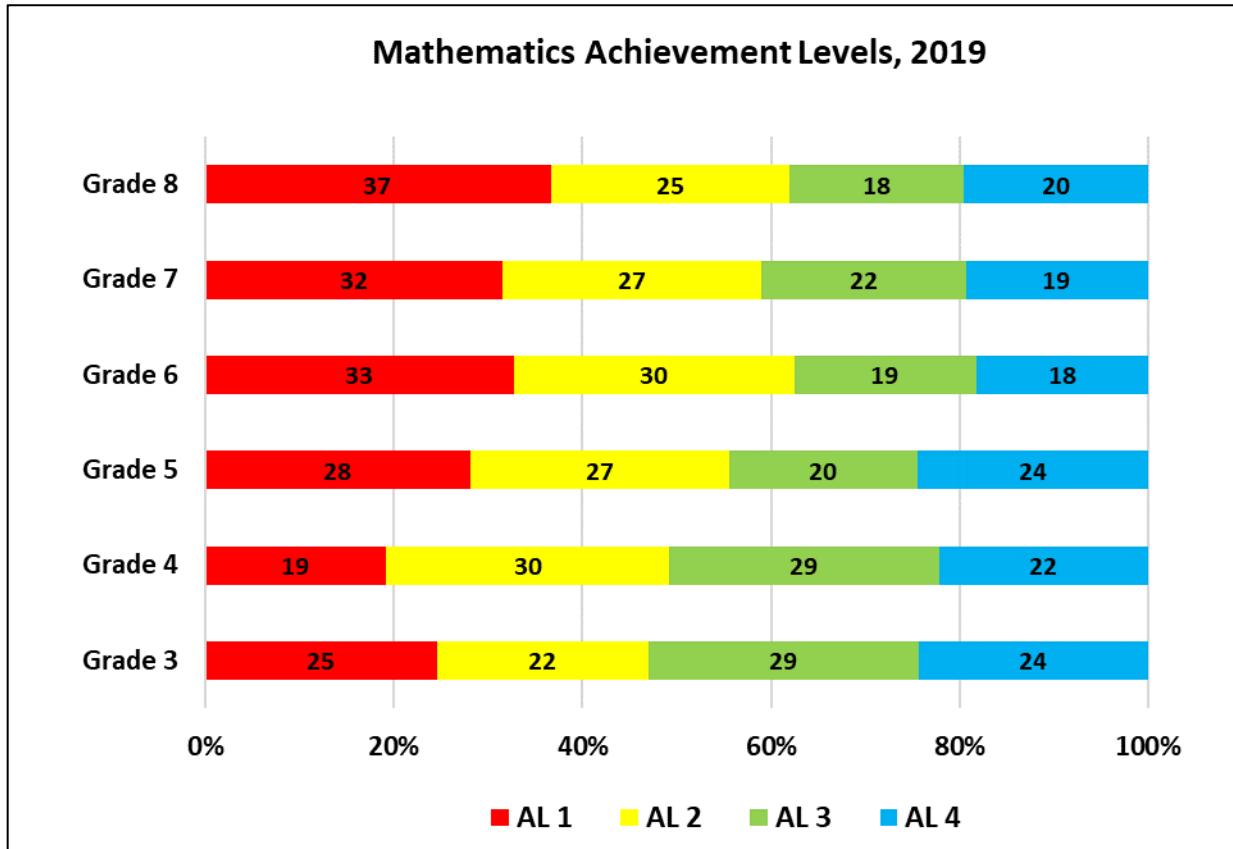
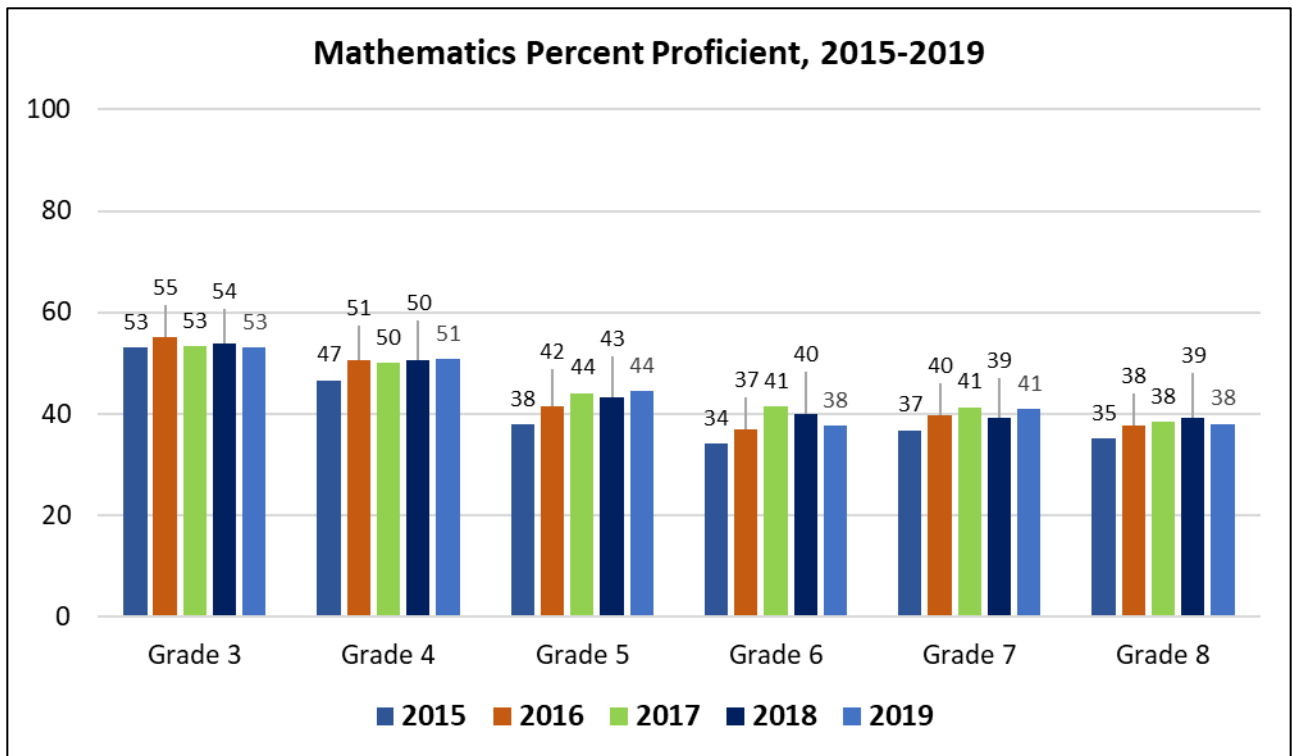


Figure 7 shows the percentage of students in each Achievement Level on the spring 2019 Smarter Mathematics assessment in grades 3-8. There is a somewhat even distribution across the achievement levels for all the grade levels. Grade 8 had the highest number of students at an AL 1 with 37% and. Grades 6 and 4 had the highest number of AL 2 with 30%. Grades 3 and 4 had the highest number of AL 3 with 29% and both Grades 3 and 5 had the highest number of AL 4 students at 24%.

**Figure 8 - Smarter Mathematics Percent Proficient, 2015-2019**



Over the past five years, the percentage of students achieving proficiency in Mathematics has ranged from 34 to 55 percent. Across all the grade levels, the percent proficient has increased or decreased by 1 or 2 percent from 2018 to 2019.

Vertical trends show that students who were in Grade 3 in 2018 decreased from 54 to 51 percent in Grade 4. Grade 4 students in 2018 decreased from 50% to 44% in Grade 5 and Grade 6 students in 2018 gained 1% moving from 40 to 41 percent proficient in Grade 7 of 2019. Students who moved from Grade 7 to 8 also decreased from 39 to 38 percent proficient.

Figure 9 – Smarter Mathematics Average Scale Scores, 2015-2019

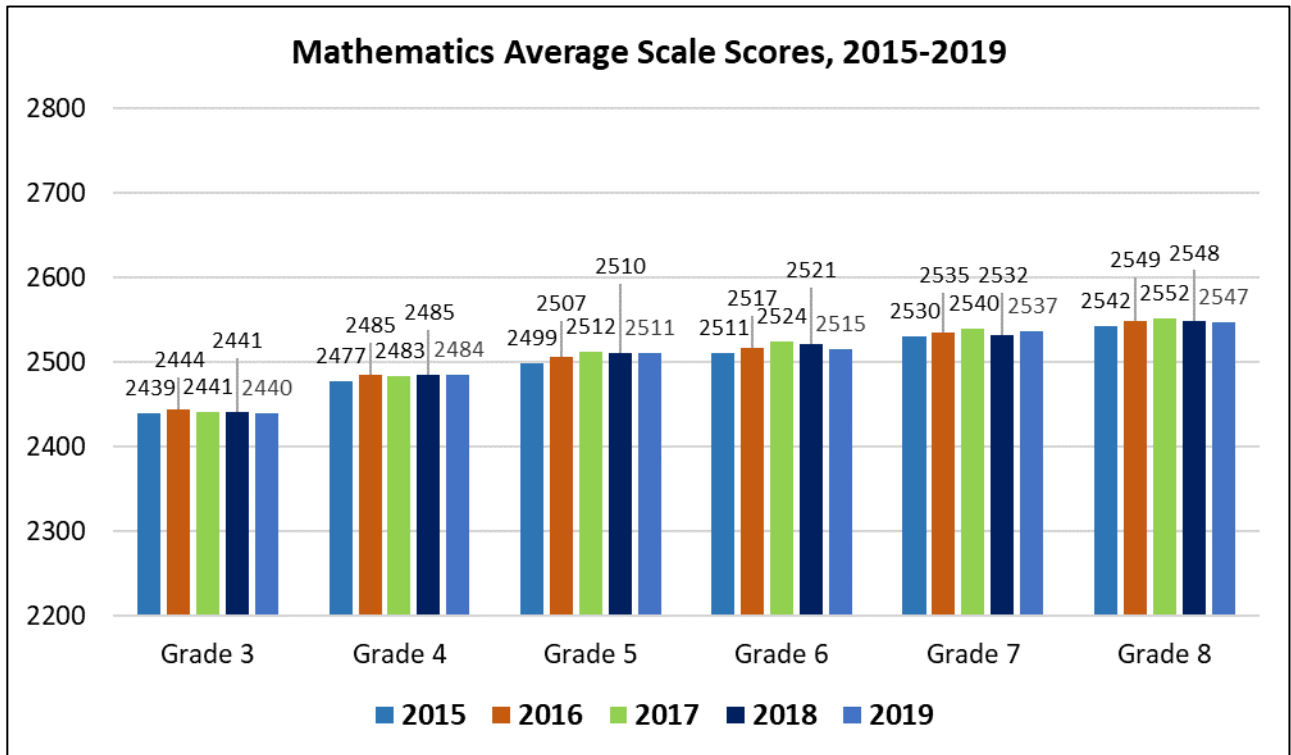


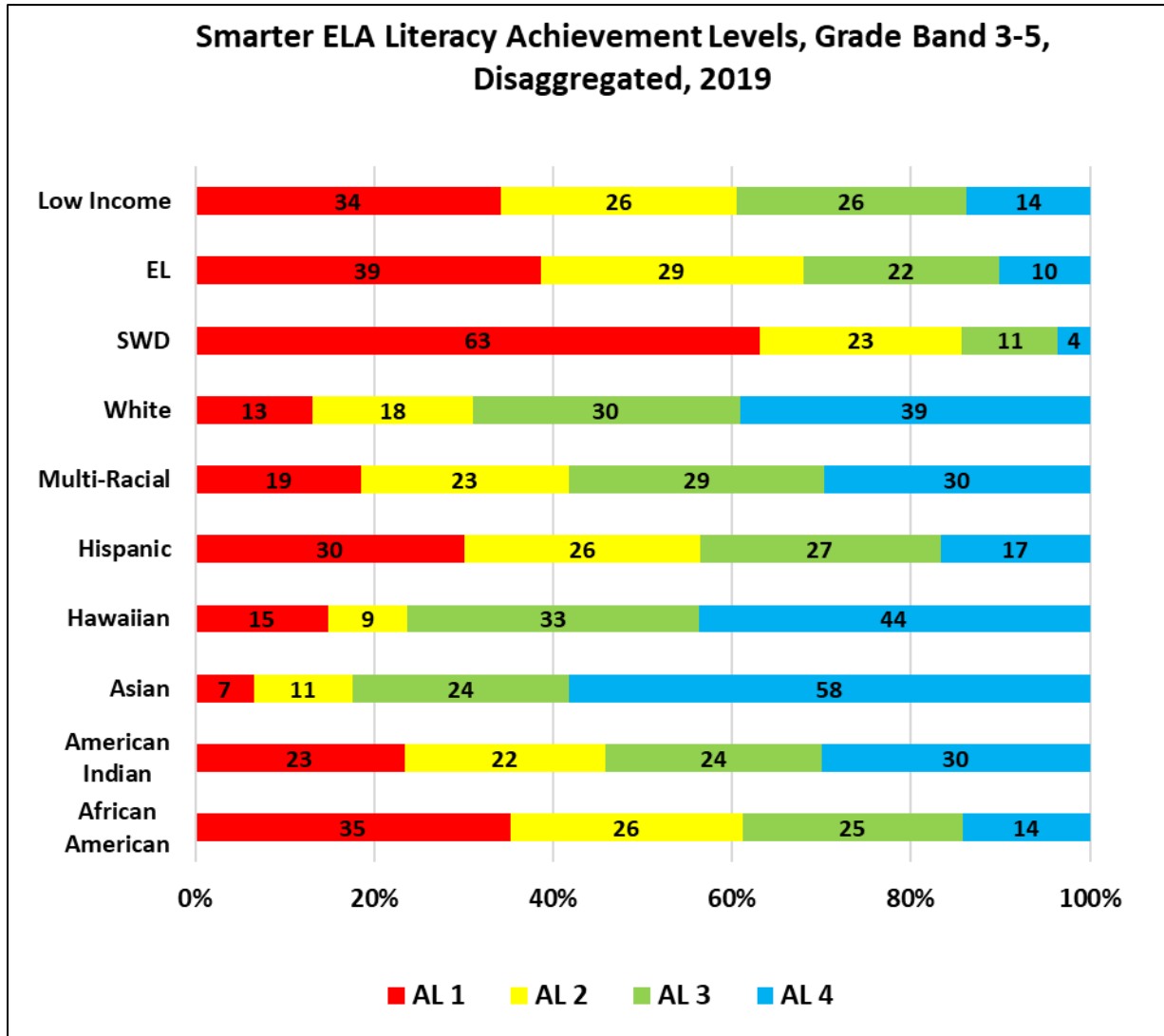
Figure 9 shows the average scale score for all students in Delaware over a five-year period. The scale score is a measure that helps parents and teachers understand how the student’s score falls within an Achievement Level. The Cut Scores for the Achievement Levels can be found on Page 12 of this document. The scale scores are on a development scale (growth scale) and so it would be expected to see the scores increase at each grade level. The overall range of the scale is 2000-3100.

Grades 5, and 7 showed an increase their average scale score from 2018 to 2019. Grades 3, 4 and 8 decreased in their average scale score from the 2018 to 2019 administration by 1 point. Grade 6 showed a decrease of 6 points from 2018 to 2019. Vertical student growth trends in average scale scores occurred in all of the grade levels from 2018 to the next grade in 2019. Students who moved from 3<sup>rd</sup> grade to 4<sup>th</sup> grade showed an increase from 2441 to 2484. Grade 4 students in 2018 scored 2485 and increased to 2511 in 2019. Grade 5 students increased from 2510 in 2018 to 2515 in Grade 6 and students in Grade 6 in 2018 moved from 2521 to 2537 in Grade 7 of 2019. Students who moved from Grade 7 in 2018 increased from an average score of 2532 to 2547 in Grade 8 of 2019.

**Smarter Disaggregated Summary Results**

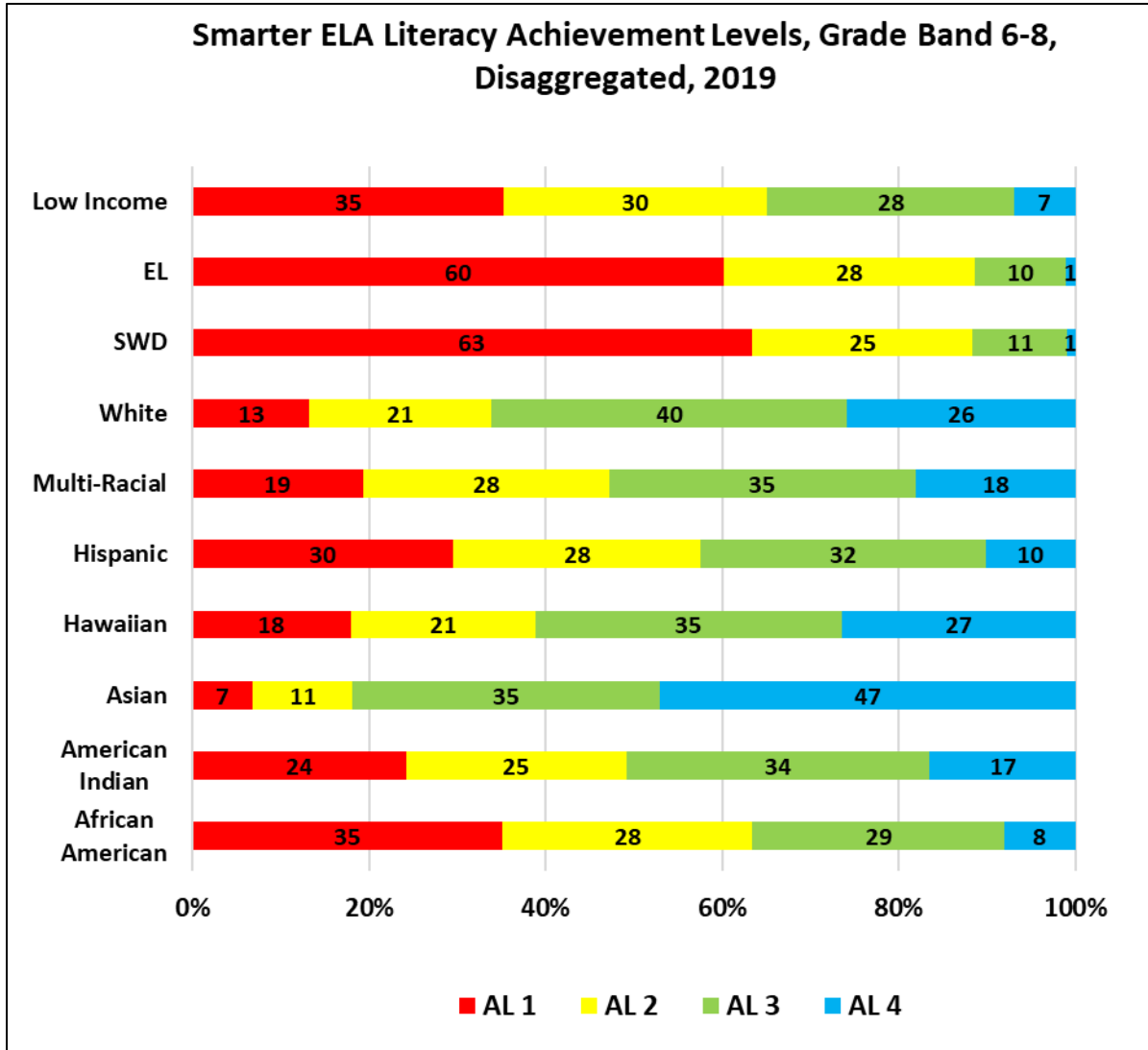
**Smarter ELA/Literacy Disaggregated Performance**

**Figure 10 - Smarter ELA/Literacy Achievement Levels, Grade Band 3-5, Disaggregated 2019**



In ELA/Literacy for Grade Band 3-5, the SWD group had the highest proportion of students in AL1 at 63%. EL had the highest number of students who performed at AL2 with 29% and Hawaiians had the highest AL3 at 33%. The highest proportion of students in AL4 were Asians with 58%. SWDs had the lowest number of proficient students performing at AL3 and AL4 with 15%

**Figure 11 - Smarter ELA/Literacy Achievement Levels, Grade Band 6-8, Disaggregated, 2019**

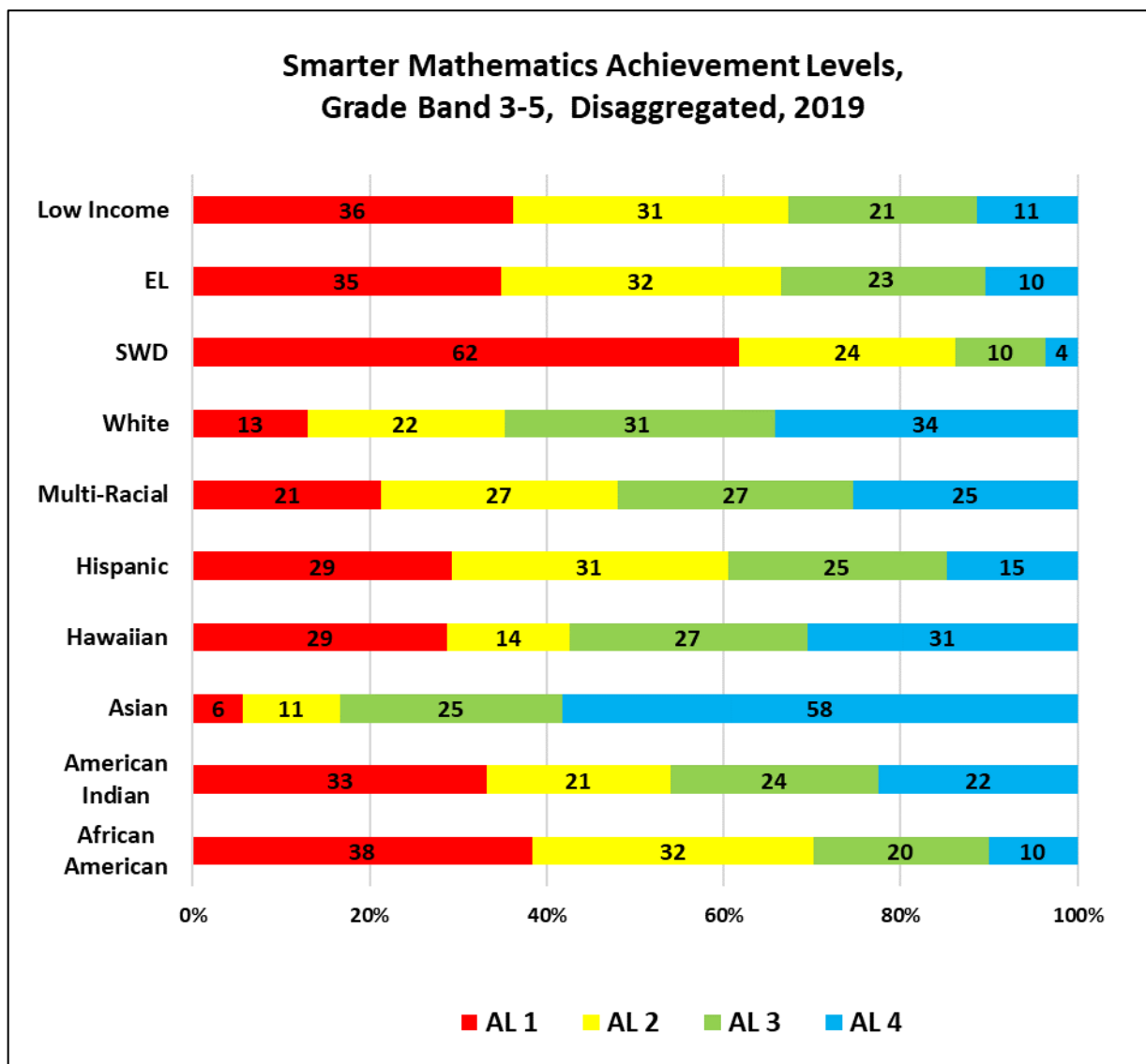


In ELA/Literacy for Grade Band 6-8, ELs and SWDs had the largest proportion of students in AL1 and AL2 combined at 88%. SWDs had the highest proportion of students in AL1 with 63% and Low Income had the highest proportion in AL2 with 30%. 40% of Whites performed at AL3, making them the highest group in this category. Asians had the highest proportion of students performing at AL4 with 47%. ELs and SWDs had the lowest proportion of students performing at proficiency (AL3+AL4) with 11% and 12% respectively.



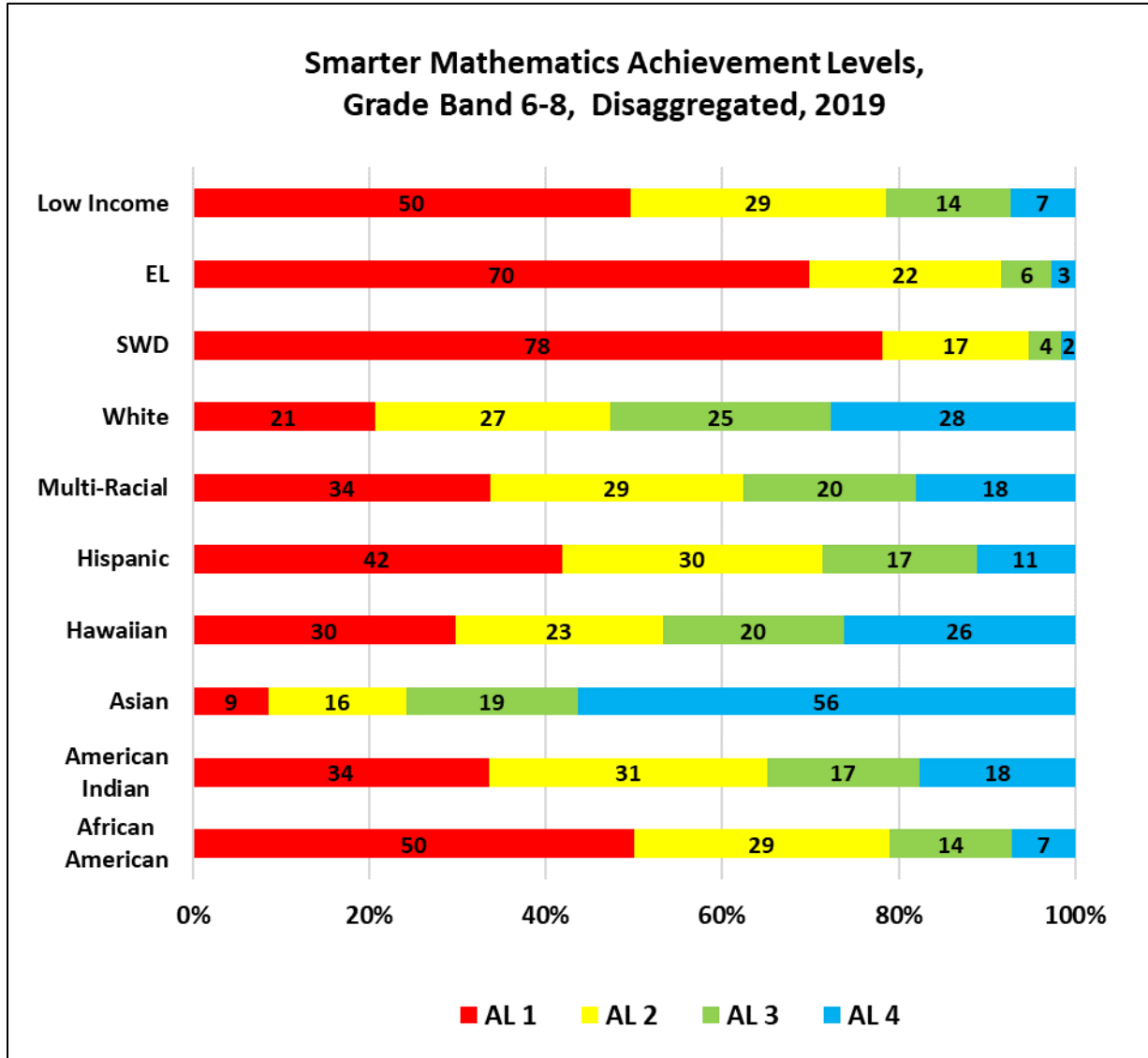
## Smarter Mathematics Disaggregated Performance

Figure 12 - Smarter Mathematics Achievement Levels, Grade Band 3-5,  
Disaggregated, 2019



In Mathematics for Grade Band 3-5, the SWD group had the highest proportion of students in AL1 at 62%. ELs and African-Americans had the highest number of students who performed at AL2 with 32% and Whites had the highest AL3 at 31%. The highest proportion of students in AL4 were Asians with 58%. SWDs had the lowest number of proficient students performing at AL3 and AL4 with 14%

**Figure 13 - Smarter Mathematics Achievement Levels, Grade Band 6-8, Disaggregated, 2019**



In Mathematics for Grade Band 6-8, ELs and SWDs had the largest proportion of students in AL1 with 70% and 78% respectively. American Indians had the highest proportion of students in AL2 with 31%. 25% of Whites performed at AL3, making them the highest group in this category. Asians had the highest proportion of students performing at AL4 with 54%. ELs and SWDs had the lowest proportion of students performing at proficiency (AL3+AL4) with 9% and 6% respectively.

# **SAT State Summary**

**2018-2019**

**Administration**

## II. SAT Assessment Summary

### **SAT Overview**

Spring 2019 marked the fourth 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 11<sup>th</sup> 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 10, 2018	SAT Saturday
March 27, 2019	School Day SAT
April 9, 2019	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"> <li>• <u>SAT ERW – 630-800</u>: The level 4 student has exceeded the achievement level and demonstrates a <b>thorough</b> understanding of the knowledge and skills needed for college and career readiness and achievement relative to the ELA/Literacy Content Standards.</li> <li>• <u>SAT Math – 650-800</u>: The level 4 student has exceeded the achievement level and demonstrates a <b>thorough</b> 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.</li> </ul>
Level 3	<ul style="list-style-type: none"> <li>• <u>SAT ERW – 480-620</u>: The level 3 student has met the achievement level and demonstrates <b>adequate</b> understanding of the knowledge and skills needed for college and career readiness and achievement relative to the ELA/Literacy Content Standards.</li> <li>• <u>SAT Math – 530-640</u>: The level 3 student has met the achievement level and demonstrates an <b>adequate</b> 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.</li> </ul>
Level 2	<ul style="list-style-type: none"> <li>• <u>SAT ERW – 420-470</u>: The level 2 student partially meets the achievement level and demonstrates an <b>incomplete</b> understanding of the knowledge and skills needed for college and career readiness and achievement relative to the ELA/Literacy Content Standards.</li> </ul>

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

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"> <li>• SAT Essay: The proficient student on the Essay portion of the SAT has met the achievement level and demonstrates an <b>adequate</b> 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.</li> </ul>
<ul style="list-style-type: none"> <li>• SAT Essay: The non-proficient student on the Essay portion of the SAT has not met the achievement performance level and demonstrates a <b>minimal</b> 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.</li> </ul>

**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 92% and for Mathematics is 92%. 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 2019, 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, 2019**

	ERW	Math	Essay
Statewide	92%	92%	89%

## **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, 2019**

	Proficiency Rate	AL 1	AL 2	AL 3	AL 4
Statewide ERW	48	30	23	39	9
Statewide Mathematics	28	34	39	23	5
Statewide Essay	42	58		42	

As with other DeSSA assessments, the 2019 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, 2017-2019

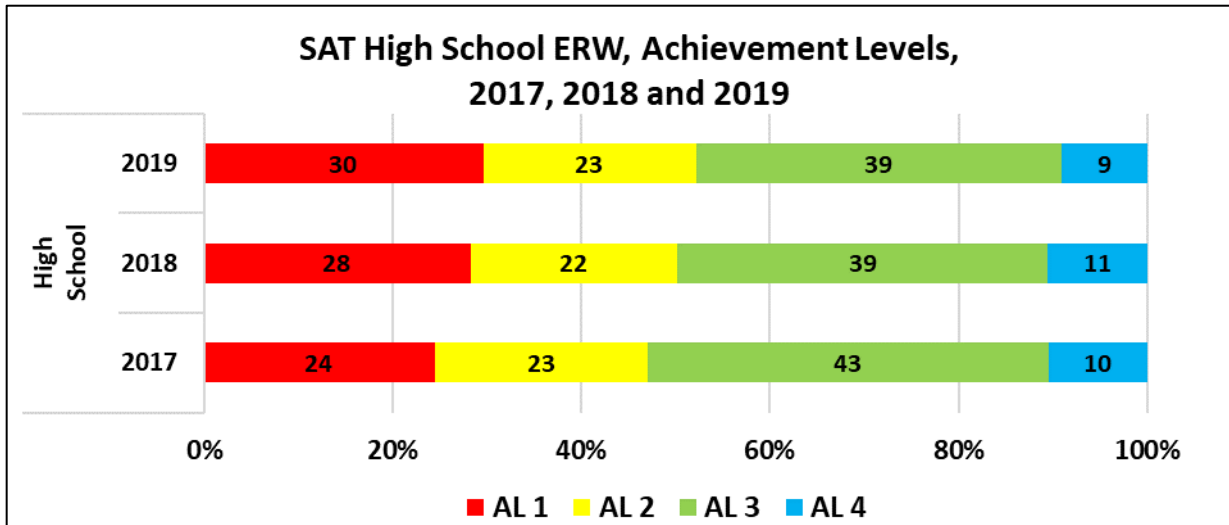
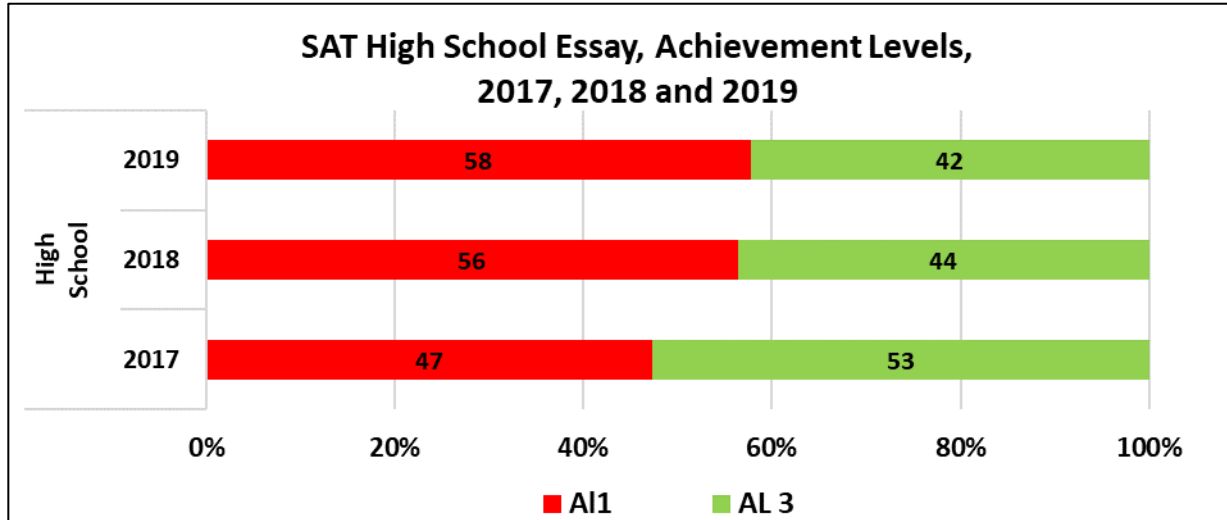


Figure 3 shows the performance levels distribution for High School students in spring 2019 compared to spring 2017 and 2018 for ERW. The percentages may not equal 100% due to rounding. The highest percent of students (39%) are performing at AL3, which has remained consistent over the past two years. The performance levels of students performing at AL1 has increased since 2017 while those performing at AL2 has remained somewhat consistent. The percentage of students performing at AL4 has declined by 1% each year since 2017.

## SAT Essay Performance

Figure 4 – SAT High School Essay Performance, 2017-2019



This is the third 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 2019 compared to spring 2017 and 2018. There has been an increase in students performing at AL1 and a decline in the number of High Schools students proficient in 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, 2017-2019

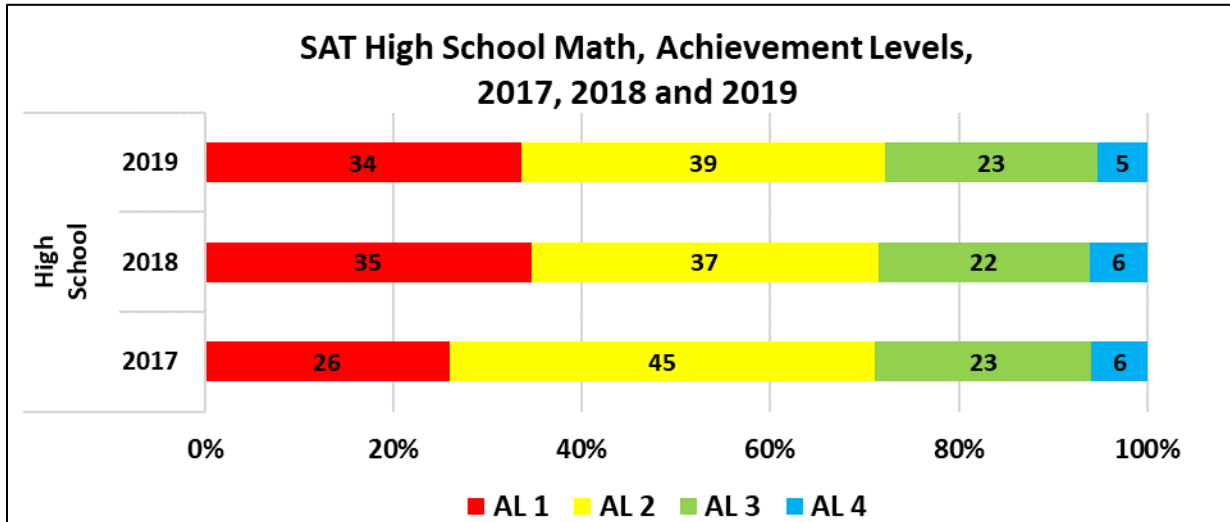


Figure 5 shows the percentage of students in each Achievement level on the spring 2019 School Day SAT Mathematics assessment in High School. The highest percent of students (39%) are performing at AL2, which has remained consistent over the past two years. The performance levels of students performing at AL1 has increased since 2017 while those performing at AL3 has remained somewhat consistent at 23%. The percentage of students performing at AL4 has remained below 10% for all three years.

### SAT Average Scale Score, 2019

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 2019 was 481. In 2017 and 2018, the ERW average scale score was 491 and 485.

The SAT Essay average scale score for 2019 was 12. In 2017 and 2018, the ERW average scale score was 13 and 12.

The SAT Mathematics average scale score for 2019 was 466. In 2017 and 2018, the average mathematics scale score was 478 and 471.

**School & Charter Day SAT Participation Rates for 2019**

<b>SAT School Participation</b>	<b>2019 ERW</b>	<b>2019 Math</b>	<b>2019 Essay</b>
Appoquinimink High School	92	92	90
Brandywine High School	85	85	77
Caesar Rodney High School	98	98	95
Cab Calloway School of the Arts	99	99	98
Cape Henlopen High School	91	91	89
Christiana High School	100	100	100
Concord High School	97	97	96
Conrad Schools of Science	97	97	97
Delcastle Technical High School	91	91	89
Delmar High School	98	98	94
John Dickinson High School	71	71	66
Dover High School	85	85	82
A.I. duPont High School	94	94	88
Early College High School	99	99	99
Glasgow High School	97	97	97
Hodgson Vo-Tech	99	99	96
Howard Vo-Tech	99	99	99
Indian River High School	98	98	93
Lake Forest High School	99	99	91
Laurel Senior High School	92	92	88
Thomas McKean High School	82	82	73
Middletown High School	93	93	92
Milford Senior High School	93	91	89
Mount Pleasant High School	91	91	89
Newark High School	97	97	96
William Penn High School	92	92	88
Polytech High School	99	99	95
Seaford Senior High School	89	89	80
Smyrna High School	93	93	91
St. Georges Technical High School	99	99	98
Sussex Central High School	93	93	90
Sussex Technical High School	97	97	97
Woodbridge High School	89	89	83

<b>SAT Charter Participation</b>	<b>2019 ERW</b>	<b>2019 Math</b>	<b>2019 Essay</b>
Charter School of Wilmington	97	97	96
Design Thinking Academy	85	85	83
Early College High School at Del State	99	99	99
First State Military Academy	98	98	94
Freire Charter School Wilmington	99	99	96
MOT Charter School	99	99	99
Newark Charter School	98	98	98
Odyssey Charter School	100	100	100
Positive Outcomes Charter School	81	81	71
Sussex Academy	100	100	100
DAPSS	94	94	77

**SAT Disaggregated Summary Results**

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

**Figure 6 – SAT Evidence-Based Reading and Writing (ERW) Achievement Levels, 2019, Disaggregated**

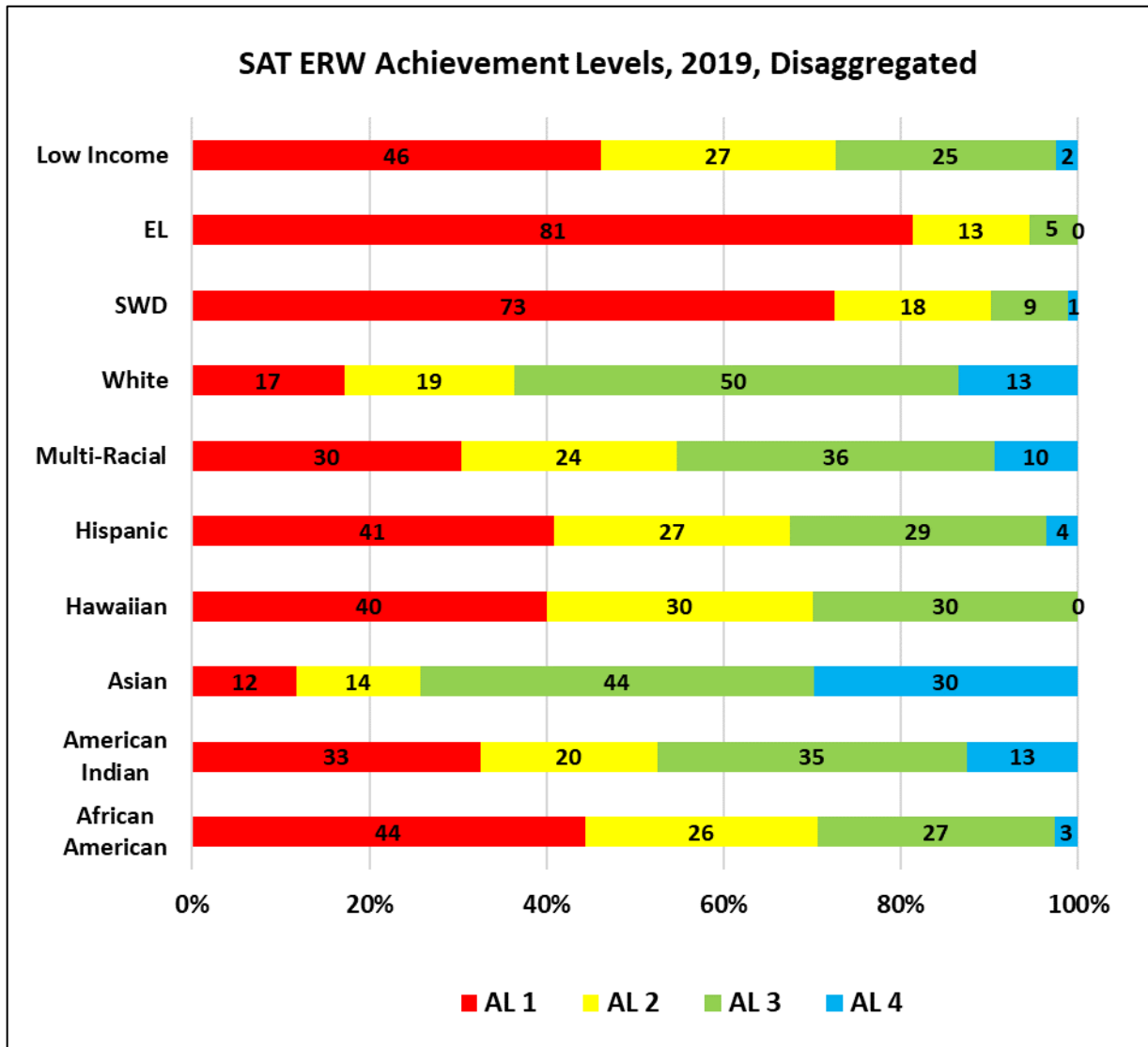


Figure 6 shows that in Evidence Based Reading and Writing, ELs and SWDs had the highest proportion of students in AL1 and AL2 combined at 94% and 91% respectively. Asians and Whites had the highest proportion of students in AL3 and AL4 combined at 74% and 63% respectively. ELs and Hawaiians had no students who performed at AL4 while SWDs, Low-Income, Hispanics and African-American subgroups had below 5% who performed at AL4. Hawaiians had the highest number of students who performed at AL2 with 30%.

Figure 7 – SAT Mathematics Achievement Levels, 2019, Disaggregated

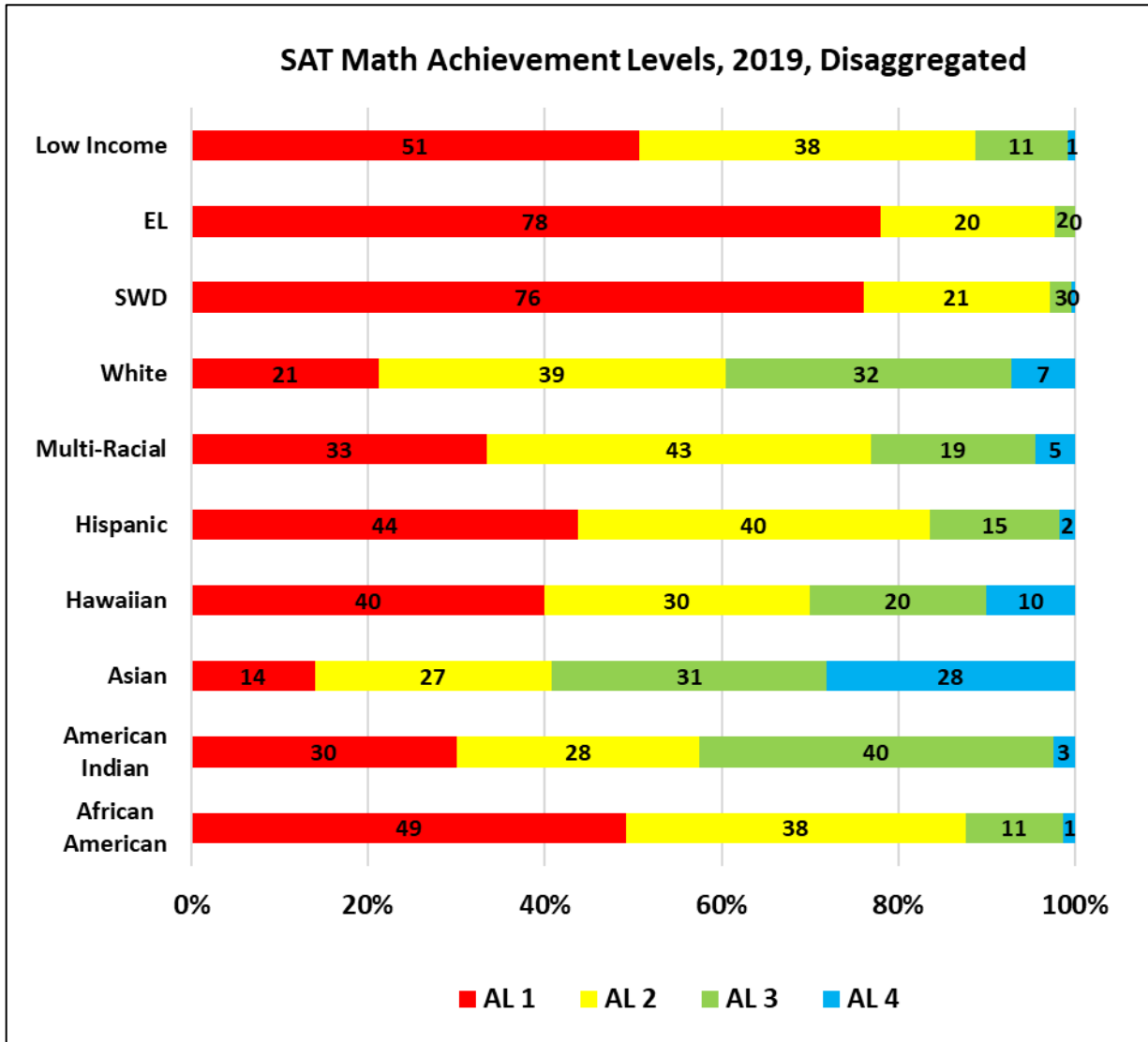


Figure 7 shows that in Mathematics, ELs and SWDs had the highest proportion of students in AL1 and AL2 combined with 98% and 97% respectively. Asians and Whites had the highest proportion of students in AL3 and AL4 combined. ELs and SWDs had no students who performed at AL4 while Low-Income, American Indians, Hispanics and African-American subgroups had below 5% who performed at AL4. The Multi-Racial subgroup had the highest number of students who performed at AL2 at 43%.



## SAT Essay Disaggregated Performance

Figure 8 – SAT Essay Proficiency Levels, 2019, Disaggregated

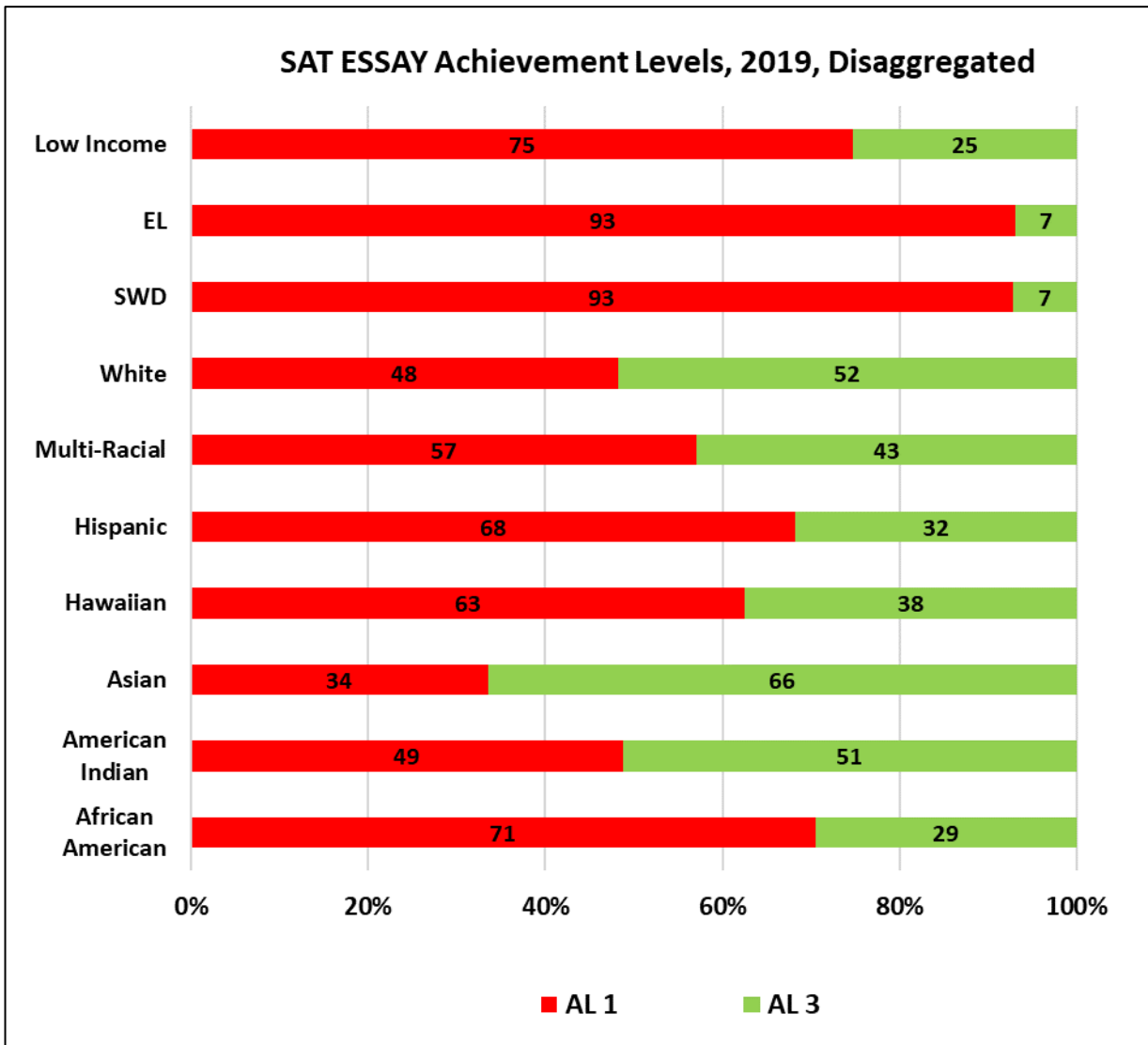


Figure 8 shows the SAT Essay Proficiency Levels for the subgroups. ELs and SWDs had the highest proportion of students who performed at AL1 with 93%. 75% of Low-Income students and 71% of African American students performed at AL1. Asians, Whites and American Indians had the highest proportion of students who performed at AL3 with 66%, 52% and 51% respectively.

# **Science and Social Studies State Summary**

**2018-2019**

**Administration**

### III. Science and Social Studies State Assessment Summary

#### **Science and Social Studies Overview**

Both Science and Social Studies were field tested in 2018. The Standard setting process is occurring in September 2019 to establish the cut scores and Achievement Levels. Data will be reported at a later date when available. The attached Reports will contain only participation rates for State, District, and schools.

#### **Science and Social Studies Assessment Window Dates:**

<b>Dates of Window</b>	<b>Tests Administered</b>
March 5– May 30, 2019	Science Grades 5, 8, and 10 (Biology) Social Studies Grades 4, 7, and 11

## Participation Rate – Definitions and Calculations

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

### DESSA Science Participation Rate

The combined participation rate for the DeSSA Science was 93%. 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 Science
5	99%
8	98%
High School	83%

### DESSA Social Studies Participation Rate

The combined participation rate for the DeSSA Social Studies was 98%. Federal guidelines mandate a participation level of at least 95%. The state met the participation goal. The chart below provides the breakdown by grade level for the participation rates.

Grade Level	Participation Rate for DeSSA Social Studies
4	99%
7	98%
11	96%

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

**2018-2019 Administration**

## IV. DeSSA-Alt State Assessment Summary

### DeSSA-Alt Overview

This was the second opportunity for the DeSSA- Alt during the spring 2019 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 is no administration of a DeSSA-Alt Social Studies assessment.

Dates of Window	Tests Administered
March 11 - May 17, 2019	<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 2019 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	99%
4	95%
5	93%
6	92%
7	94%
8	93%
11	92%

### **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	99%
4	95%
5	94%
6	92%
7	94%
8	93%
11	92%

### DeSSA-Alt Science Participation Rate

The combined participation rate for the DeSSA-Alt Science 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	92%
8	93%
10	94%

## 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 second year of the DeSSA-Alt administration, The statewide DeSSA-Alt summary data, is presented in 2019 DeSSA-Alt State Summary Attachment 1.

### DeSSA-Alt ELA Performance Results

Figure 7 – DeSSA-Alt ELA Performance Levels, 2019

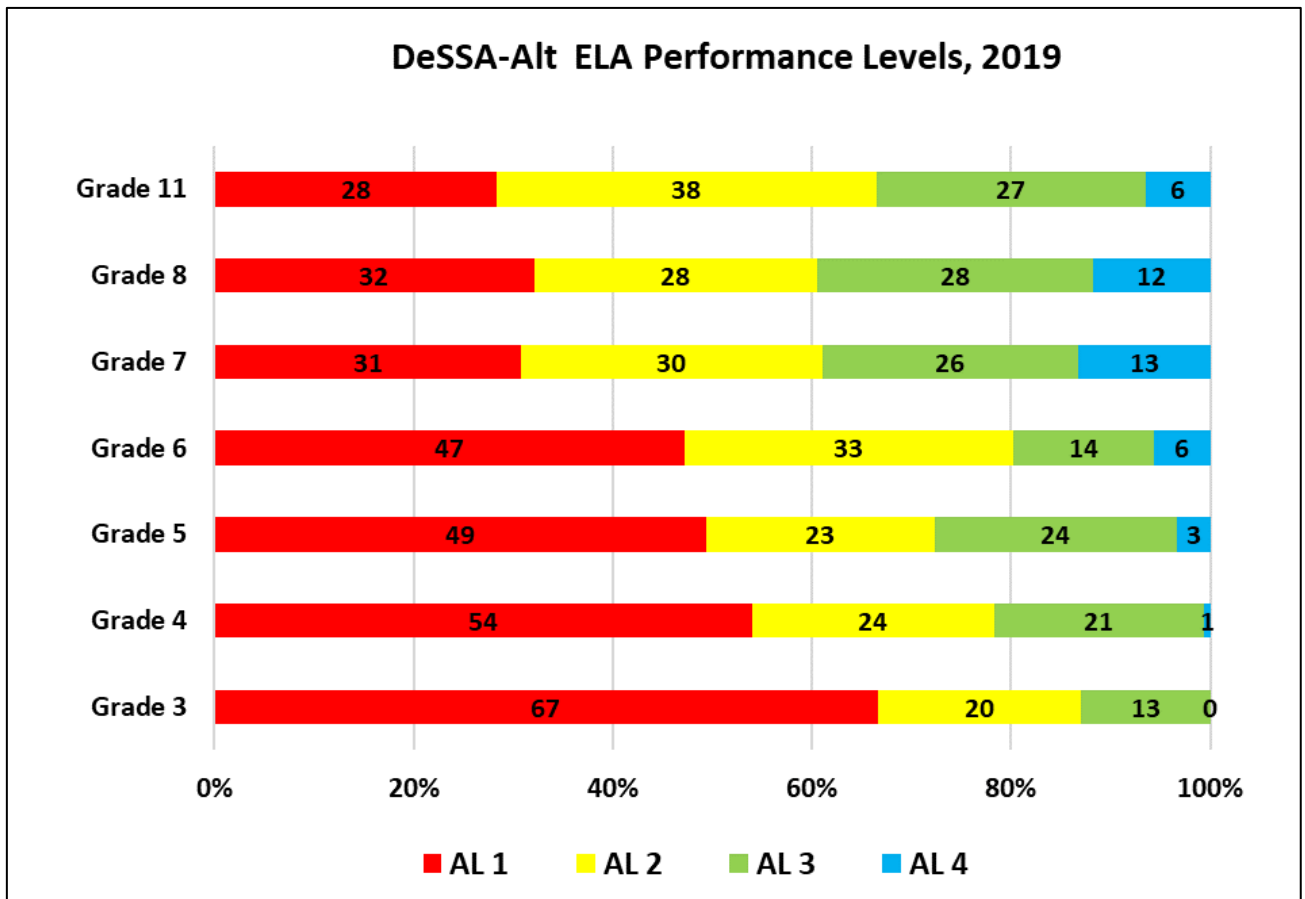


Figure 7 shows the percentage of students in each performance level for ELA by grade for the Spring 2019 DeSSA-Alt administration. The trend showed decreasing percentages for students who performed at Achievement Level 1 (AL1) ranging from 67% for 3<sup>rd</sup> graders to 18% for 11<sup>th</sup> graders. Grade 11 had the highest number of students performing at AL 2 at 37% and Grade 8 had the highest at AL 3 at 28%. Grade 7 had the highest number of students performing at AL 4 with 13%. Grade 3 had no students performing at AL 4.

Figure 8 – DeSSA-Alt ELA Performance Levels, 2018 and 2019

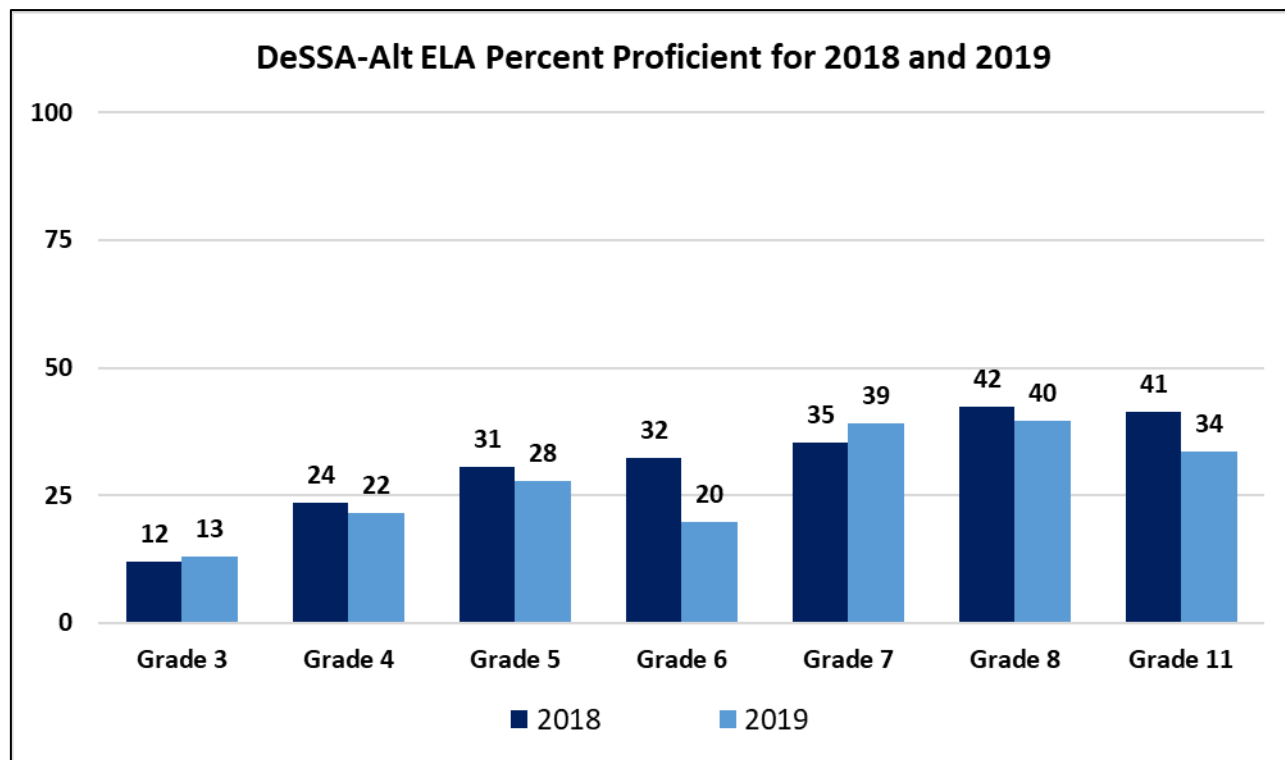


Figure 8 shows the percentage of students who scored proficient in the area of ELA on the spring 2018 and 2019 DeSSA-Alt administration. The students who performed at an achievement level of 3 or 4 are considered proficient. For more information about proficiency refer to [DeSSA-Alt ELA Performance Level Category Ranges](#).

The overall data showed a decreasing trend in proficiency from the 2018 year to the 2019 year for all the grade levels except for Grade 3 and Grade 7. However, vertical student growth trends in percent proficient occurred in most of the grade levels from 2018 to the next grade in 2019. Students who moved from 3<sup>rd</sup> grade to 4<sup>th</sup> grade showed an increase of 10%. Students in Grade 4 increased by 4% in Grade 5 and students in Grade 7 increased from 35 to 40 percent proficient in Grade 8. Students in Grade 5 showed a significant decrease in proficiency from 31 to 20 percent proficient in Grade 6.

## DeSSA-Alt Mathematics Performance Results

Figure 9 – DeSSA-Alt Mathematics Performance Levels, 2019

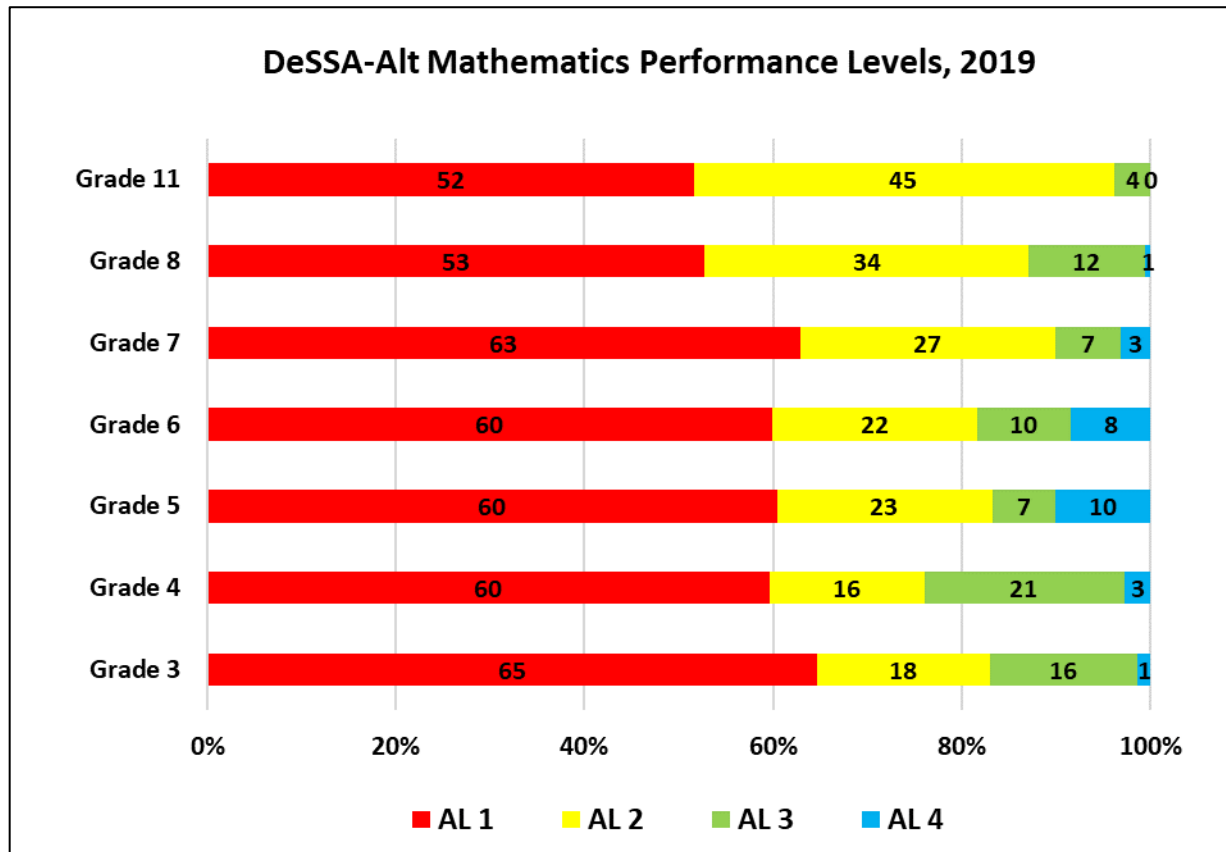


Figure 9 shows the percentage of students in each performance level for Mathematics by grade for the spring 2019 DeSSA-Alt administration. The range of students who placed at AL 1 ranged between 52% at Grade 11 and 65% at Grade 3.

Grade 11 had the highest percentage of students who performed at AL 2 with 45% and Grade 4 had the highest percentage of students performing at AL 3 with 21%. Grade 5 had the highest percentage of students performing at AL 4 with 10%. No students in Grade 11 performed at AL 4.

**Figure 10 – DeSSA-Alt Mathematics Performance Levels, 2018 and 2019**

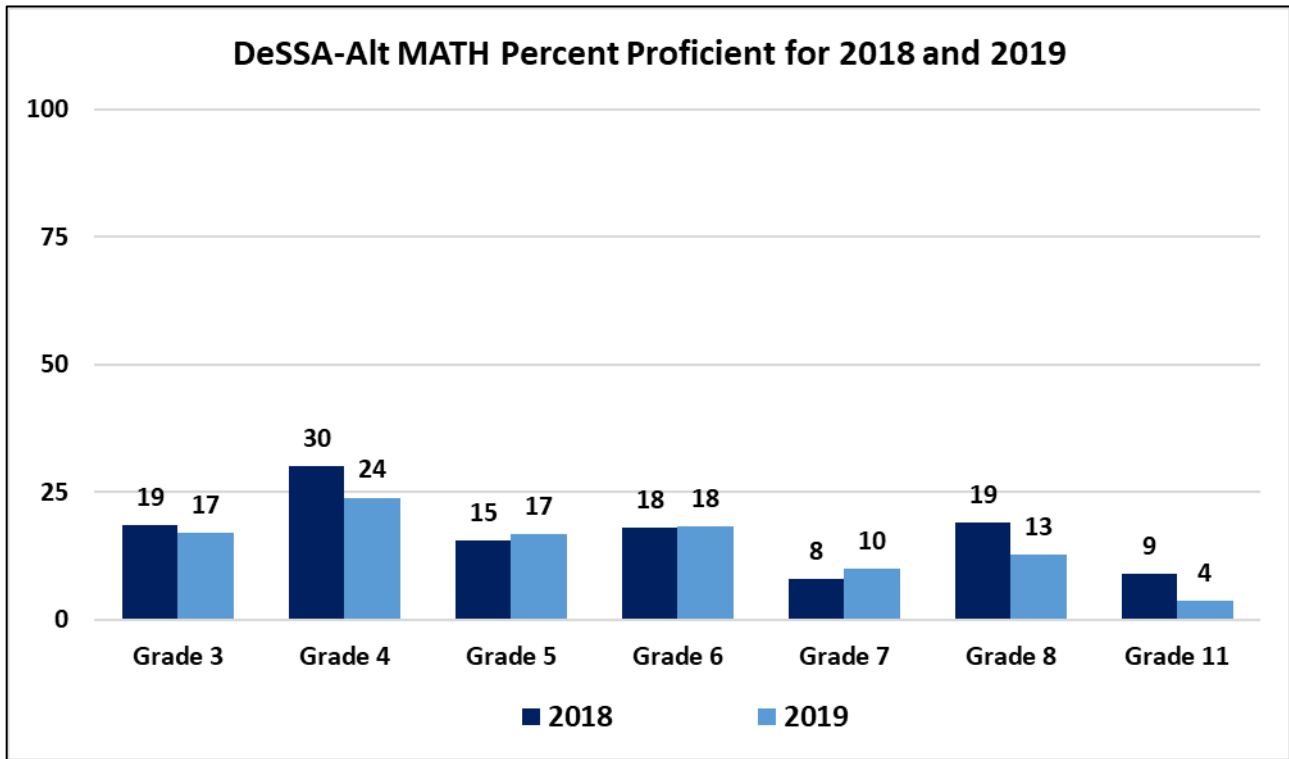


Figure 10 shows the percentage of students who scored proficient in the area of Mathematics on the spring 2018 and 2019 DeSSA-Alt administration. The students who performed at an achievement level of 3 or 4 are considered proficient.

Grade 4 had the highest percentage of proficient students at 24%, though they decreased in proficiency from 2018. The overall trend showed a decrease in proficiency percentages across the grade levels except for Grade 5 which had a minor gain. Vertical student growth trends in percent proficient occurred in some of the grade levels from 2018 to the next grade in 2019. Students who moved from 3<sup>rd</sup> grade to 4<sup>th</sup> grade showed an increase of 5%. Grade 5 students in 2018 scored 3% higher in 2019 with 18%. Grade 4 students in 2018 significantly decreased by 13% in 2019.

## DeSSA-Alt Science Performance Results

Figure 11 – DeSSA-Alt Science Performance Levels, 2019

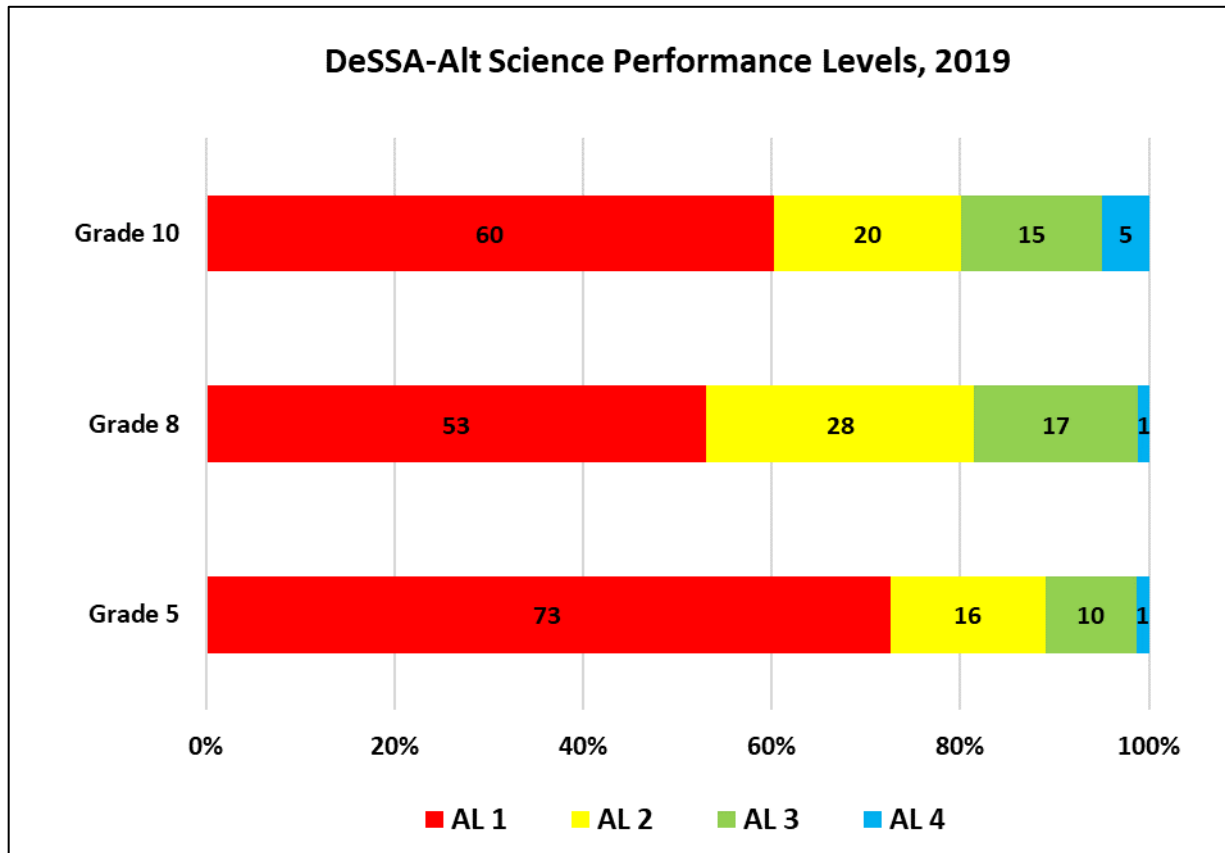


Figure 11 shows the percentage of students in each performance level for Science in grades 5, 8, and 10 for the spring 2019 DeSSA-Alt administration. The range of students who scored at AL1 ranged from 60% to 73%.

Grade 5 had the highest percentage of students who performed at an AL1 with 73%. Grade 8 had the highest percentage of AL2 with 28% and also AL3 with 17%. Grade 10 had the highest percentage at AL4 with 5%.



**Figure 12 – DeSSA-Alt Science Percent Proficient, 2018 and 2019**

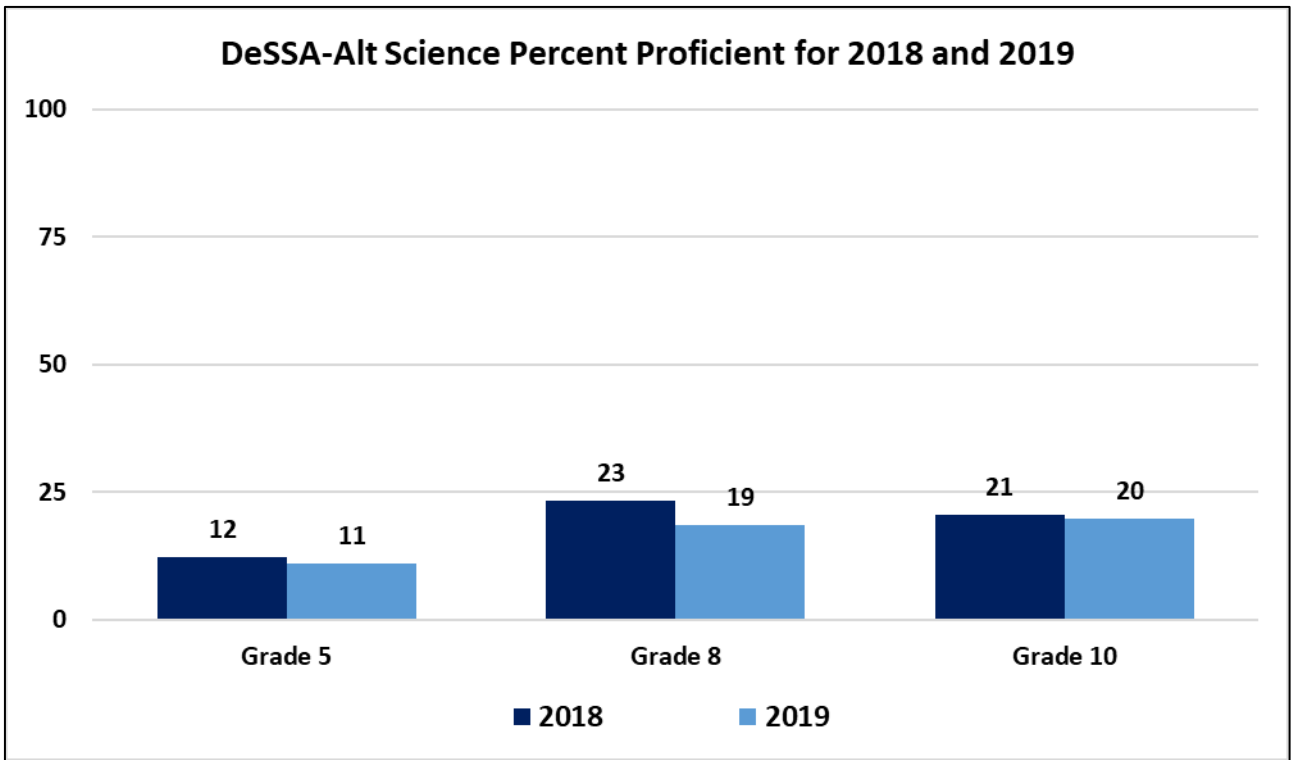


Figure 12 shows the percentage of students who scored proficient in the area of Science on the spring 2018 and 2019 DeSSA-Alt administration. The students who performed at an achievement level of 3 or 4 are considered proficient.

The overall trend showed a decrease in proficiency percentages across the grade levels. Grade 8 had the highest percentage of proficient students at 19%, though they decreased in proficiency from 2018.

## V. ACCESS State Assessment Summary

### ACCESS Overview

This is first year that ACCESS data is reported in the state summary, however, the ACCESS for ELL 2.0 assessment has been administered since 2003 in grades K–12.

Dates of Window	Tests Administered
January 31- March 22, 2019	<u>ACCESS 2.0 for ELLs. ELA only</u> Grades K-12

In Delaware, all Pre-K through 12 English learners engage in high-quality language development programming that prepares them with the linguistic, cultural, and academic skills to be successful in college, career and life. ELs are a highly diverse group of students with cultural and linguistic strengths, including their home languages. Despite these many assets, ELs face significant opportunity and academic achievement gaps. As part of the [ESSA Guidelines and Federal obligations](#), DDOE, districts, and schools share an obligation to:

- Monitor and evaluate ELs in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level core content, exit ELs from language assistance programs when they are proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied
- Evaluate the effectiveness of a school district’s language assistance program(s) to ensure that ELs in each program acquire English proficiency and that each program was reasonably calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable period of time.
- All students who participate in EL programs will have an identified English Language Development (ELD) level in listening, speaking, reading and writing. Each student’s English proficiency level is determined by an initial placement test (WIDA MODEL for Kindergarten, WIDA Screener Gr. 1-12, or DE Alternative EL Identification Protocol for students unable to participate in the traditional screening process, even with accommodations) or the yearly administration of the ACCESS for ELs assessment, which measures each student’s English language development. Based on the performance on the language proficiency assessments, a student will be identified with one of the six levels of English Proficiency.

- EL students are not eligible for exit/transition out of the EL program until student reaches a composite level of 5.0 on the annual WIDA ACCESS for ELs 2.0 test which assesses the four (4) Language domains of Reading, Writing, Listening and Speaking.

**An EL is a student who:**

- Was either born in the United States or outside the United States and whose native language is a language other than English and comes from an environment where a language other than English is dominant; or
- Is a Native American, or Alaska Native, or a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on the individual’s level of English proficiency; or
- Is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant; and
- Has sufficient difficulty speaking, reading, writing, or understanding the English language, which may interfere with the student’s opportunity to learn successfully in classrooms where the language of instruction is English, or to participate fully in society.

## **English Proficiency Levels**

The proficiency level scores are interpretive scores that provide an interpretation of the scale scores. They help understand what the numeric score means in terms of the language skills of the student. They describe student performance in terms of the six WIDA English language proficiency levels A1, A2, A3, P1, P2, and dP3.

The six levels outline the typical progression of language development implied in the acquisition of English as an additional language from Entering to Reaching.

**Level 6: *Reaching*** Knows and uses social and technical academic language working with grade level material at the highest level

**Level 5: *Bridging*** Knows and uses social English and technical academic language with grade level material

**Level 4: *Expanding*** Knows and uses social English and some technical academic language

**Level 3: *Developing*** Knows and uses social English and some specific academic language with visual support

**Level 2: *Emerging*** Knows and uses some social English and general academic language with visual support

**Level 1: *Entering*** Knows and uses minimal social and academic language with visual support

## ACCESS Proficiency Levels and Composite Scores

Students receive four different composite scores derived from a combination of weighted language domain scores. The four composite scores are Oral Language, Literacy, Comprehension, and Overall score.

Composite scores are reported as both scale scores and as proficiency levels. To arrive at the composite scale scores, the relevant language domains are weighted and then added together. For example, Literacy (Reading and Writing) scale scores carry greater weight than scale scores for oral language (Listening and Speaking) due to their relative emphasis and importance to success in school. The weighting used to calculate each of the composite scale scores is shown in the following table.

Type of Composite Score	Contribution of Language Domains (By Percent)			
	Listening	Speaking	Reading	Writing
Oral Language	50%	50%	–	–
Literacy	–	–	50%	50%
Comprehension	30%	–	70%	–
Overall	15%	15%	35%	35%

## **ACCESS 2019 Participation Rate**

### **Participation Rate – Definitions and Calculations**

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

### **ACCESS ELA Participation Rate**

The combined participation rate for the ACCESS 2.0 was 100%. Federal guidelines mandate a participation level of at least 95%. The state met the participation goal. The chart below provides the breakdown by grade level for the participation rates.

Grade Level	Participation Rate for ACCESS
1	100%
2	100%
3	100%
4	100%
5	100%
6	99%
7	100%
8	100%
9	99%
10	99%
11	100%
12	99%

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