

School Accountability in Delaware



Delaware Department of Education

For the 2006-2007 school year
August 1, 2007



Why did we start over in 2003?

- New federal legislation signed January 2002
 - No Child Left Behind (NCLB)
- Reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965
- States required to be in compliance
- Delaware merged the existing state accountability processes with federal requirements for 2003-04



What is new for 2006-07?

- Approved by USDOE to pilot a growth model



How did we get to where we are today?

- Committee of Stakeholders
 - Community members
 - Parents
 - Teachers
 - District Administrators
 - School Administrators



Our System Now

- Ensures more valid and reliable accountability determinations
- Monitors progress of various subgroups at the school, district and state level
- Supports our value of continuous improvement



Accountability in Delaware

- Adequate Yearly Progress (AYP)
- State Progress Determination (SPD)
- Combination of AYP and SPD plus school accountability history determines current rating

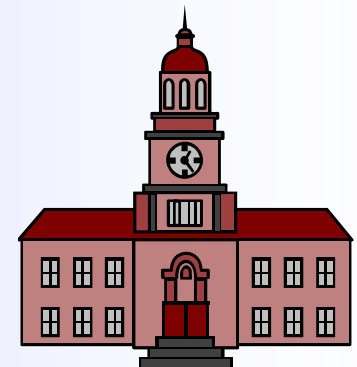
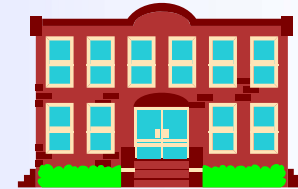
Accountability

- Based on the performance of students taught in the school and district
- DSTP
 - Growth model: assessments used at grades 2 through 10 in reading and math
 - Original model: assessments used at grades 3 through 8, and 10 in reading, writing, and math



Adequate Yearly Progress

- Annual determination of Adequate Yearly Progress (AYP) for all
 - Public Schools including Charter Schools
 - Districts
 - State
 - Special Schools (multi-district)



NCLB - Adequate Yearly Progress

- **All** students (100%)
must meet standards
 - on the state
assessments
in ELA and math
 - by the 2013-2014
school year



Adequate Yearly Progress

- Students in transition programs, district special schools/programs---
 - counted in school of residence
 - exception for districts who opted to designate tuition based special schools as accountability schools
- New schools – rating determined after second year of assessment data
 - New School Definition
 - Less than 60% enrolled in same school together; or
 - First year of operation of charter school; or
 - Added two or more grade levels

Adequate Yearly Progress – Who Counts

- N = 40 for accountability purposes
- N = 15 for reporting
- Full academic year = continuously enrolled Sept 30 – May 31



Adequate Yearly Progress

- Measures performance of student groups
 - All students **and**
 - each required subgroup of students

Groups
All Students
American Indian
Asian American
African American
Hispanic
White
Economically Disadvantaged
Special Education
Limited English Proficient



Delaware's Accountability System: Adequate Yearly Progress (AYP)

2006

- Participation (ELA, Math)
- Other Academic Indicators
- Performance (ELA, Math)
 - Total School
 - Original Model/
Safe Harbor
 - Subgroup
 - Original Model/
Safe Harbor

2007

- Participation (ELA, Math)
- Other Academic Indicators
- Performance (ELA, Math)
 - Total School
 - Growth Model
 - Original Model/
Safe Harbor
 - Subgroup
 - Growth Model
 - Original Model/
Safe Harbor

AYP Process

- AYP determination was based first on the Growth Model
- If it met the target, then the school received an “Above” rating for AYP
- If it did not meet AYP using the Growth Model, then the Original Model was employed to see if the school made AYP

AYP Process – cont'd

- If school made AYP using the Original Model, the school was assigned “Above” or “Meets” depending on whether or not confidence intervals, special education adjustment, or safe harbor were used
- If the school did not make AYP in Growth or Original, the “Below” designation from Growth is assigned and is used for school improvement status

Delaware



*Department
of Education*

Participation



Participation

- Percent Participation
 - ELA assessment
 - Mathematics assessment
 - Number of students who take DSTP in spring divided by number of students enrolled during testing
 - Target is always 95%

Group	Target: % Participation ELA	Target: % Participation Mathematics
All Students	95	95
American Indian	95	95
Asian American	95	95
African American	95	95
Hispanic	95	95
White	95	95
Economically Disadvantaged	95	95
Special Education	95	95
Limited English Proficient	95	95



Other Academic Indicators

Other Academic Indicators



- Maintain or show progress
 - Elem & Middle School indicator
 - Improvement in Reading and Math scale scores
 - High School indicator
 - Cohort Graduation Rate
 - Focus on *All Students* subgroup

Group	Target: Other Indicator
All Students	Maintain/Progress
American Indian	
Asian American	
African American	
Hispanic	
White	
Economically Disadvantaged	
Special Education	
Limited English Proficient	



Other Academic Indicator Elementary/Middle

- Determined by an increase in the average of the scale scores for the students performing at PL 1 & 2 in reading and math combined

OR

- A decrease in the % of students performing at PL1 in reading and math

OR

- Target of 0% at PL1 is reached



Other Academic Indicator High Schools

- Graduation Rate: number of 9th grade students that graduate in 4 years
- Rate = Graduates / (Graduates + Dropouts)
- All DE students count in their DE 9th grade school
- Entrants after grade 9 do not count in rate
- Early and late graduates count
- GED and Groves students do not count
- Target is 79.5% or progress from previous year



GROWTH MODEL

Approved November 2006



Background Information

- Invitation for states to submit proposals to use a growth model
- Pilot project – up to ten states
- Model must demonstrate that it can raise student achievement and enhance school accountability
- “Bright Line” principles of NCLB upheld
- DE first submitted proposal in March 2006 – was denied
- DE revised/resubmitted proposal September 2006
- USED approved for use in 2006-07 with one condition
 - Cannot use Confidence Interval
- Calculate AYP by growth and original models
- Report both growth and original models

Why did we submit?

- To ensure more valid and reliable accountability determinations
- To monitor various subgroups' progress
- To support our value of continuous improvement and longitudinal student growth



What Growth Model did we propose?

- **Value Table Model**
 - Maintains emphasis on performance levels (standards based achievement)
 - Values longitudinal individual student growth
 - Gives schools credit for moving students towards proficiency
 - Values growth especially below the standard



Who chose Delaware's model?

- Committee of Stakeholders
 - Community members
 - Parents
 - Teachers
 - District Administrators
 - School Administrators

How do value tables work?

- Values are placed in a table to indicate points earned from growth one year to the next
- Calculate the average growth value for the school and each subgroup in reading and math
- Compare average growth to the target

Value Table for Grade 3

	Grade 3 Level				
Grade 2 Level	Level 1A	Level 1B	Level 2A	Level 2B	Proficient
Below	0	0	0	200	300
Meets	0	0	0	0	300

Value Table for Grades 4-10

	Year 2 Level				
Year 1 Level	Level 1A	Level 1B	Level 2A	Level 2B	Proficient
Level 1A	0	150	225	250	300
Level 1B	0	0	175	225	300
Level 2A	0	0	0	200	300
Level 2B	0	0	0	0	300
Proficient	0	0	0	0	300



Growth Value Target Table

	Reading	Math
2006	186	123
2007	204	150
2008	204	150
2009	219	174
2010	237	201
2011	252	225
2012	267	249
2013	285	276
2014	300	300



AYP Growth Model Matrix

Group	Reading Growth	ELA % Participation	Math Growth	Math % Participation	Other Indicator
All Students					
American Indian					
Asian American					
African American					
Hispanic					
White					
Economically Disadvantaged					
Special Education					
Limited English Proficient					



Growth Model - How to meet AYP

- Meet Growth Target in Reading (204) and math (150)

AND

- Meet Participation Targets in ELA (95%) and math (95%)

AND

- Meet the Other Academic Indicator
 - Elementary/Middle: show progress
 - High School: 79.5% or progress
 - Graduation rate

Growth Model AYP Result

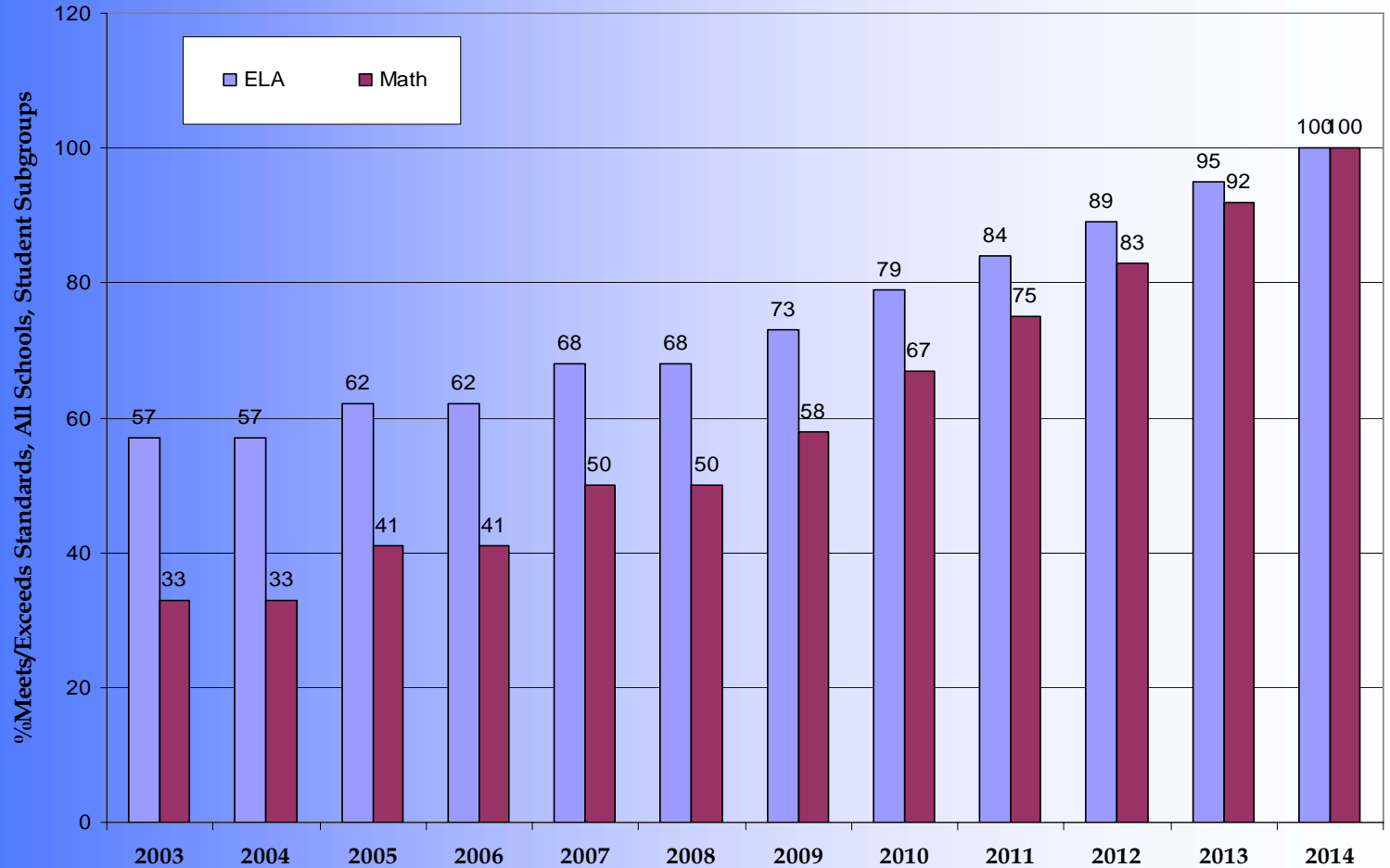
Growth Model AYP Result is expressed in the following terms:

- Above Target
 - Meets or exceeds all targets
- Meets Target
 - Meets or exceeds all targets but confidence interval (CI) was used for Other Academic Indicators (OAI)
- Below Target
 - Did not meet targets



Original Model

Original Model Performance Targets to 2014





AYP Original Model Matrix

Group	ELA Perf %	ELA % Participation	Math Perf %	Math % Participation	Other Indicator
All Students					
American Indian					
Asian American					
African American					
Hispanic					
White					
Economically Disadvantaged					
Special Education					
Limited English Proficient					



Original Model 2007 - How to meet AYP

- Meet Performance Target in ELA (68%) and math (50%)

AND

- Meet Participation Targets in ELA (95%) and math (95%)

AND

- Meet the Other Academic Indicator
 - Elementary/Middle: show progress
 - High School: 79.5% or progress
 - Graduation rate



Original Targets - ELA

- English Language Arts
 - Performance targets for all students and each subgroup of students
 - Same target for each group/subgroup
 - Weighted 90% reading & 10% writing

Group	Target: ELA Perf %
All Students	68
American Indian	68
Asian American	68
African American	68
Hispanic	68
White	68
Economically Disadvantaged	68
Special Education	68
Limited English Proficient	68



Original Targets - Math

- Mathematics
 - Performance targets for all students and each subgroup of students
 - Same target for each group/subgroup

Group	Target: Math Perf %
All Students	50
American Indian	50
Asian American	50
African American	50
Hispanic	50
White	50
Economically Disadvantaged	50
Special Education	50
Limited English Proficient	50



How to Determine Performance

Use the higher value of:

- Current year's test data **OR**
- The current year and the previous year's test scores, combined

Original Model Performance Calculation

- If a subgroup does not meet the target for performance, check to see if group could meet target within the margin of error (confidence interval – 98%)
- If not, check to see if group could meet Safe Harbor within the margin of error (confidence interval – 75%)
- If missed solely because of special education, apply the 2% special education factor

Safe Harbor

- To see if there is some improvement in lowest achieving students
 - Cell shows a 10% decrease in the % of students not meeting the standards as compared to the previous year
- AND**
- Cell shows progress on the Other Academic Indicator



Original Model AYP Result

Original Model AYP Result is expressed in the following terms :

-- Above Target

Met target with no help from Confidence Interval

-- Meets Target

Met target with help from Confidence Intervals, Safe Harbor, or 2% special education factor

-- Below Target

Did not meet target



State Progress Determination



State Progress Determination (SPD)

- Composite score is calculated by formula and represents improvement in student performance levels in reading, math, science and social studies
 - Composite Score = $25 [(25\% \times \text{Reading Score}) + (25\% \times \text{Math Score}) + (25\% \times \text{Science Score}) + (25\% \times \text{Social Studies Score})]$
 - For example: Reading Score = $[(5 \times \% \text{ at PL5}) + (4 \times \% \text{ at PL4}) + (3 \times \% \text{ at PL3}) + (2 \times \% \text{ at PL2}) + (1 \times \% \text{ at PL1})]$

Scale is 1 – 125



State Progress Determination (SPD)

- Calculate composite score for current year **and** calculate the two year average composite score – use the higher value
- Subtract previous year from higher value to determine number of points of growth



State Progress Result

State Progress Result is expressed in terms of:

-- Above Target

Composite Score* is 75 or higher OR
6 or more points of progress

-- Meets Target

Composite Score is 61 but less than 75, 1 point of
progress

Composite Score is 45 but less than 61, 2 points of
progress

-- Below Target

Composite Score is less than 45 OR did not meet
progress target

*scale is 1-125



School Rating



School Rating

School Rating is determined by the combination of:

- Adequate Yearly Progress (AYP)
- State Progress Determination (SPD)
- Combination of AYP and SPD plus school accountability history determines current rating

School Rating Table

AYP	STATE PROGRESS	STATE ACCOUNTABILITY DETERMINATION	AFTER 2 CONSECUTIVE YEARS
A	A	Superior	
A	M	Superior	
A	B	Commendable	
M	A	Superior	
M	M	Commendable	
M	B	Commendable	Academic Review
B	A	Academic Review	Academic Progress
B	M	Academic Review	Academic Progress
B	B	Academic Review	Academic Watch

Schools facing appropriate consequences per NCLB

Definitions of Ratings

- Superior
 - AYP is met while the school or district is not under improvement and additional rigorous state criteria are met
- Commendable
 - AYP is met while the school or district is not under improvement
- Academic Review
 - AYP is not met for one year and SPD is met OR
 - AYP is not met for one year and SPD is not met OR
 - AYP is met and SPD is not met (second year)

Definitions of Ratings (cont'd)

- Academic Progress
 - AYP is not met (different subject) two or more years and SPD is met
- Academic Progress – Under Improvement
 - AYP is not met (same subject) two or more years and SPD is met

Definitions of Ratings (cont'd)

- Academic Watch
 - AYP is not met two or more years (different subject) and SPD is not met
- Academic Watch – Under Improvement
 - AYP is not met two or more years (same subject) and SPD is not met

How to be Classified as “Under School Improvement”

- Two consecutive years **not meeting** AYP targets in **same area**
 - Participation
 - Other Academic Indicator
 - ELA/Reading
 - Math



How to Move Out of “Under School Improvement”

- Two consecutive years of **meeting** AYP targets in **all areas**
 - Participation
 - Other Academic Indicator
 - ELA/Reading
 - Math

Rewards and Sanctions

- Sanctions & rewards for Title I and non-Title I schools closely aligned
- Sanctions only apply when classified as Under Improvement



Consequences of being Under Improvement for Title I Schools

- **1 year** = school implements choice
- **2 years** = school offers choice and provides supplemental services
- **3 years** = same as year 2 plus school is subject to corrective action
- **4 years** = same as year 3 plus school develops a plan for restructuring
- **5 years** = same as year 2 plus school implements the restructuring plan

Consequences of being Under Improvement for Non-Title I Schools

- **1 year** = review and modify School Improvement Plan (SIP)
- **2 years** = same as year 1; provide additional priority to subgroups that did not meet target
- **3 years** = same as year 2; school subject to corrective action
- **4 years** = same as year 3 plus school develops plan for restructuring
- **5 years** = same as year 2 plus school implements restructuring plan



School Accountability Ratings

- Released on DOE website 8/1/07
(www.doe.k12.de.us)
- Specific data by school



District Accountability Ratings

Will be released Fall 2007

Will include specific data by district



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