

School Accountability in Delaware



Delaware Department of Education

for the 2005-2006 School Year

August 2, 2006

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?

- Allowed districts to decide how “tuition-based” special needs students are counted
- Recalculate school accountability ratings in September to include results from students attending state mandated summer school
- Use of a two year average or current year, whichever is higher, for composite score when calculating the State Progress Determination

How did we get to where we are today?

- Committee of Stakeholders
 - School administrators, district administrators, teachers, parents, community

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

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

Adequate Yearly Progress

- ❑ Based on the performance of students taught in the school and district
- ❑ DSTP – assessments used at grades 3 through 8, and 10 in reading, writing, and math



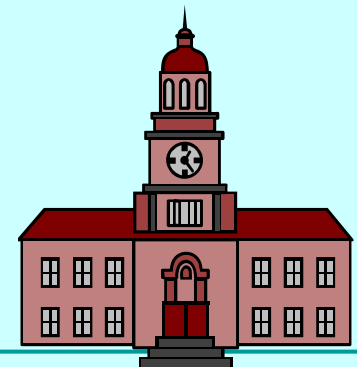
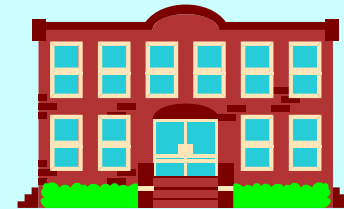
Adequate Yearly Progress

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



Adequate Yearly Progress

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



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



What is AYP?

- Measures performance of students by
 - 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

What is AYP?

- 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	62
American Indian	62
Asian American	62
African American	62
Hispanic	62
White	62
Economically Disadvantaged	62
Special Education	62
Limited English Proficient	62

What is AYP?

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

Group	Target: Math Perf %
All Students	41
American Indian	41
Asian American	41
African American	41
Hispanic	41
White	41
Economically Disadvantaged	41
Special Education	41
Limited English Proficient	41

What is AYP?

- 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%)

Safe Harbor

- To see if there is some change 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

What is AYP?

- 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	95.0	95.0
American Indian	95.0	95.0
Asian American	95.0	95.0
African American	95.0	95.0
Hispanic	95.0	95.0
White	95.0	95.0
Economically Disadvantaged	95.0	95.0
Special Education	95.0	95.0
Limited English Proficient	95.0	95.0

What is AYP?

- Progress for Other Academic Indicator
 - Maintain or show progress
 - Elem & Middle School indicator
 - Improvement in Reading and Math scale scores
 - High School indicator
 - Cohort Graduation Rate
 - 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
- $\text{Rate} = \text{Graduates} / (\text{Graduates} + \text{Dropouts})$
- All DE students count in their DE 9th grade school
- Entrants after grade 9 do not count in rate
- Early and late graduates count
- GED and Groves students do not count
- Target is 78% or progress from previous year

AYP 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					

How to Meet AYP

- Meet Performance Targets in ELA (62%) and math (41%) or Safe Harbor

AND

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

AND

- Meet the Other Academic Indicator
 - Elementary/Middle: show progress
 - High School: 78% or progress

How to Determine Performance

Use the higher of:

- Current year's test data OR
- Average the current year and the previous year's test scores

AYP Status

AYP status is expressed in terms of :

- Above Target

 - Met target with no help from Confidence Interval

- Meets Target

 - Met target with help from Confidence Interval

- Below Target

 - Did not meet target

State Progress Determination

- 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

- 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 Determination

State Progress status is expressed in terms of:

-- Above Target

Composite Score is 75 or higher OR
6 or more points of growth

-- Meets Target

Composite Score is 61 but less than 75, 1 point of growth
Composite Score is 45 but less than 61, 2 points of growth

-- Below Target

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

Ratings

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

Ratings Table

AYP (Absolute Performance)	STATE PROGRESS (Improvement Performance)	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

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)

Definition of Ratings

- 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

Definition of Ratings

- 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

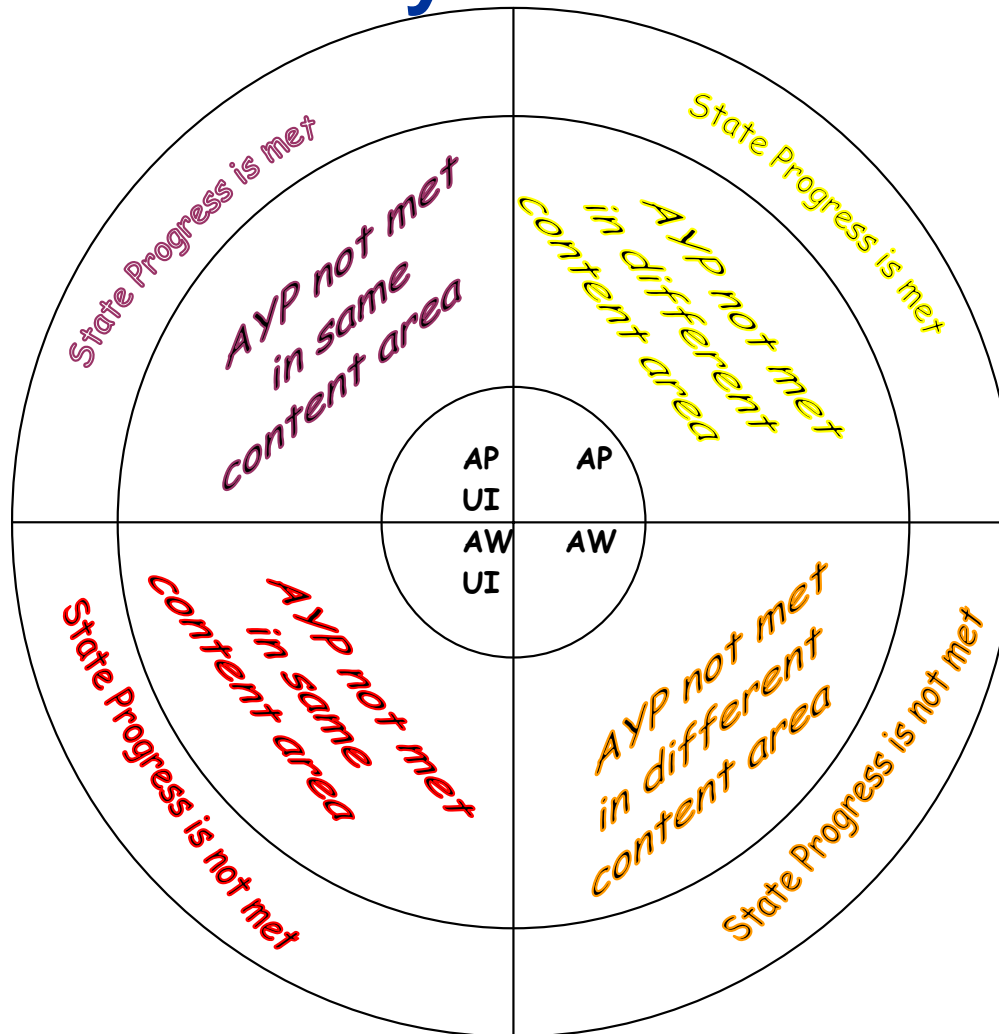
How to be Classified as Under Improvement

- Two consecutive years not meeting AYP in same content area
 - ELA
 - Math
 - Other Academic Indicator

How to Move Out of Under Improvement

- School or district must meet **all** AYP targets for two consecutive years

What follows a year in Academic Review when current year does not meet AYP



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

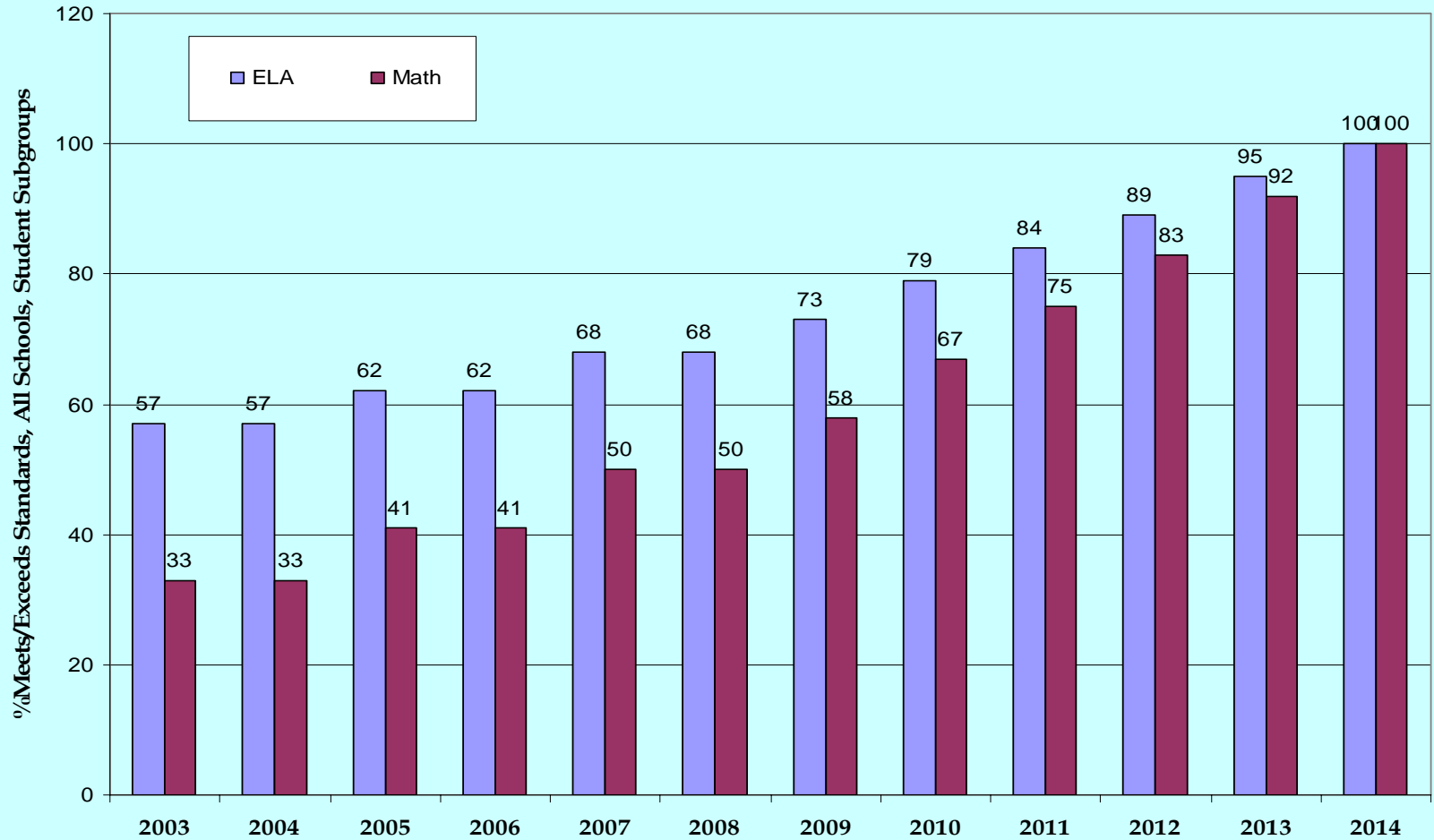
- **1 year** = review and modify School Improvement Plan (SIP)
- **2 years** = same as year 1; provide additional priority to subgroups that did not meet target
- **3 years** = same as year 2; school subject to corrective action
- **4 years** = same as year 3 plus school develops plan for restructuring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

Accountability for Next School Year (2006-2007)

■ AYP Targets

- ELA target is 68%
- Math target is 50%
- Other Academic Indicator target for Graduation Rate is 79.5%

AYP Targets



School Accountability Ratings

- Released on DOE website 8/2/06 (www.doe.k12.de.us)
- Specific data by school

District Accountability Ratings

Will be released Fall 2006

Will include specific data by district

School Accountability Summary

- Total Number of schools = 193
 - Total Number of elementary schools = 94
 - Total Number of middle schools = 32
 - Total Number of high schools = 28
 - Total Number of special schools = 8
 - Total Number of charter schools = 13
 - Total Number of combination schools = 2*
 - Total Number of other agency schools = 1
 - 15 schools rated as Not Applicable (first year schools)
- *1 elementary/middle; 1 middle/high

School Accountability Summary

- Total Schools Making AYP 136
 - Title I 77
 - Non Title I 59
- Total Schools Not Making AYP 42
 - Title I 18
 - Non Title I 24
- Total Schools U I 34
 - Title I 7
 - Non Title I 27

School Accountability Summary

■ Total Number of Schools Under Improvement

	Title I	Non Title I
□ Year 1	2	5
□ Year 2	1	9
□ Year 3	3	11
□ Year 4	1	2
□ Year 5	0	0
□ Total	7	27

Title I and Non-Title I Schools

	Title I	Non-Title I
Superior	64	40
Commendable	11	11
Academic Review	13	5
Academic Progress	0	0
Academic Watch	0	0
Academic Progress UI	4	22
Academic Watch UI	3	5
Total	95	83

Superior Schools by Type:

■ Elementary	73	of	94
■ Middle	11	of	32
■ High	6	of	28
■ Special School	5	of	8
■ Charter	7	of	13
■ Combination	2	of	2
■ Agency	0	of	1
■ Total	104	of	178

Commendable Schools by Type:

■ Elementary	10	of	94
■ Middle	6	of	32
■ High	2	of	28
■ Special School	2	of	8
■ Charter	1	of	13
■ Combination	0	of	2
■ Agency	1	of	1
■ Total	22	of	178

Academic Review Schools by Type:

■ Elementary	8	of	94
■ Middle	2	of	32
■ High	4	of	28
■ Special School	1	of	8
■ Charter	3	of	13
■ Combination	0	of	2
■ Agency	0	of	1
■ Total	18	of	178

Academic Progress (Not UI) Schools by Type:

■ Elementary	0	of	94
■ Middle	0	of	32
■ High	0	of	28
■ Special School	0	of	8
■ Charter	0	of	13
■ Combination	0	of	2
■ Agency	0	of	1
■ Total	0	of	178

Academic Watch (Not UI) Schools by Type:

■ Elementary	0	of	94
■ Middle	0	of	32
■ High	0	of	28
■ Special School	0	of	8
■ Charter	0	of	13
■ Combination	0	of	2
■ Agency	0	of	1
■ Total	0	of	178

Academic Progress UI Schools by Type:

■ Elementary	1	of	94
■ Middle	12	of	32
■ High	12	of	28
■ Special School	0	of	8
■ Charter	1	of	13
■ Combination	0	of	2
■ Agency	0	of	1
■ Total	26	of	178

Academic Watch UI Schools by Type:

■ Elementary	2	of	94
■ Middle	1	of	32
■ High	4	of	28
■ Special School	0	of	8
■ Charter	1	of	13
■ Combination	0	of	2
■ Agency	0	of	1
■ Total	8	of	178

Comparing Years by Rating Type

	2006	2005	2004	2003
Superior	104	80	97	62
Commendable	22	41	31	13
Academic Review	18	22	2	85
Academic Progress	0	0	0	0
Academic Watch	0	1	0	0
Academic Progress UI	26	19	16	0
Academic Watch UI	8	19	27	12
Total	178	182	173	172

More Information

- DOE web site

www.doe.k12.de.us/aab

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