



# DSSF Discussion Group Meeting 2

Academic Achievement and Graduation Rate  
Business Rules

May 10, 2017



Delaware  
Department of Education

# Meeting Norms

- Be present
- Share the air and respect what is shared
- Assume goodwill
- Be open to productive disequilibrium

# Meeting Agenda



## **DSSF Discussion Group Meeting #2**

**May 10, 2017**

**3:00 p.m. – 4:30 p.m.**

### **Agenda (GoTo Meeting)**

- I. Welcome and Recap of Meeting 1 (5 minutes)**
- II. Graduation Rate – Overview and Recommendations (30 minutes)**
- III. Academic Achievement (50 minutes)**
- IV. Close/Next steps (5 minutes)**
  - Topic of Meeting #3 (Public Meeting): Academic Progress (On-Track to Graduate and Growth)**

# 4-Year Adjust Cohort Graduation Rate

- Calculation is predetermined by federal law [ESSA Section 8101, (23)]



- Quick overview of Graduation Rate process (Lindsay Lewis)

# 4-Year Adjusted Cohort Graduation Rate Business Rules

<i>Current - NON-NEGOTIABLE METHODOLOGY</i>	
<b>Definition</b>	Four-Year Graduation Rate is the percent of students who graduate from high school within the traditional four-year time frame.
<b>Students included</b>	Cohort is based only on students who are first time 9th graders. Students who drop out before beginning 9th grade are not included in the cohort. The 4-year graduation rate counts a student who graduates with a regular high school diploma in four years or less as a high school graduate in his or her original cohort—that is, the cohort in which he/she started the 9th grade. For instance, a student that graduates in three years will be counted and “banked” for a year until his/her cohort graduates. A student who graduates in more than four years is counted as a non-graduate in the 4-year graduation rate.
<b>Subgroup Accountability</b>	Student Gap Group, which is an aggregate, unduplicated count of students that are in groups that have historically had achievement gaps, such as African American, Hispanic, Native American, English Learners (ELs), Economically Disadvantaged, and Students with Disabilities (SWDs).
<b>Subgroups Reported</b>	All students, American Indian/Alaska Native, African American, Asian, Hawaiian/Pacific Islander, Hispanic, White, Multiracial, ELs, SWDs, and Economically Disadvantaged (e.g., Direct Certification).
<b>Methodology</b>	Calculation: Graduation rate = $(4\text{-year graduates in year } x) / ((\text{First-time entering ninth graders in year } x - 4) + (\text{transfers in}) - (\text{transfers out}))$

# 4-Year Adjusted Cohort Graduation Rate Business Rules

	<i>Considerations</i>
<b>Definition</b>	Are there recommendations for making this language more easily understood and transparent?
<b>Students included</b>	Are there recommendations for making this language more easily understood and transparent?
<b>Subgroup Accountability</b>	<i>Student gap group no longer exists.</i> All Students, American Indian, African American, White, Hawaiian/Pacific Islander, Asian, Hispanic, Multiracial, Students with Disabilities (SWD), English Learner (EL), and Low-Socioeconomic status (SES).
<b>Subgroups Reported</b>	All Students, American Indian, African American, White, Hawaiian/Pacific Islander, Asian, Hispanic, Multiracial, Students with Disabilities (SWD), English Learner (EL), and Low-Socioeconomic status (SES), Military-Connected Youth, Homeless, Foster Care Should we add any other subgroups for reporting?
<b>Methodology</b>	<p>Calculation: Graduation rate = (4-year graduates in year x) / ((First-time entering ninth graders in year x - 3) + (transfers in) - (transfers out))</p> <p>Are there recommendations for making this language more easily understood and transparent?</p> $\frac{\text{Number of 2016 cohort members earning diploma through summer 2016}}{\text{2012 1st time 9th graders + incoming students - exiting students within the 4-year cohort}}$

# 5-Year Adjusted Cohort Graduation Rate Business Rules

<b>Current - NON-NEGOTIABLE METHODOLOGY</b>	
<b>Definition</b>	The percentage of students who graduate from a secondary school with a regular high school diploma within five years.
<b>Students included</b>	<i>No info currently provided.</i>
<b>Subgroup Accountability</b>	No subgroup accountability—only subgroup reporting (same subgroups from 4-year cohort graduation rate).
<b>Subgroups Reported</b>	All students, American Indian/Alaska Native, African American, Asian, Hawaiian/Pacific Islander, Hispanic, White, Multiracial, ELs, SWDs, and Economically Disadvantaged (e.g., Direct Certification).
<b>Methodology</b>	Calculation: $\text{Graduation rate} = \frac{\text{5-year graduates in year } x}{(\text{First-time entering ninth graders in year } x - 4) + (\text{transfers in}) - (\text{transfers out})}$

# 5-Year Adjusted Cohort Graduation Rate Business Rules

<i>Considerations</i>	
<b>Definition</b>	Are there recommendations for making this language more easily understood and transparent?
<b>Students included</b>	Any first-time 9th grade student who graduated with a diploma within the extended cohort year. What else should be clearly identified?
<b>Subgroup Accountability</b>	Are there recommendations for making this language more easily understood and transparent?
<b>Subgroups Reported</b>	All Students, American Indian, African American, White, Hawaiian/Pacific Islander, Asian, Hispanic, Multiracial, Students with Disabilities (SWD), English Learner (EL), and Low-Socioeconomic status (SES), Military-Connected Youth, Homeless, Foster Care, Should we add any other subgroups for reporting?
<b>Methodology</b>	Are there recommendations for making this language more easily understood and transparent?  $\frac{\text{Number cohort members earning diploma through summer of the fifth year}}{\text{1st time 9th graders + incoming students - exiting students within the five-year cohort}}$



## *Proficiency in ELA, Math, Science and Social Studies*

# Academic Achievement Business Rules

<i>Current</i>	
<b>Description of indicator</b>	The Academic Achievement metric area measures student performance in relation to grade-level expectations. This area includes student performance data on statewide assessments in four content areas: ELA, math, science, and social studies.
<b>Metrics Definition</b>	<i>Proficiency</i> in a given subject is the percent of students who are on grade level (i.e., proficient) in said subject. Students that are on grade level (proficient) have a greater likelihood of entry and success in education and career training beyond high school.
<b>Data Source</b>	Academic Achievement data is calculated based on statewide summative assessments.
<b>Metric Area</b>	<b>Data Source</b>
<b>Proficiency in ELA</b>	Smarter assessment data (grades 3-8)
	SAT (grade 11)
	DCAS-Alt1 assessment data (grades 3-8, 11)
<b>Proficiency in Math</b>	Smarter assessment data (grades 3-8)
	SAT (grade 11)
	DCAS-Alt1 assessment data (grades 3-8, 11)
<b>Proficiency in Science</b>	DCAS assessment data (grades 5, 8, and 10)
	DCAS-Alt1 assessment data (grades 5, 8, and 10)
<b>Proficiency in Social Studies</b>	DCAS assessment data (grades 4, 7, and high school)
	DCAS-Alt1 assessment data (grades 4, 7 and high school)

# Academic Achievement Business Rules

## *Considerations*

<b>Description of indicator</b>	Are there any recommendations to change the language? Do any details need to be added?
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<b>Metrics Definition</b>	Are there any recommendations to change the language? Do any details need to be added?
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<b>Data Source</b>	Are there any recommendations to change the language? Do any details need to be added?
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*Are there any recommendations to change the table?*

# Proficiency in ELA

<i>Current</i>	
<b>Definition</b>	Percent of students in grades 3-8 and 11 scoring at Achievement Level 3+ on the Smarter assessment in ELA, Achievement Level 3+ on the SAT in Evidence-Based Reading and Writing, or Performance Level 3+ on DCAS-Alt1 assessment in Reading.
<b>Students included</b>	Students enrolled in a school, district (but not necessarily the same school), and/or state from September 30 through May 31 of a school year will be deemed as being enrolled for a full academic year (FAY). No student is exempt from the assessment or accountability system based on demographics, instructional program, or type of school. If an unexpected medical condition prohibits testing, the district may submit documentation to request, on a case-by-case basis, that a student be dropped from the participation rate statistic.
<b>Subgroup Accountability</b>	Student Gap Group, which is an aggregate, unduplicated count of students that are in groups that have historically had achievement gaps, such as African American, Hispanic, Native American, English Learners (ELs), Economically Disadvantaged, and Students with Disabilities (SWDs).
<b>Subgroups Reported</b>	All students, American Indian/Alaska Native, African American, Asian, Hawaiian/Pacific Islander, Hispanic, White, Multiracial, ELs, SWDs, and Economically Disadvantaged (e.g., Direct Certification).
<b>Proration</b>	Students are tracked to the school that provided the instructional services in grades K–2 on a prorated basis. When a FAY student takes the grade 3 assessment, the following occurs: the school that provided kindergarten services gets 10% of the score; the school that provided first grade services gets 20% of the score; the school that provided second grade services gets 30% of the score; and the school that provided third grade services gets 40% of the score.
<b>Participation Rate</b>	For a student to count as a participant in the accountability participation calculation, the student must be enrolled within the school or district for the entire test window and complete 6 or more items on the relevant statewide assessment. If a student does not complete 6 or more items, the student will be counted as a non-participant in the participation calculation. A student will receive an Achievement Level (AL) or a Performance Level (PL) and Scale Score if they count as a participant and complete at least 60% of the Smarter ELA or Math assessment(s), 100% of DCAS Science or Social Studies assessment(s), and 6 or more items on the SAT.

# Proficiency in ELA

<i>Considerations</i>	
<b>Definition</b>	What details, if any, should be added to provide context?
<b>Students included</b>	Should we continue to use FAY? What details, if any, should be provided for context?
<b>Subgroup Accountability</b>	<i>Student gap group no longer exists.</i>
<b>Subgroups Reported</b>	Should we add any other subgroups for reporting?
<b>Proration</b>	What details, if any, should be added to provide context? Are there recommendations for making this language more easily understood and transparent?
<b>Participation Rate</b>	Who should be a participant? Who should be a non-participant (e.g., started and didn't finish, never started)?
<b>Other</b>	

# Proficiency in Math

<b>Current</b>	
<b>Definition</b>	Percent of students in grades 3-8 and 11 scoring at Achievement Level 3+ on Smarter, Achievement Level 3+ on the SAT in Math, or Performance Level 3+ on DCAS-Alt1 assessment in Math.
<b>Students included</b>	Students enrolled in a school, district (but not necessarily the same school), and/or state from September 30 through May 31 of a school year will be deemed as being enrolled for a full academic year (FAY). No student is exempt from the assessment or accountability system based on demographics, instructional program, or type of school. If an unexpected medical condition prohibits testing, the district may submit documentation to request, on a case-by-case basis, that a student be dropped from the participation rate statistic.
<b>Subgroup Accountability</b>	Student Gap Group, which is an aggregate, unduplicated count of students that are in groups that have historically had achievement gaps, such as African American, Hispanic, Native American, English Learners (ELs), Economically Disadvantaged, and Students with Disabilities (SWDs).
<b>Subgroups Reported</b>	All students, American Indian/Alaska Native, African American, Asian, Hawaiian/Pacific Islander, Hispanic, White, Multiracial, ELs, SWDs, and Economically Disadvantaged (e.g., Direct Certification).
<b>Proration</b>	Students are tracked to the school that provided the instructional services in grades K–2 on a prorated basis. When a FAY student takes the grade 3 assessment, the following occurs: the school that provided kindergarten services gets 10% of the score; the school that provided first grade services gets 20% of the score; the school that provided second grade services gets 30% of the score; and the school that provided third grade services gets 40% of the score.
<b>Participation Rate</b>	For a student to count as a participant in the accountability participation calculation, the student must be enrolled within the school or district for the entire test window and complete 6 or more items on the relevant statewide assessment. If a student does not complete 6 or more items, the student will be counted as a non-participant in the participation calculation. A student will receive an Achievement Level (AL) or a Performance Level (PL) and Scale Score if they count as a participant and complete at least 60% of the Smarter ELA or Math assessment(s), 100% of DCAS Science or Social Studies assessment(s), and 6 or more items on the SAT.

# Proficiency in Math

<b>Considerations</b>	
<b>Definition</b>	What details, if any, should be added to provide context?
<b>Students included</b>	Should we continue to use FAY? What details, if any, should be provided for context?
<b>Subgroup Accountability</b>	<i>Student gap group no longer exists.</i>
<b>Subgroups Reported</b>	Should we add any other subgroups for reporting?
<b>Proration</b>	What details, if any, should be added to provide context? Are there recommendations for making this language more easily understood and transparent?
<b>Participation Rate</b>	Who should be a participant? Who should be a non-participant (e.g., started and didn't finish, never started)?
<b>Other</b>	

# Proficiency in Science

<i>Current</i>	
<b>Definition</b>	Percent of students in grades 5, 8, and 10 scoring at Performance Level 3+ on the DCAS or DCAS-Alt1 Science assessment.
<b>Students included</b>	Students enrolled in a school, district (but not necessarily the same school), and/or state from September 30 through May 31 of a school year will be deemed as being enrolled for a FAY. No student is exempt from the assessment or accountability system based on demographics, instructional program, or type of school. If an unexpected medical condition prohibits testing, the district may submit documentation to request, on a case-by-case basis, that a student be dropped from the participation rate statistic.
<b>Subgroup Accountability</b>	
<b>Subgroups Reported</b>	All students, American Indian/Alaska Native, African American, Asian, Hawaiian/Pacific Islander, Hispanic, White, Multiracial, ELs, SWDs, and Economically Disadvantaged (e.g., Direct Certification).
<b>Proration</b>	Students are tracked to the school that provided the instructional services in prior grades on a pro-rated basis. For example, when a FAY student takes the grade 8 assessment in science, the following occurs: the school that provided 6th grade services gets 20% of the score, the school that provided 7th grade services gets 30% of the score, and the school that provided 8th grade services gets 50% of the score. Proration is repeated for all prior grades of the assessment and will only occur for a maximum of four prior years. For example, with the grade 5 assessment in science, the school that provided 2nd grade services gets 10% of the score, the school that provided 3rd grade services gets 20% of the score, the school that provided 4th grade services gets 30% of the score, and the school that provided 5th grade services gets 40% of the score. K–1 only schools will not receive a rating on this metric.
<b>Participation Rate</b>	For a student to count as a participant in the accountability participation calculation, the student must be enrolled within the school or district for the entire test window and complete 6 or more items on the relevant statewide assessment. If a student does not complete 6 or more items, the student will be counted as a non-participant in the participation calculation. A student will receive an Achievement Level (AL) or a Performance Level (PL) and Scale Score if they count as a participant and complete at least 60% of the Smarter ELA or Math assessment(s), 100% of DCAS Science or Social Studies assessment(s), and 6 or more items on the SAT.



# Proficiency in Science

<b>Considerations</b>	
<b>Definition</b>	What details, if any, should be added to provide context?
<b>Students included</b>	Should we continue to use FAY? What details, if any, should be provided for context?
<b>Subgroup Accountability</b>	<i>Student gap group no longer exists.</i>
<b>Subgroups Reported</b>	Should we add any other subgroups for reporting?
<b>Proration</b>	What details, if any, should be added to provide context? Are there recommendations for making this language more easily understood and transparent?
<b>Participation Rate</b>	Who should be a participant? Who should be a non-participant (e.g., started and didn't finish, never started)?
<b>Other</b>	

# Proficiency in Social Studies

<i>Current</i>	
<b>Definition</b>	Percent of students in grades 4, 7, and in high school scoring at Performance Level 3+ on DCAS or DCAS-Alt1 Social Studies and high school Social Studies assessment (per the 5-year assessment plan).
<b>Students included</b>	Students enrolled in a school, district (but not necessarily the same school), and/or state from September 30 through May 31 of a school year will be deemed as being enrolled for a full academic year (FAY). No student is exempt from the assessment or accountability system based on demographics, instructional program, or type of school. If an unexpected medical condition prohibits testing, the district may submit documentation to request, on a case-by-case basis, that a student be dropped from the participation rate statistic.
<b>Subgroup Accountability</b>	Student Gap Group, which is an aggregate, unduplicated count of students that are in groups that have historically had achievement gaps, such as African American, Hispanic, Native American, English Learners (ELs), Economically Disadvantaged, and Students with Disabilities (SWDs).
<b>Subgroups Reported</b>	All students, American Indian/Alaska Native, African American, Asian, Hawaiian/Pacific Islander, Hispanic, White, Multiracial, ELs, SWDs, and Economically Disadvantaged (e.g., Direct Certification).
<b>Proration</b>	Students are tracked to the school that provided the instructional services in grades K–2 on a prorated basis. When a FAY student takes the grade 3 assessment, the following occurs: the school that provided kindergarten services gets 10% of the score; the school that provided first grade services gets 20% of the score; the school that provided second grade services gets 30% of the score; and the school that provided third grade services gets 40% of the score.
<b>Participation Rate</b>	Students who have completed at least six questions divided by the number of eligible students.

# Proficiency in Social Studies

<b>Considerations</b>	
<b>Definition</b>	What details, if any, should be added to provide context?
<b>Students included</b>	Should we continue to use FAY? What details, if any, should be provided for context?
<b>Subgroup Accountability</b>	<i>Student gap group no longer exists.</i>
<b>Subgroups Reported</b>	Should we add any other subgroups for reporting?
<b>Proration</b>	What details, if any, should be added to provide context? Are there recommendations for making this language more easily understood and transparent?
<b>Participation Rate</b>	Who should be a participant? Who should be a non-participant (e.g., started and didn't finish, never started)?
<b>Other</b>	

# What Else Do We Need to Consider?



# Next Steps

- Update the Excel documents to reflect the recommendations
- Additional feedback on revisions
- Next meeting
  - Academic Progress
    - ♦ Growth
    - ♦ On Track to Graduate
  - Timing
    - ♦ Week of 5/29?