Meeting 1
Delaware School Success Framework (DSSF) Discussion Group

April 27, 2017

Delaware
Department of Education

Welcome and Introductions

- Why are we here?

- What are the expected outcomes of these discussions?

- Roles—Delaware Department of Education (DDOE) and Discussion Group

- Future meetings

- Norms
  - Be present
  - Share the air and respect what is shared
  - Assume goodwill
  - Be open to productive disequilibrium
  - Others from the group?

Purposes of an Accountability System

- To drive student, school, and district performance towards college and career readiness

- To distinguish performance in order to more meaningfully target supports and interventions to the students most in need

- To provide timely, transparent data to spur action at all levels

- To foster innovation and continuous improvement throughout the system

From: http://www.ccsso.org/Resources/Programs/Accountability_Systems.html

DSSF—What Is It?

- The DSSF is:

  - Delaware's accountability system

  - A tool to help all education stakeholders—parents, teachers, administrators, policymakers, and the community—understand the full spectrum of school performance

  - A way to support continuous improvement in all public schools for all students

  - Applied at all levels—school, district, and state

- From summer 2014 through fall 2015, DDOE actively sought feedback from multiple groups including:

  - Delaware State Board of Education – multiple meetings

  - Legislators – information sessions, information sheets

  - Chiefs – meetings and updates

  - Delaware Education Support System – meeting

  - Statewide survey – 6,500 responses

  - Focus groups – included teachers, parents, higher education, district staff, business community, etc.

The Development of the Current DSSF

- The Accountability Framework Working Group (AFWG) was the representative body advising the development of the new system during that same time period

  - Included superintendents, charter school leaders, district administrators, Parent Teacher Association, Delaware State Education Association, and State Board of Education

Current DSSF: Whole System Overview

Now

Academic Achievement

1. Proficiency on Smarter Assessments in English Language Arts (ELA) and Math (grades 3-8) or SAT (grade 11) in ELA
2. Proficiency on Delaware Comprehensive Assessment System (DCAS) in Science
3. Proficiency on DCAS in Social Studies

Growth

1. Growth in ELA and Math

On Track to Graduation

1. Average daily attendance (ES/MS)
2. Percent of 9th grade students earning the credits necessary to be on track to graduate from high school on time
3. Graduation rates (4-, 5-, and 6-Year Adjusted Cohorts)

College and Career Preparation

1. Growth to Proficiency in ELA and Math (ES/MS)
2. Student meetings 1 of 7 options (grades 9-12)—see Reference Guide

The Development of the ESSA DSSF

- From summer 2016 through winter 2017, the DDOE actively sought feedback from a wide variety of stakeholders such as:
  - Public comment – surveys, emails, etc.
  - Governors Advisory Committee
  - Measures of School Success and Public Reporting Discussion Group
  - Delaware State Board of Education
  - Chiefs
  - Multiple local education agencies/DDOE meetings – Teaching and Learning Cadre, English Learner (EL) Coordinators, Career and Technology Education, Data Forum, etc.

DSSF: Whole System Overview

Future
(Pending Approval)

Academic Achievement

1. Proficiency on Smarter Assessments in ELA and Math (grades 3-8) or SAT (grade 11) in ELA
2. Proficiency on DCAS in Science
3. Proficiency on DCAS in Social Studies

Growth

1. Growth in ELA and Math (grades 4-8 and HS*)
   - Lowest and highest quartiles, growth to proficiency
2. On Track in 9th Grade

Student Quality/School Success

1. Chronic Absenteeism (grades K-12)
2. College and/or Career Preparedness (grades 9-12)
   - Student meets 1 of 9 options

Graduation Rates

1. 4-Year Adjusted Cohort
2. 5-Year Adjusted Cohort
3. 6-Year Adjusted Cohort

Progress toward English Language Proficiency (ELP)

1. Attainment on WIDA ACCESS 2.0 (growth to target and rate of attainment)

Dependent upon PSAT to SAT growth.

Comparison – Current DSSF to ESSA DSSF

Now	Future (Pending Approval)
Academic Achievement 1. Proficiency on Smarter Assessments in ELA and Math (grades 3-8) or SAT (grade 11) in ELA 2. Proficiency on DCAS in Science 3. Proficiency on DCAS in Social Studies	**Academic Achievement** 1. Proficiency on Smarter Assessments in ELA and Math (grades 3-8) or SAT (grade 11) in ELA 2. Proficiency on DCAS in Science 3. Proficiency on DCAS in Social Studies
Growth 1. Growth in ELA and Math	**Academic Progress** 1. Growth in ELA and Math (grades 4-8 and HS*) • Lowest and highest quartiles, growth to proficiency 2. On Track in 9th Grade
On Track to Graduation 1. Average daily attendance (ES/MS) 2. The percent of 9th grade students earning the credits necessary to be on track to graduate from high school on time 3. Graduation rates (4-, 5-, and 6-Year Adjusted Cohorts)	**Student Quality/School Success** 1. Chronic Absenteeism (grades K-12) 2. College and/or Career Preparedness (grades 9-12)
	Graduation Rates 1. 4-, 5-, and 6-Year Adjusted Cohorts
College and Career Preparation 1. Growth to Proficiency in ELA and Math (ES/MS) 2. 1 of 7 measures successfully met (HS)—see Reference Guide	**Progress toward English Language Proficiency** 1. Attainment on WIDA ACCESS 2.0 (growth to target and rate of attainment)

* Dependent upon PSAT to SAT growth.

10-Minute Break

ESSA DSSF

Developing a Common Understanding of Definitions

- Please refer to "General Accountability Definitions for the Delaware School Success Framework" handout

- Focus is on **transparency** and **understandability**

- Protocol:
  - Use graphic organizer to provide feedback
    1. Are these definitions understandable? Is there any language that is "jargonese"?
    2. Does the proposed definition clearly describe the terms? If not, how would you change it?
    3. What terms are missing and should be added?
  - Discuss within 4-person team
  - Share with whole group

Identifying Data Sources and Timeline Considerations

Refer to "Relationship of Student Characteristics to Measures" table

Recommendations include:

- Data source—e.g., eSchool, transcript, etc.

- Any special circumstances that should be considered

- Data collection timeline—e.g., beginning of testing window, December 1, etc.

Next Steps and Topics of Future Meetings

- Indicators
  - Academic Achievement and Graduation Rates
  - Academic Progress
  - School Quality and School Success
  - Progress toward ELP

- School determinations
  - Comprehensive Support and Improvement (CSI)
  - Targeted Support and Improvement (TSI)
  - Other

- Weighting – pending US Department of Education's approval
  - Academic Achievement – 25%
  - Academic Progress – 35%
  - School Quality/Student Success – 20%
  - Graduation Rate – 10%
  - Progress toward ELP – 10%

For Questions and Additional Information

- Questions – contact Chantel Janiszewski by phone at 302-735-4090 or by email at chantel.janiszewski@doe.k12.de.us

- Additional information – visit the DDOE Accountability website for minutes and resources http://www.doe.k12.de.us/domain/469