

SCHOOL ACCOUNTABILITY IN DELAWARE



July 31, 2009

State-Federal Design for Accountability

- 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 it's state accountability process with federal requirements

What is new for 2008-09?

- No mandatory summer school
- Writing is tested in grades 5, 8 and 10 but not part of Accountability calculations
- Redesigned web-site for registered users
- Additional Information in School Profiles

Our System

- 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
- Provides more detailed information for schools

Federal and State Components

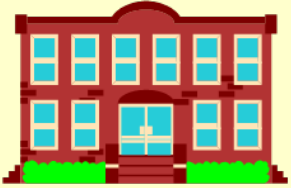
- Adequate Yearly Progress (AYP), federal
- State Progress Determination (SPD), state
- Combination of AYP and SPD plus school accountability history determines current Rating

Accountability and Testing

- Delaware Student Testing Program (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 and math



Adequate Yearly Progress



- Annual determination of Adequate Yearly Progress (**AYP**, federal element) 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 reading 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 that 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

AYP – Who counts?

- Full academic year students (**FAY**) = continuously enrolled Sept 30 – May 31
- Students and subgroups
 - N = 40 for accountability purposes
 - N = 15 for reporting purposes



Adequate Yearly Progress (AYP)

Participation (reading and math)

Other Academic Indicators

Performance (reading and math)

- **Growth Model**
- **Original Model**

Adequate Yearly Progress: 9 groups for monitoring purposes

- 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

PARTICIPATION

Participation

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

Group	Target: % Participation Reading	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
 - Elementary and 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 Indicators Elementary/Middle Schools

- 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

PL=Performance Level

Other Academic Indicators High School

- Graduation Rate: number of 9th grade students that graduate in 4 years
- $\text{Rate} = \text{Graduates} / (\text{Graduates} + \text{Dropouts})$
- All DE students count in their DE 9th grade school
- Entrants after grade 9 do not count in computation
- Early and late graduates count
- GED and Groves students do not count
- Target is 82.5% (2009) or progress from previous year
- If school includes grades in both high school and other grades, both OAI criterion must be met

PERFORMANCE

Calculating Performance

- Calculating the Growth Model
 - If target is attained, school result is ABOVE for Performance
 - If target was not attained, Original Model is employed

CALCULATING PERFORMANCE - continued

- Calculating the Original Model
 - If target is attained, school Performance result is ABOVE or MEETS, depending if a confidence interval or safe harbor was used to attain the target
 - If the school did not attain the target in either model the Performance result is BELOW
 - If result is Below, Growth Model is the default display

GROWTH MODEL

Background Information

- 3rd year using Growth Model to monitor individual progress
- No Confidence Interval or Safe Harbor adjustments
- Calculate AYP by using both Growth and Original models
- Report both Growth and Original models
- Use best result for AYP

EQUIVALENCE OF MODELS

- Growth Value targets parallel the Original Model targets
- A growth Value of 300 corresponds to 100% meeting the target in the original Model for 2014
 - For 2009, a Growth Value target of **219** for Reading = 73% meeting target in the Original Model
 - For 2009, a Growth Value target of **174** for Math = 58% meeting target in the Original Model

Growth Value Annual 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

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

AYP Summary

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

Growth Model – How to Meet AYP in 2009

- Meet Growth Target in Reading (219) and Math (174)

AND

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

AND

- Meet the Other Academic Indicator
 - Elementary/Middle Schools: show progress
 - High School: 82.5% graduation rate target; maintain or show progress

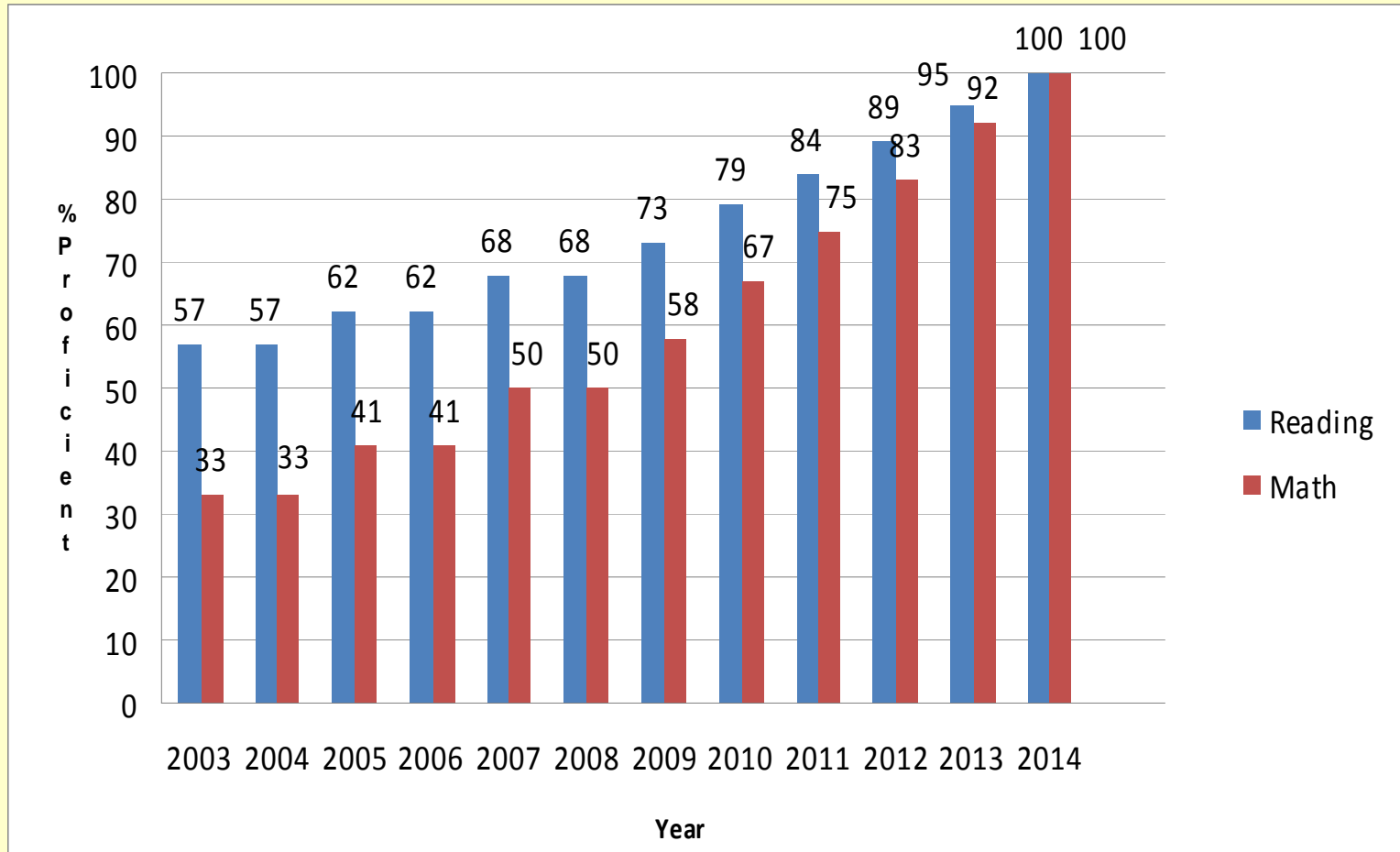
Growth Model AYP Result

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 Summary

Group	Reading Performance	ELA % Participation	Math Performance	Math % Participation	Other Indicator
All Students					
American Indian					
Asian American					
African American					
Hispanic					
White					
<i>Economically Disadvantaged</i>					
<i>Special Education</i>					
<i>Limited English Proficient</i>					

Original Model Use best Score

Use the higher value of:

- Current year's test performance
- **OR**
- The average of the current year and prior year's performance

- **CONFIDENCE INTERVAL:**
- If a group 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

Original Model Performance Calculation

- **SAFE HARBOR**
 - Check to see if there is some improvement in lowest achieving students
 - Cell shows a 10% decrease in the percent of students not meeting the standards as compared to the previous year
- AND**
- Cell shows progress on the Other Academic Indicator
- ALSO**
- Check to see if group could meet Safe Harbor within the margin of error (confidence interval – 75%):

Original Model 2009

How to meet AYP

Attain Performance Target in Reading (73%) and Math (58%)

AND

Meet Participation Targets in ELA (95%) and Math (95%)

AND

Meet the Other Academic Indicator

Elementary/Middle Schools: show progress

High School: 82.5% graduation rate target; maintain or show progress

Original Model AYP Result

Original Model AYP Result is expressed in the following terms:

- **Above** Target
Attain target with no help from Confidence Interval
- **Meets** Target
Attain target with help from Confidence Intervals or Safe Harbor
- **Below** Target
Did not Attain 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 average of the two years' composite scores (current and prior)
- use the higher value
- Compare the “higher value” to the prior year composite score
- Determine the difference

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

*Composite Score Scale is 1-125

State Progress Result Table

2009 Composite Score Target	Improvement	Rating
75 to 125	OR 6 points or more increase	Above Target
61 to 74.99	AND 1 point or more increase	Meets Target
45 to 60.99	AND 2 points or more increase	Meets Target
0 to 44.99		Below Target

SCHOOL RATING

School Rating

School Rating is determined by:

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

School Rating Table

AYP RESULT	STATE PROGRESS RESULT	STATE ACCOUNTABILITY RATING	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 attained while the school or district is not under improvement and additional rigorous state criteria are met

- Commendable
 - AYP is attained while the school or district is not under improvement

- Academic Review
 - AYP is not attained for one year and SPD is met **OR**
 - AYP is not attained for one year and SPD is not met **OR**
 - AYP is attained and SPD is not met (second year)

Definitions of Ratings (Cont'd)

- Academic Progress
 - AYP is not attained (different subject) two or more years **and** SPD is met

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

- Academic Watch
 - AYP is not attained two or more years (different subject) **and** SPD is not attained

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

How to be classified as “Under School Improvement”

- Two consecutive years **not attaining** AYP targets in **same area**:
 - Participation
 - ◇ Reading
 - ◇ Math
 - Other Academic Indicators
 - Performance
 - ◇ Reading
 - ◇ Math

How to Move Out of “Under School Improvement”

- Two consecutive years of **attaining** AYP targets in **all areas**:
 - Participation
 - ◇ Reading
 - ◇ Math
 - Other Academic Indicators
 - Performance
 - ◇ Reading
 - ◇ Math

Rewards and Sanctions

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

Consequences of being Under Improvement for Title I Schools

- **1 year** = school implements school choice
- **2 years** = school offers school choice and provides supplemental services
- **3 years** = same as year 2 plus school must identify and implement a corrective action
- **4 years** = same as year 3 plus school develops a plan for restructuring
- **5 years** = same as year 3 plus school implements the restructuring plan
- **›5 years** = same as year 3 plus continues to implement the restructuring plan with greater oversight/support from the district and state

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 plus school must identify and implement a corrective action
- **4 years** = same as year 3 plus school develops plan for restructuring
- **5 years** = same as year 3 plus school implements the restructuring plan
- **›5 years** = same as year 3 plus continues to implement the restructuring plan with greater oversight/support from the district/state

School Accountability Ratings

- Released on Department of Education Website on July 31, 2009
www.doe.k12.de.us
- Includes specific data by school

District Accountability Ratings

- Will be released Fall 2009
- Will include specific data by district
- Online profiles www.doe.k12.de.us

CONTACT INFORMATION

- Joanne Reihm
 - jreihm@doe.k12.de.us
 - 302.735.4090
- Adrian Peoples
 - a Peoples@doe.k12.de.us
 - 302.735.4140
- DOE web site
 - www.doe.k12.de.us/aab