



Delaware System of Student Assessments (DeSSA) Executive State Summary

2022-23 Administration

September 2023

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LIST OF ATTACHMENTS

ELA 2023 Performance & Participation Data

[Attachment 1 - 2023 ELA Statewide, District, and School Performance & Participation](#)

Mathematics 2023 Performance & Participation Data

[Attachment 1 - 2023 Math Statewide, District, and School Performance & Participation](#)

SAT ELA 2023 Performance & Participation Data

[Attachment 1 - 2023 SAT ELA Statewide, District, and School Performance & Participation](#)

SAT Mathematics 2023 Performance & Participation Data

[Attachment 1 - 2023 Math Statewide, District, and School Performance & Participation](#)

DeSSA-Alt 2023 Performance & Participation Data

[ELA Attachment 1 - 2023 DeSSA-Alt Statewide, District, and School Performance & Participation](#)

[Math Attachment 2 - 2023 DeSSA-Alt Statewide, District, and School Performance & Participation](#)

[Science Attachment 3 - 2023 DeSSA-Alt Statewide, District, and School Performance and Assessment](#)

DeSSA Science 2023 Performance & Participation Data

[Attachment 1 - 2023 DeSSA Science Statewide, District, and School Performance & Participation](#)

DeSSA Social Studies 2023 Performance & Participation Data

[Attachment 1 - 2023 DeSSA Social Studies Statewide, District, and School Performance & Participation](#)

ACCESS 2023 Performance & Participation Data

[Attachment 1 - 2023 DeSSA-Alt Statewide, District and School Performance & Participation](#)



Delaware System of Student Assessments (DeSSA) Overview

Delaware's assessment program is called the Delaware System of Student Assessments (DeSSA). DeSSA assessments include English Language Arts/Literacy (ELA) and Mathematics assessments for grades 3-8; the SAT Evidence-Based Reading and Writing, Essay and Math assessments for high school; the Science assessment for grades 5, 8 and Biology; the Social Studies assessment for grade 11; and the Delaware Alternate assessment (DeSSA-Alt) in Reading, Mathematics, and Science for students with the most significant intellectual disabilities. Together, these assessments satisfy the assessment requirements of the United States Every Student Succeeds Act (ESSA). Each DeSSA assessment administration provides specific information in each content area and grade.

This report summarizes the participation and performance results of the 20232 DeSSA assessments. The percentages listed in each of the accompanying figures may not equal 100% at each grade level due to rounding.

All Students are required to be included in the statewide assessment program, regardless of classification. The *Accessibility Guidelines for Delaware System of Student Assessments (DeSSA)* describe permissible test accommodations and supports and the conditions under which students classified as students with disabilities, students with 504 plans, and English language learners are included in the [Accessibility Guidelines for the Delaware System of Student Assessments \(DeSSA\)](#) located in the Accessibility Guidelines Schoology Group.



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When reporting data to the public, DDOE will require the following data to be redacted:

- Any data/cell whose population value is less than fifteen (15), regardless of the data/cell's value.
- Any data/cell whose corresponding population value is at or above fifteen (15), but whose data/cell is less than five (5).
- Any data/cell whose corresponding population is at or above fifteen (15), but whose data/cell is within five (5) of the population.

Visually, redacted data may appear in a number of ways. It may appear as:

1. A dash (-)
2. An asterisk (*)
3. The word "Protected"
4. "<X" (or >X) where X is a number below (or above) which the risk of disclosure is too high.

For more information, refer to [DDOE Data Redaction Rules](#) on DDOE website.



DeSSA 2023 Participation Rate

Participation Rate – Definitions and Calculations

The participation rate is reported by content area and grade level for all assessments, ELA/Literacy and Math, Science, Social Studies, SAT, and DeSSA-Alt. The participation rate is also reported by subgroups in the participation tables.

The following is the method used to calculate participation rate in this report. The calculation method used for this report is not the same method used for calculating participation rates for accountability purposes; therefore, the participation rates will not match those used for accountability.

$$\text{Participation Rate} = 100 \times \frac{\text{Tested N}}{\text{Eligible N}}$$

Tested N – Referred to as “Tested N,” this is the numerator of the participation rate calculation. It is the number of students who had valid scores and tested on grade level.

Eligible N – Referred to as “Eligible N,” this is the denominator of the participation rate calculation for a particular content area and is equal to the number of students who are eligible to test. This is equal to the sum of Tested N and Invalid.

All students enrolled in a public school for the entire assessment window for the respective content area will be counted as eligible to take assessments unless granted an exemption. Any student who is not enrolled in the same public school for the entire assessment window, but is in the same district for the entire assessment window, will be eligible for district/state participation only, not school participation.

Invalid Scores – If an improper departure from testing procedures occurred during the administration of a student’s test, DOE can make the determination that it resulted in an invalid score. Students with invalid scores are counted as non-participants in the calculation of participation rates. Their scale score and Achievement Level are not included in the results tables within this report.

Not Tested – Students are counted as not tested if they met the requirements to be counted as “eligible” to take assessments, but fail to test at any time during the spring test window in a given content area.

Exempt – An exemption causes the student scores to be excluded from performance calculations and from participation rate calculations. Some students are granted a “special” exemption from assessments due to physical or mental health conditions or due to other circumstances that were beyond the control of the student and school staff. ELL students in the U.S. for less than one year may receive an ELL exemption from the ELA/Literacy assessment.



Participation Rate – Subgroups

The assessment subgroup participation rates for all grade levels and content areas were calculated based on the following subgroups:

- Students with Disabilities (SWDs)
- English language learners (ELLs)
- Low-income
- White
- Hispanic/Latino
- American Indian
- African American
- Asian
- Native Hawaiian or Other Pacific Islander
- Multi-Racial



I. ELA/Math State Assessment Summary

ELA/Math Overview

The assessments are designed to measure the progress of Delaware students in ELA/Literacy and Mathematics standards in grades 3-8. The first operational administration of the assessments in grades 3-8 occurred during spring 2015. Spring 2022 represents the eighth year of implementation of the ELA/Literacy and Mathematics assessments. See below for the assessment windows available for administration:[\[PT1\]](#)

ELA/Math Assessment Window Dates

Dates of Window	Tests Administered
April 3 – May 25, 2023	ELA/Literacy and Mathematics grades 3-8

These assessments require deeper thinking and application of real world skills in English Language Arts (ELA)/Literacy and Mathematics.

The ELA/Literacy assessments include:

- Reading;
- Listening;
- Writing;
- Research & Inquiry.

The Mathematics assessments include:

- Concepts & Procedures;
- Problem Solving and Modeling & Data Analysis;
- Communicating Reasoning.

The ELA/Mathematics assessment scores reported in this summary are based on the scale scores and the Achievement Levels for the state, the districts, and the schools. The scores are reported on a developmental scale for grades 3-8 ranging from approximately 2000 to 3100. The overall achievement was delineated into the following four levels (with the defining phrases bolded):



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- The Level 4 student demonstrates **thorough understanding** of and ability to apply the English language arts and literacy (mathematics) knowledge and skills needed for success in college and career, as specified in the Common Core State Standards.
- The Level 3 student demonstrates **adequate understanding** of and ability to apply the English language arts and literacy (mathematics) knowledge and skills needed for success in college and career, as specified in the Common Core State Standards.
- The Level 2 student demonstrates **partial understanding** of and ability to apply the English language arts and literacy (mathematics) knowledge and skills needed for success in college and career, as specified in the Common Core State Standards.
- The Level 1 student demonstrates **minimal understanding** of and ability to apply the English language arts and literacy (mathematics) knowledge and skills needed for success in college and career, as specified in the Common Core State Standards.

In this report and the attachments, the achievement level is reported as the percentage of students who are proficient, that is, the percentage of students who are in Achievement Level 3 and Achievement Level 4 combined.

It is important to note that the participation rate and the percent proficient follow different business rules and are generated differently in this report than those generated for accountability purposes.

The following is the method used to calculate percent proficient rates in this report.

$$\text{Percent Proficient Rate} = 100 \times \frac{\text{Number Proficient}}{\text{Number Tested}}$$

The students proficient are identified by any students receiving an AL3 or AL4 in connection with their scale score.

Located below are the ELA/Math cut scores and Achievement Levels for all grades and both contents.

ELA/Math Cut Scores

ELA/Literacy Performance Standards

Grade	Achievement Level 1	Achievement Level 2	Achievement Level 3	Achievement Level 4
3	2366 and below	2367-2431	2432-2489	2490 and above
4	2415 and below	2416-2472	2473-2532	2533 and above
5	2441 and below	2442-2501	2502-2581	2582 and above
6	2456 and below	2457-2530	2531-2617	2618 and above
7	2478 and below	2479-2551	2552-2648	2649 and above
8	2486 and below	2487-2566	2567-2667	2668 and above

Mathematics Performance Standards

Grade	Achievement Level 1	Achievement Level 2	Achievement Level 3	Achievement Level 4
3	2380 and below	2381-2435	2436-2500	2501 and above
4	2410 and below	2411-2484	2485-2548	2549 and above
5	2454 and below	2455-2527	2528-2578	2579 and above
6	2472 and below	2473-2551	2552-2609	2610 and above
7	2483 and below	2484-2566	2567-2634	2635 and above
8	2503 and below	2504-2585	2586-2652	2653 and above

ELA/Math State Level Summary Results

ELA/Math Participation

The overall state participation rate for ELA/Literacy and Mathematics for each grade assessed can be found in Figures 1 and 2. The combined participation rate for ELA/Literacy is 96.52% and for Mathematics is 96.33%. Federal reporting requires participation rates of at least 95%. All grades and content areas in Smarter Balanced assessments meet this threshold.

It is important to note that multiple factors lead to a student counting as a non-participant such as absences, truancy, not completing enough items on the assessment, and parent or student refusals to participate in the assessment.

Figure 1- Statewide ELA Assessment Participation Rates, 2023

Grade Level	Participation Rate for Smarter ELA
3	99%
4	99%
5	98%
6	98%
7	97%
8	96%

Figure 2- Statewide Math Assessment Participation Rates, 2023

Grade Level	Participation Rate for Smarter Math
3	99%
4	99%
5	99%
6	97%
7	97%
8	96%

ELA/Math Proficiency

Statewide ELA/Math proficiency summary data may be found in Figures 3 and 4 below. These figures provide overall proficiency information for ELA/Literacy and Mathematics. Proficiency is defined as Achievement Levels 3 and 4 combined.

Figure 3- Statewide ELA/Literacy percent Proficiency by Grade, 2023

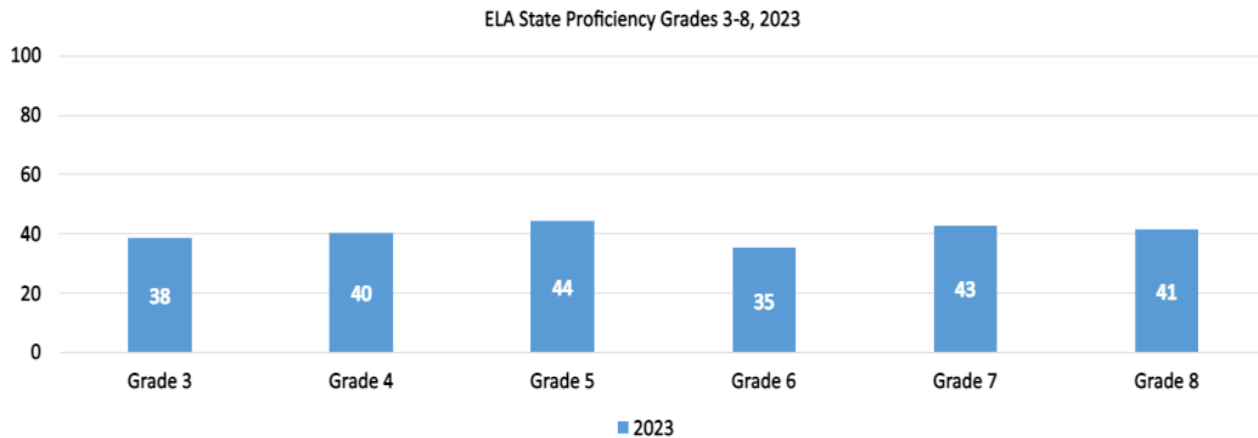
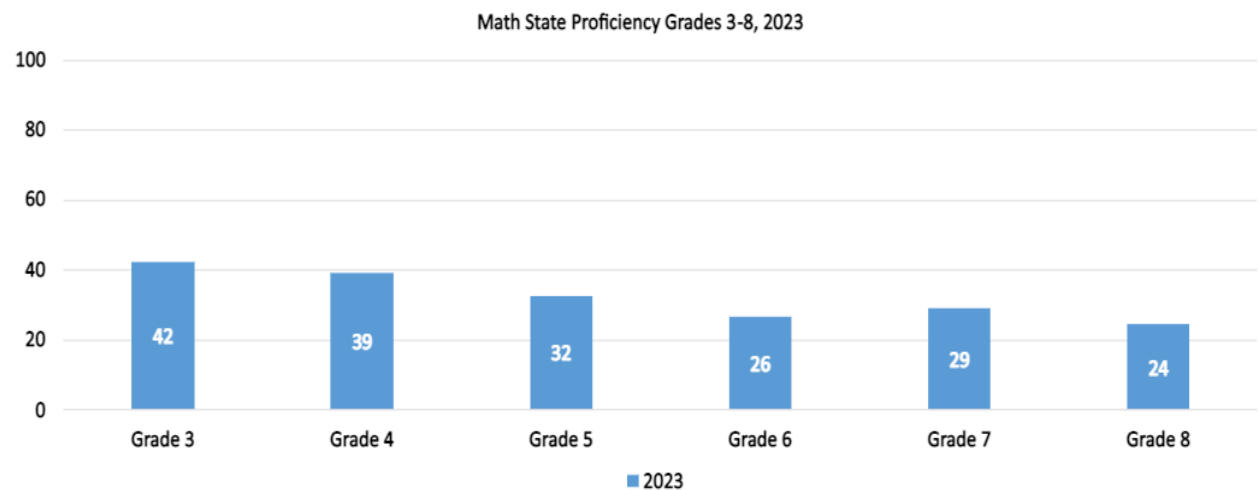


Figure 4- Statewide Mathematics Percent Proficiency by Grade, 2023





District Participation Rates for ELA/Math, 2023

The participation rate is a combination of all grades for district and charter schools.

District	ELA/Literacy	Mathematics
Appoquinimink School District	98	98
Brandywine School District	98	97
Caesar Rodney School District	98	97
Cape Henlopen School District	99	99
Capital School District	97	97
Christina School District	96	96
Colonial School District	94	94
Delmar School District	100	100
Indian River School District	99	99
Lake Forest School District	99	99
Laurel School District	98	98
Milford School District	99	99
Red Clay Consolidated School District	98	98
Seaford School District	99	98
Smyrna School District	98	98
Woodbridge School District	99	99

Charter Participation Rates for ELA/Math, 2023

The participation rate is a combination of all grades for district and charter schools.

Charter School	ELA/Literacy	Mathematics
Academia Antonia Alonso	99	98
Academy of Dover Charter School	100	100
Campus Community School	100	100
Charter School of New Castle	98	99
East Side Charter School	98	97
Edison (Thomas A.) Charter School	99	100
First State Montessori Academy	99	99
Freire Charter School Wilmington	81	81
Gateway Lab School	96	96
Great Oaks Charter School	83	92
Kuumba Academy Charter School	100	100
Las Americas Aspira Academy	99	99
MOT Charter School	96	96
Newark Charter School	100	100
Odyssey Charter School	100	100
Positive Outcomes Charter School	100	100
Providence Creek Academy Charter School	99	99
Sussex Academy	100	100
Sussex Montessori	98	99

In the following section, the 2023 ELA/Math results are summarized at the state level with the percent proficient by content, grade, and achievement level. Please note that, due to rounding for percentage, the total may be above or below 100%.

ELA/Literacy Performance

Figure 5- Statewide ELA/Literacy Proficiency by Achievement Levels, 2023

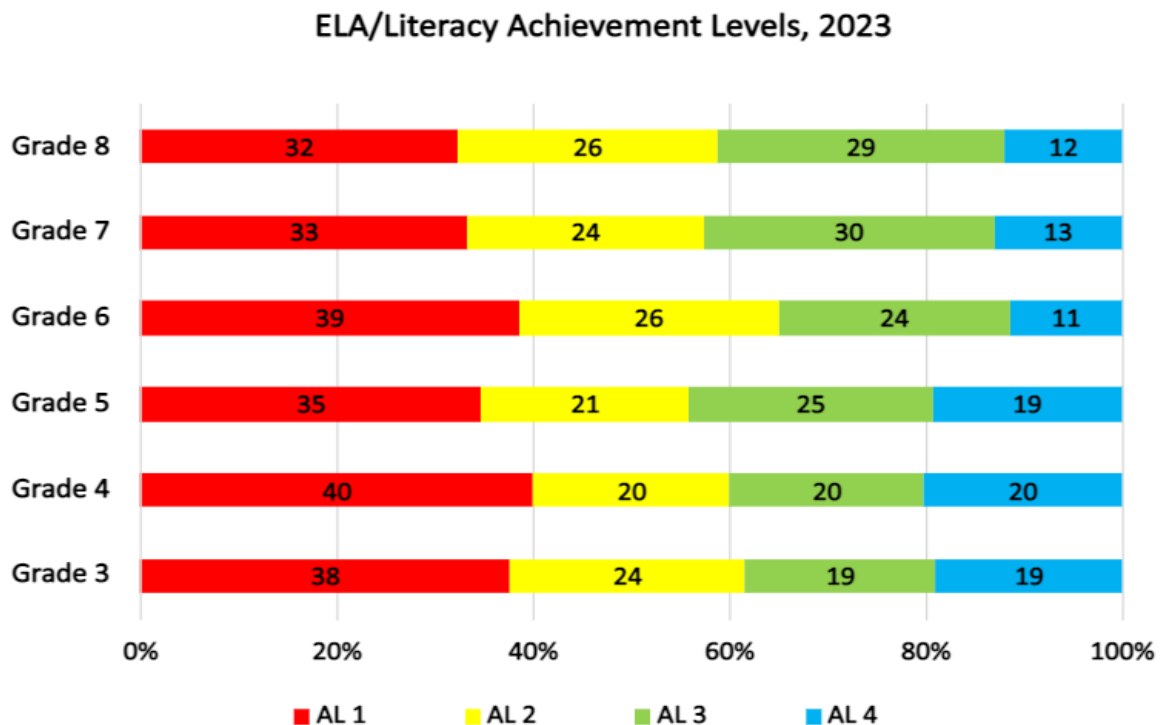


Figure 5 shows the percentage of students in each Achievement Level on the spring 2023 ELA assessment. The data shows a somewhat even distribution across the achievement levels for each of the grade-band elementary or middle school. Grades 3 and 4 have very similar results but grade 4 had the highest number of students at an AL 1 with 40%. Grade 5 has the same number of AL 4 as Grade 3 with a percentage of 19. For the middle grades, Grade 6 had the highest number of AL 1 and AL 2 with 39% and 26% respectively. Grade 7 had the highest number of AL 3 and AL 4 with 30% and 13%.

Attachment 1 of this document shows the distribution of these Achievement Levels across the subgroups at the State Level. Attachments 2, 3, and 4 show the distribution of Achievement Levels across subgroups at the District/Charter and School Level, with a comparison to the State Level.

Mathematics Performance

Figure 6- Statewide Mathematics Proficiency by Achievement Levels, 2023

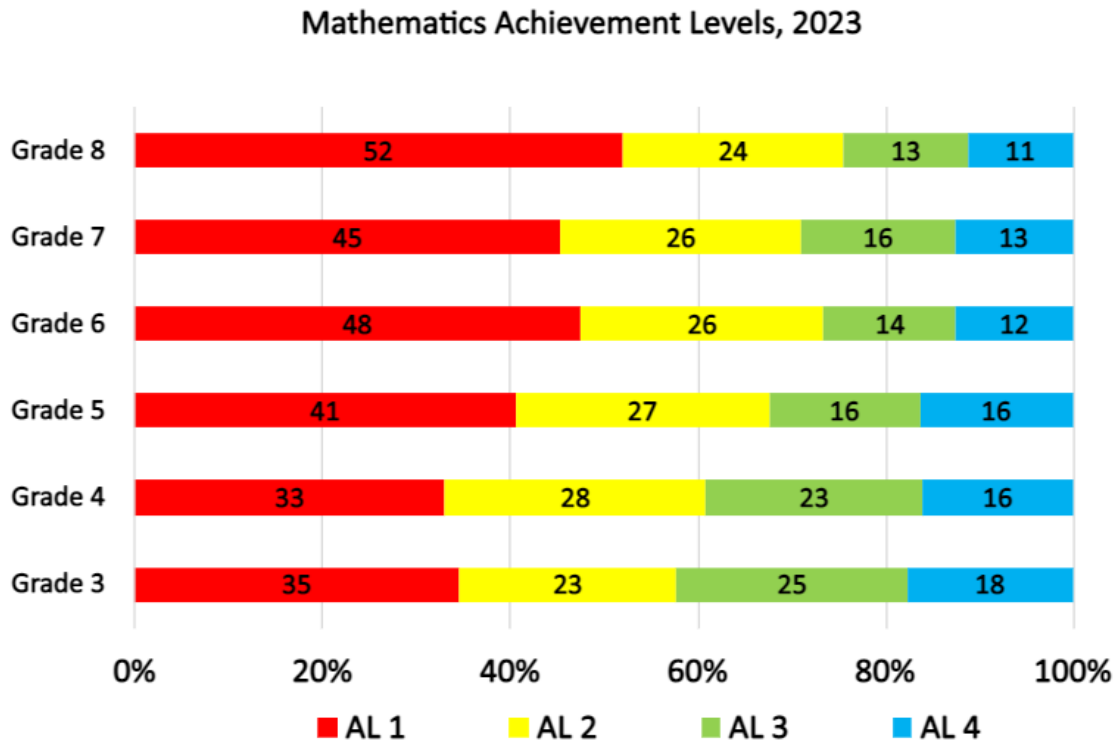
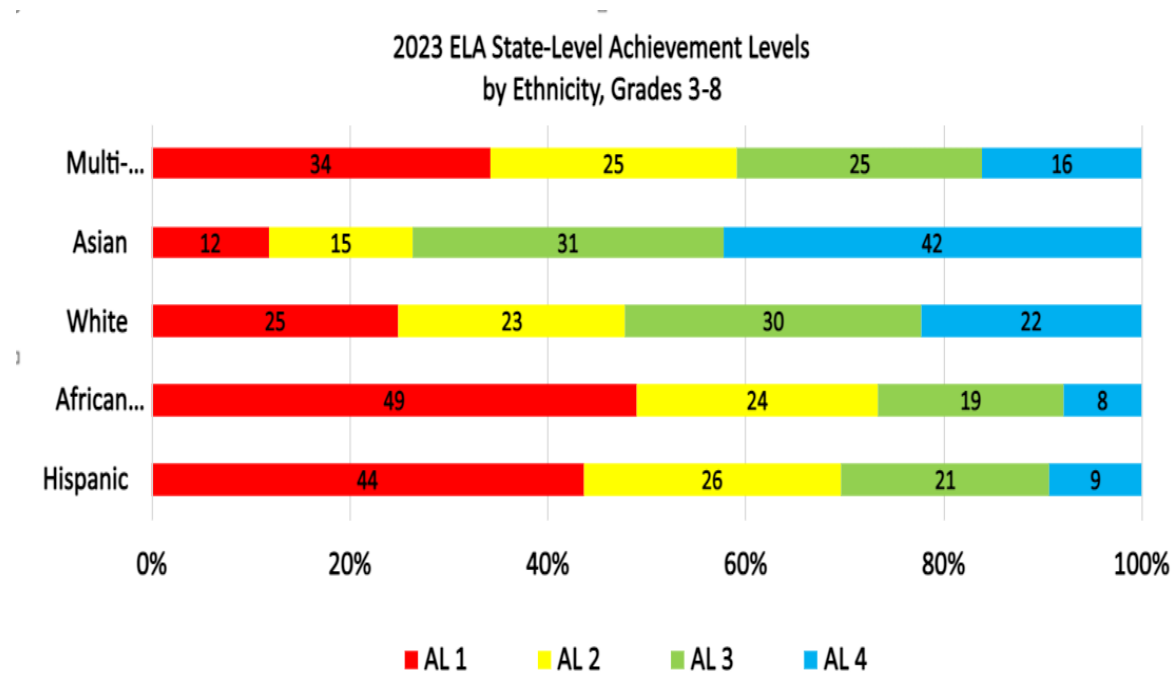


Figure 6 shows the percentage of students in each Achievement Level on the spring 2023 Mathematics assessment in grades 3-8. Grades 3, 4, and 5 had the highest numbers of students in AL 3 and AL 4 which when combined gives the proficiency level for each grade as 43%, 39%, and 32% respectively. Grade 8 had the highest number of students in AL 1 with 52%. Grades 6 and 8 have the lowest number of students in AL 3 and AL 4 combined. Grade 6 has 26% and Grade 8 has 24% proficiency rates.

Disaggregated Summary Results

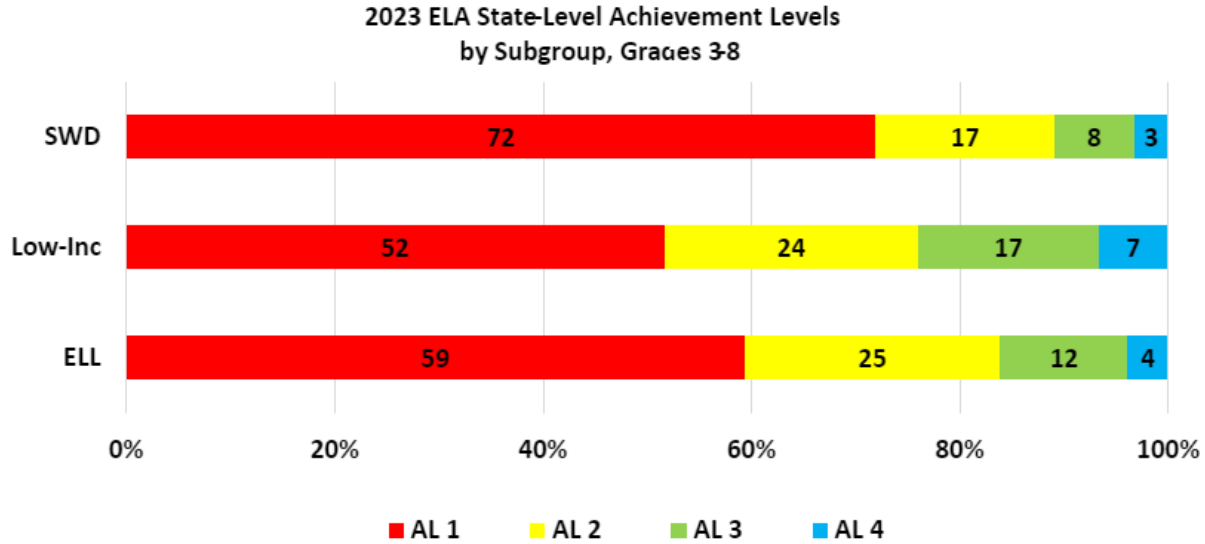
ELA/Literacy Disaggregated Performance

Figure 7 - ELA/Literacy State Level Achievement Levels, by Ethnicity, Disaggregated 2023



Asians and Whites outshine the other ethnicities especially in AL 3 and AL 4. The highest proportion of students in AL4 were Asians with 42%. African American and Hispanic/Latino students had a somewhat similar distribution across all four achievement levels but with African American doing the worse in AL1 with almost half of the students (49%) in that level.

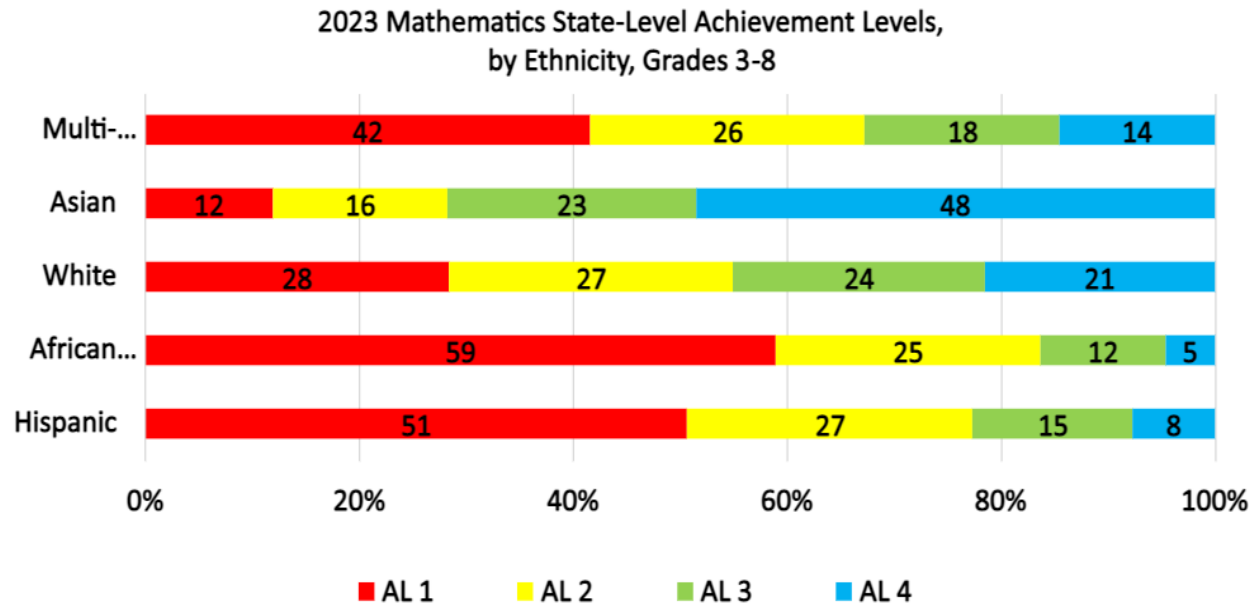
Figure 8 - ELA/Literacy State Achievement Levels, Grades 3-8 by SubGroup, Disaggregated, 2023



The SWD group had the highest proportion of students in AL 1 at 72%. SWDs had the lowest number of proficient students performing at AL 2, AL 3, and AL 4 and a total proficiency of 11%. The Low Income students had the highest number of students who performed at AL 2, AL 3, and AL 4 with 24%, 17%, and 7% respectively.

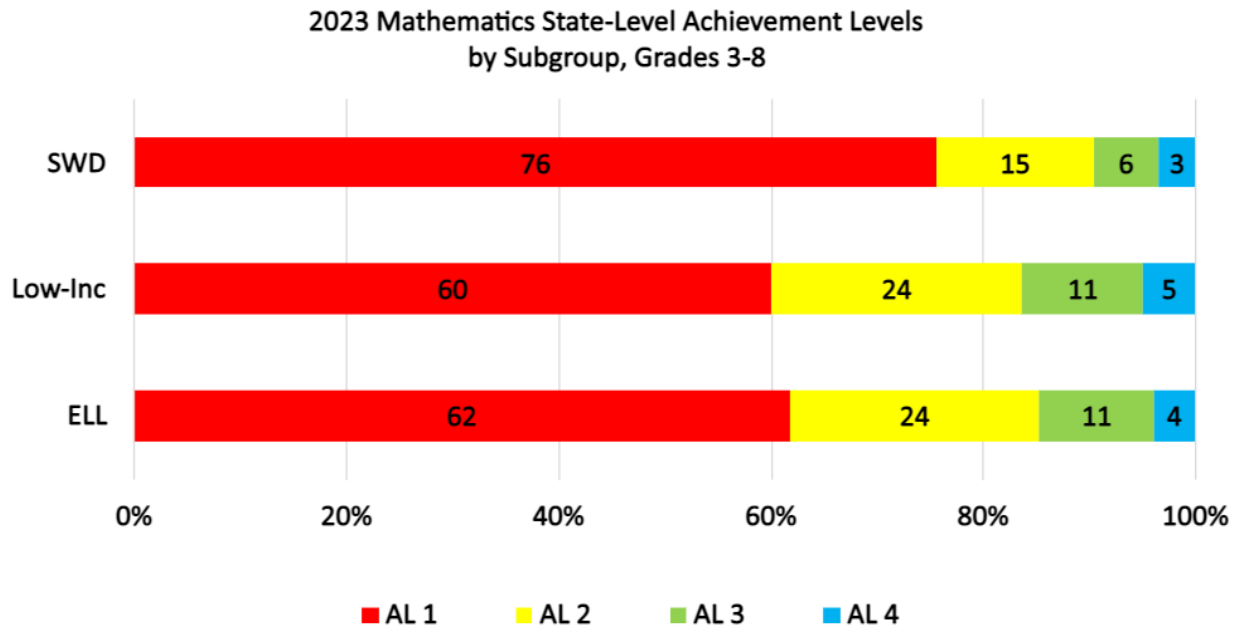
Mathematics Disaggregated Performance

Figure 9 - Mathematics Achievement Levels, Grades 3-8 by Ethnicity, Disaggregated, 2023



In Mathematics, Asians and Whites also outshine the other ethnicities especially in AL 3 and AL 4. The highest proportion of students in AL4 were Asians with 48%. African Americans had the highest number of students in AL 1 with 59% of the students in that level. Whites had about 25% of the students in each of the achievement levels with AL 4 being the lowest at 21%.

Figure 10 - Mathematics Achievement Levels, Grade Band 3-8 by Sub-Group, Disaggregated, 2023



The SWD group had the highest proportion of students in AL 1 at 76%. SWDs had the lowest number of students performing at AL 2, AL 3, and AL 4 and a total proficiency of 9%. The Low Income and ELL students had a similar distribution across all four achievement levels.



SAT State Summary

2022-2023

Administration



II. SAT Assessment Summary

SAT Overview

Spring 2023 marked the eighth year of the administration of the Redesigned SAT assessment in high school.

On January 6, 2016, the Department of Education announced the SAT assessment would replace the Smarter Balanced Assessment in grade 11 as Delaware's state assessment. The change originated at the request of legislators as the state continued to look for ways to reduce testing time, particularly for 11th grade students who were taking both the Delaware state-funded SAT School Day assessment, as well as the 11th grade Smarter Balanced assessment.

College Board developed the SAT to assess the critical reading, mathematical reasoning, and writing skills of students and to provide a benchmark for college and career success through a standardized assessment. In March 2016, College Board launched a redesigned SAT, aligned to the Common Core State Standards. The redesigned SAT is scheduled to be completed in 3 hours and 30 minutes with breaks included. In Delaware, the optional essay portion of the SAT is required for all students participating in the SAT. With the essay included, the scheduled time is 4 hours and 22 minutes.

The SAT measures the knowledge and skills needed for students to be ready for college, career, and beyond. The Evidence-Based Reading and Writing (EBRW) section of the SAT is text-based, requiring students to provide support for their responses. The Mathematics section focuses on the math that research has shown to be most useful in college and career. The Essay requires students to analyze a text and explain how the author builds an argument to persuade an audience.

SAT Administration Dates

Dates of Window	Tests Administered
March 22-24 & 28-29, 2023 April 18-19, 2023	SAT School Day SAT Make-up

SAT Achievement Level Descriptions

The SAT assessment scores reported in this summary are based on the scale scores and the Achievement Levels for the state, the districts, and the schools. The scores are reported on a combined ERW and Mathematics scale for High School ranging from 400 to 1600. The overall achievement was delineated into the following four levels (with defining phrases bolded):

Level 4	<ul style="list-style-type: none"> • <u>SAT ERW – 630-800</u>: The level 4 student has exceeded the achievement level and demonstrates a thorough understanding of the knowledge and skills needed for college and career readiness and achievement relative to the ELA/Literacy Content Standards. • <u>SAT Math – 650-800</u>: The level 4 student has exceeded the achievement level and demonstrates a thorough understanding of, and ability to apply the mathematics knowledge and skills needed for college and career readiness and achievement relative to the Math Content Standards.
Level 3	<ul style="list-style-type: none"> • <u>SAT ERW – 480-620</u>: The level 3 student has met the achievement level and demonstrates adequate understanding of the knowledge and skills needed for college and career readiness and achievement relative to the ELA/Literacy Content Standards. • <u>SAT Math – 530-640</u>: The level 3 student has met the achievement level and demonstrates an adequate understanding of, and ability to apply the mathematics knowledge and skills needed for college and career readiness and achievement relative to the Math Content Standards.
Level 2	<ul style="list-style-type: none"> • <u>SAT EBRW – 420-470</u>: The level 2 student partially meets the achievement level and demonstrates an incomplete understanding of the knowledge and skills needed for college and career readiness and achievement relative to the ELA/Literacy Content Standards. • SAT Math 420-520: The level 2 student has partially met the achievement level and demonstrates an incomplete understanding of, and ability to apply the mathematics knowledge and skills needed for college and career readiness and achievement relative to the Math Content Standards.

Level 1	<ul style="list-style-type: none"> • <u>SAT EBRW 200-410</u>: The level 1 student has not met the achievement level and demonstrates a minimal understanding of the knowledge and skills needed for college and career readiness and achievement relative to the ELA/Literacy Content Standards. • <u>SAT Math 200-410</u>: The level 1 student has not met the achievement level and demonstrates a minimal understanding of, and ability to apply the mathematics knowledge and skills needed for college and career readiness and achievement relative to the Math Content Standards.
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The SAT Essay has only two achievement performance levels, Proficient and Non-Proficient, due to the structure and number of points for the Essay portion. The two levels are described below:

<ul style="list-style-type: none"> • SAT Essay: The proficient student on the Essay portion of the SAT has met the achievement level and demonstrates an adequate understanding of and ability to apply ELA/Literacy knowledge and skills in ELA, analysis, and writing needed for college and career readiness and achievement on the Delaware ELA/Literacy Content Standards. The student demonstrates effective comprehension and analysis of the passage and writes mostly cohesively demonstrating an effective use and control of language.
<ul style="list-style-type: none"> • SAT Essay: The non-proficient student on the Essay portion of the SAT has not met the achievement performance level and demonstrates a minimal understanding of the knowledge and skills in reading, analysis, and writing needed for college and career readiness and performance on the Delaware ELA/Literacy Content Standards. The student demonstrates little understanding with an ineffective analysis of the passage and demonstrates little or no cohesion and inadequate skill in the use and control of language.



SAT Cut Scores

SAT EBRW Achievement Levels

Achievement Level 1	Achievement Level 2	Achievement Level 3	Achievement Level 4
200-410	420-470	480-620	630-800

(Approved by State Board on August 18, 2016)

SAT Mathematics Achievement Levels

Achievement Level 1	Achievement Level 2	Achievement Level 3	Achievement Level 4
200-410	420-520	530-640	650-800

(Approved by State Board on August 18, 2016)

SAT Essay Achievement Level

Proficient Level
To be Proficient on the Essay portion of the SAT, <ul style="list-style-type: none">(a) The sum of the three-dimension scores (Reading, Analysis, and Writing) must be 13 points or greater and;(b) Each dimension must be 3 points or greater.

(Approved by State Board on August 18, 2016)

SAT State Level Summary Results

The state participation rates for EBRW and Mathematics may be found in Figure 1 below. The participation rate for EBRW is 95% and for Mathematics is 94%. It is important to note that high school students are required to take all portions of the SAT (EBRW, Math, and Essay) once in their high school education to receive a valid score. Federal reporting requires the participation rate to be higher than 95%. State regulations require that all high school students must have taken the SAT before graduation, therefore some 12th graders took the SAT. However, the reported data in this document only includes Grade 11.

It is important to note that multiple factors lead to a student counting as a non-participant such as absences, truancy, not completing enough items on the assessment, and parent or student refusals to participate in the assessment.

Figure 1- Statewide SAT Assessment Participation Rates, 2023

	EBRW	Math	Essay
Statewide	95%	94%	90%

SAT Proficiency and Achievement Levels

Statewide SAT proficiency summary data may be found in Figure 2 below. This figure provides overall proficiency information for SAT for EBRW and Mathematics. Proficiency is a combination of achievement levels 3 and 4 combined.

Figure 2- Statewide EBRW and Mathematics Proficient and Achievement Levels, 2023

	Proficiency Rate	AL 1	AL 2	AL 3	AL 4
Statewide EBRW	44	33	23	36	8
Statewide Mathematics	23	42	35	18	5
Statewide Essay	42	58		42	

As with other DeSSA assessments, the 2023 SAT results are summarized at the state level with the percent proficient by content and average score. Please note that, due to rounding for percentage, the total may be above or below 100%.

SAT EBRW Performance

Figure 3 – SAT High School EBRW Achievement Levels, 2023

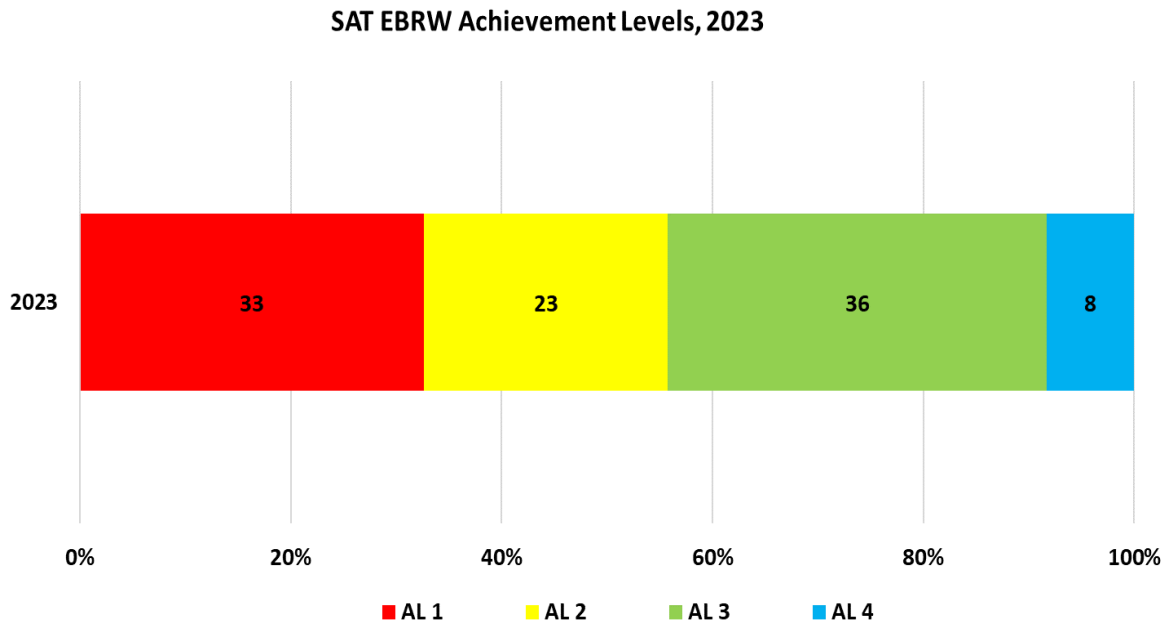


Figure 3 shows the percentage of students in each Achievement Level for the spring 2022 SAT EBRW assessment in High School. 44% of students were proficient.

SAT Essay Performance

Figure 4 – SAT High School Essay Achievement Levels, 2023

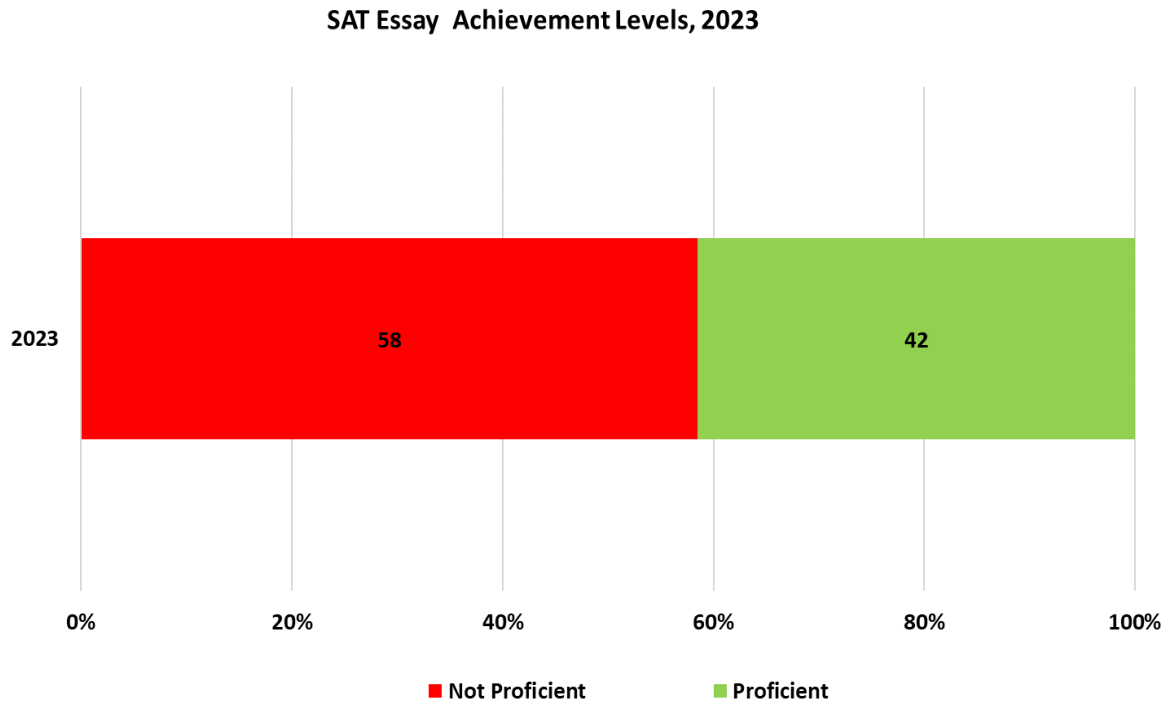


Figure 4 shows the percentage of students in each Achievement Level for the spring 2023 SAT Essay assessment in High School. 42% of students were proficient.

The SAT cut scores for each Achievement Level can be found on page 32.

SAT Mathematics Performance

Figure 5 – SAT High School Mathematics Achievement Levels, 2023

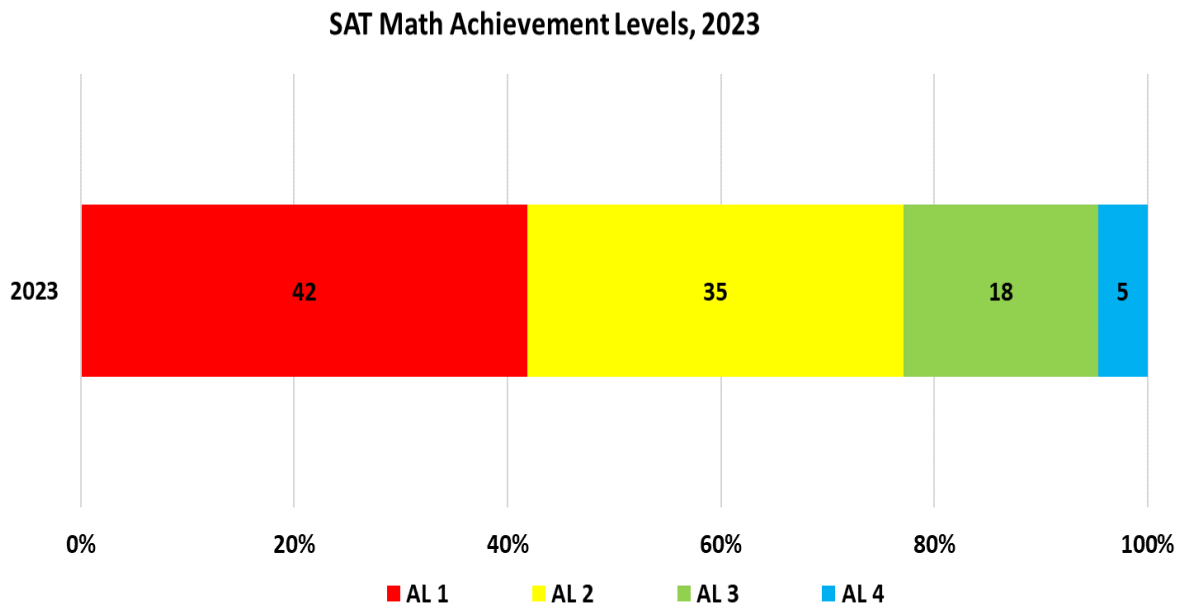


Figure 5 shows the percentage of students in each Achievement level on the spring 2023 SAT Mathematics assessment in High School. [23% of the students were proficient.](#)

SAT Average Scale Score, 2023

The scale score is a measure that helps a student's teacher and parent understand where a student's score is within the range of an Achievement Level. The overall range of the scale score in each section (EBRW and Mathematics) of the SAT is 200 to 800.

The SAT EBRW average scale score for 2023 was 472.

The SAT Essay average scale score for 2023 was 12.

The SAT Mathematics average scale score for 2023 was 454.

School & Charter SAT Participation Rates for 2023

SAT School Participation	2023 EBRW	2023 Math	2023 Essay
Appoquinimink High School	97	97	93
Brandywine High School	95	95	92
Caesar Rodney High School	97	97	93
Cab Calloway School of the Arts	100	100	97
Cape Henlopen High School	97	97	93
Christiana High School	91	91	85
Cleveland White School	100	100	100
Concord High School	91	91	89
Conrad Schools of Science	98	98	96
Delaware School for the Deaf School	67	67	67
Delcastle Technical High School	100	100	96
Delmar High School	100	100	100
Douglass School	19	19	13
Ferris School for Boys	100	100	100
John Dickinson School	87	87	83
Dover High School	88	88	81
A.I. duPont High School	88	88	79
Glasgow High School	85	83	75

Hodgson Vo-Tech	98	98	94
Howard Vo-Tech	97	97	95
Indian River High School	97	96	94
Lake Forest High School	98	98	93
Laurel Senior High School	97	97	91
Thomas McKean High School	86	86	72
Middletown High School	94	94	91
Milford Senior High School	91	90	80
Mount Pleasant High School	94	94	90
Newark High School	91	90	84
Odessa High School	97	97	95
William Penn High School	83	83	77
Polytech High School	99	99	96
Sarah Pyle Academy	51	51	47
Seaford Senior High School	94	94	85
Smyrna High School	98	98	94
Stevenson House Detention Center	100	100	0
St. Georges Technical High School	99	99	98
Sussex Central High School	96	96	90
Sussex Technical High School	96	96	94
Woodbridge High School	99	99	90

SAT Charter Participation	2023 EBRW	2023 Math	2023 Essay
Charter School of Wilmington	100	100	100
Delaware Military Academy	99	99	99
Early College High School at Del State	99	99	96
First State Military Academy	97	97	84
Freire Charter School Wilmington	87	87	84
Great Oaks Charter School	69	69	56
Las Americas ASPIRA Academy	96	96	90
MOT Charter School	99	99	99
Newark Charter School	99	99	98
Odyssey Charter School	99	99	96
Positive Outcomes Charter School	94	94	81
Sussex Academy	97	97	97

SAT Disaggregated Summary Results

SAT Evidence-Based Reading and Writing (EBRW) Disaggregated Performance

Figure 6 – SAT EBRW Achievement Levels, 2023, Disaggregated

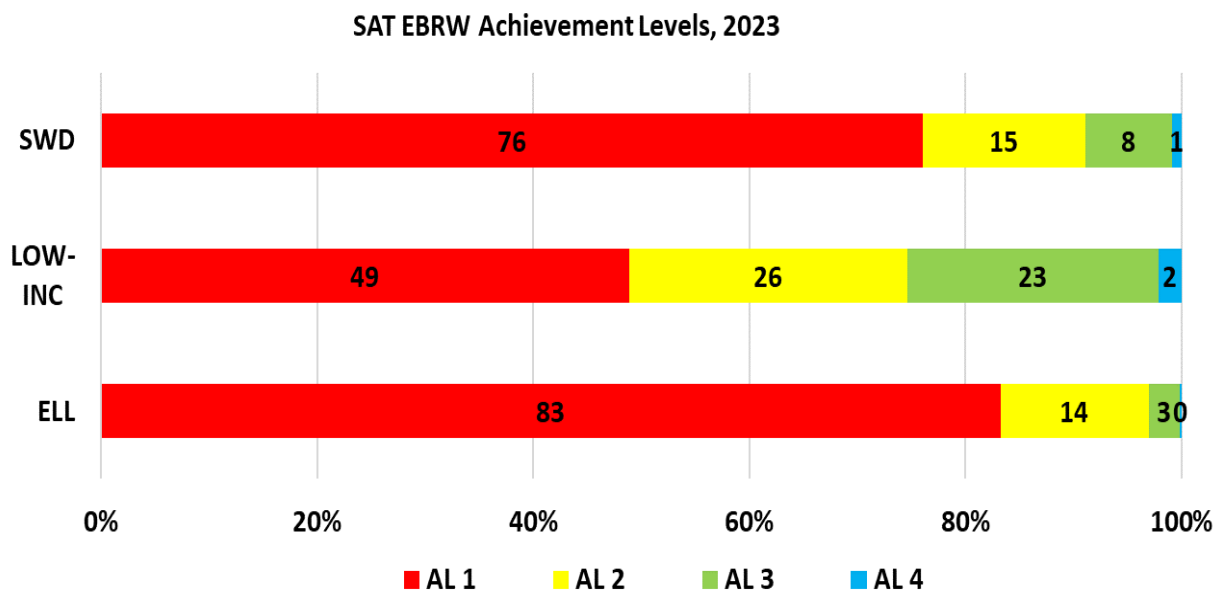
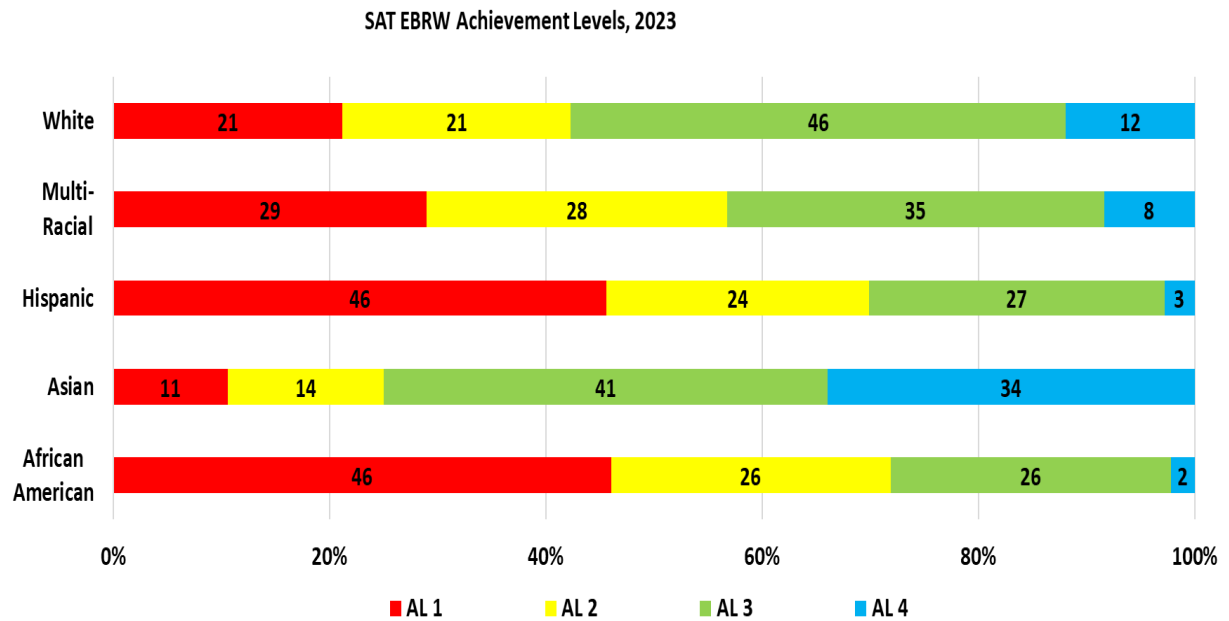


Figure 6 shows that in Evidence Based Reading and Writing, ELLs and SWDs had the highest proportion of students in AL 1 and AL 2 combined at 97% and 91% respectively. Asians and Whites had the highest proportion of students in AL 3 and AL 4 combined at 75% and 58% respectively. ELLs had no students performing at AL 4 while SWDs, Low-Income, Hispanics and AfricanAmerican subgroups had below 5% who performed at AL 4. Whites had the highest number of students who performed at AL 3 with 46%

SAT Mathematics Disaggregated Performance

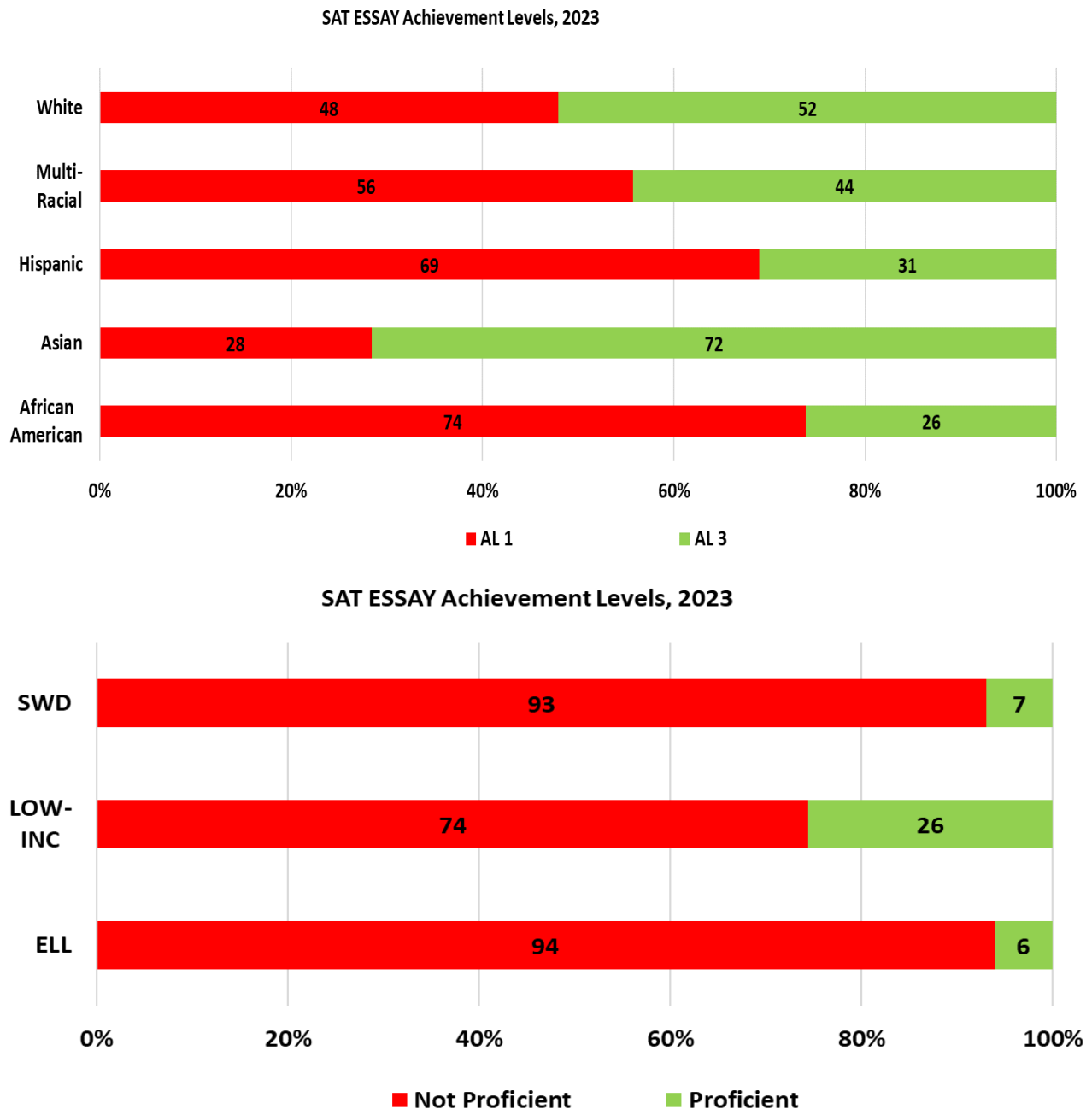
Figure 7 – SAT Mathematics Achievement Levels, 2023, Disaggregated



Figure 7 shows that in Mathematics, ELLs and SWDs had the highest proportion of students in AL 1 and AL 2 combined with 99% and 98% respectively. Asians and Whites had the highest proportion of students in AL 3 and AL 4 combined. ELLs and SWDs had no students who performed at AL 4 while Low-Income, Hispanics, and African-American subgroups had below 5% who performed at AL 4.

SAT Essay Disaggregated Performance

Figure 8 – SAT Essay Proficiency Levels, 2023, Disaggregated





DEPARTMENT OF EDUCATION *Office of Assessment*

Figure 8 shows the SAT Essay Proficiency Levels for the subgroups. ELLs and SWDs had the highest proportion of students who performed at AL 1 with 94% and 93% respectively. Low-Income (74%), African-American (74%), and Hispanic (69%) also had a high number of students at AL 1. Asians and Whites had the highest proportion of students who performed at AL 3 (proficiency) with 72% and 52% respectively.



Social Studies State Summary

2022-2023

Administration

III. Social Studies State Assessment Summary

Social Studies Overview

Delaware students in grade 11 take a *State Summative Assessment*. This summative State-Level Assessment is meant to capture the ways that students transfer and apply social studies knowledge and skills learned throughout the academic year. The summative assessment will be used to meet state accountability requirements under the Every Student Succeeds Act. The State Summative Grade 11 Social Studies Assessment was field tested in 2018 with the Standard Setting process occurring in September 2019 to establish the cut scores and Achievement Levels.

2022-23 Social Studies Assessment Window Dates:

Dates of Window	Tests Administered
April 3 – May 25, 2023	Social Studies Grade11

Social Studies Standard Setting:

Standard setting was held for DeSSA Grade 11 Social Studies on September 16-18, 2019 to establish achievement standards. During the Delaware social studies standard setting, panelists recommended three cut scores for each assessment to categorize student performance into four achievement levels:

- Achievement Level 4
- Achievement Level 3
- Achievement Level 2
- Achievement Level 1

According to the Delaware regulations (Title 14 Education – Delaware Administrative Code, p. 4):

- Students in Performance/Achievement Level 4 show mastery and thorough understanding of the Delaware Content Standards beyond what is expected at the grade level
- Students in Performance/Achievement Level 3 show mastery and adequate understanding of the Delaware Content Standards beyond what is expected at the grade level
- Students in Performance/Achievement Level 2 show a partial or incomplete understanding of the fundamental skills and knowledge articulated in the Delaware Content Standards
- Students in Performance/Achievement Level 1 show minimum understanding and evidence of an inability to apply the fundamental skills and knowledge articulated in the Delaware Content Standards

A modification of the Item Descriptor (ID) Matching standard setting method was used at the standard setting meeting (Ferrara, Perie, & Johnson, 2002). This is a content- and item-based method that leads participants through a standardized process in which they consider expectations of student performance, as defined by the ALDs, and the individual items administered to students to recommend cut scores for each achievement level. The standardized process was used by the committees for each grade and subject, which resulted in cut score recommendations.

The social studies summative assessment scale scores range between 300 and 900. As a result of calibration, scaling, and equating, the scale scores from operational base forms are comparable over time within the same grade, but not across grade levels. Generally, the only inferences that can be appropriately drawn from scale scores are that higher scale scores represent higher performance on the assessments.

Achievement Levels and Descriptions

The Social Studies Summative Assessment is designed as a criterion referenced test in that it offers indicators of student performance in relation to a set of achievement descriptions premised on the Delaware Social Studies Standards. The Social Studies Achievement Level Descriptors are aligned with and derived from the standards and the DeSSA Social Studies tests. These performance descriptors identify the skills and concepts that are present in the standards and that are assessed on the social studies tests. Student achievement has been summarized in terms of how frequently and how well he or she is able to demonstrate the ability to transfer knowledge of social studies content and concepts in order to make decisions, solve problems, and address issues in both historical and contemporary settings.

Achievement level descriptions (ALDs) describe what students at each of the four levels generally know and can do. The determination of scale score values reflecting each of the thresholds between achievement levels was determined in the summer of 2019 as a result of standard setting. A description of this process can be found in the [*Delaware System of Student Assessment Science and Social Studies Achievement Level Setting Technical Report*](#).

Social Studies Performance

In this section, the 2019-2023 Social Studies results are summarized at the state level with the percent proficient by content and grade. Please note that, due to rounding for percentage, the total may be above or below 100%.

Figure 1 shows the percentage Proficient of students for the Spring Social Studies tests given in grade 11, from 2019-2023.

Figure 1 – Social Studies Proficiency, 2019-2023

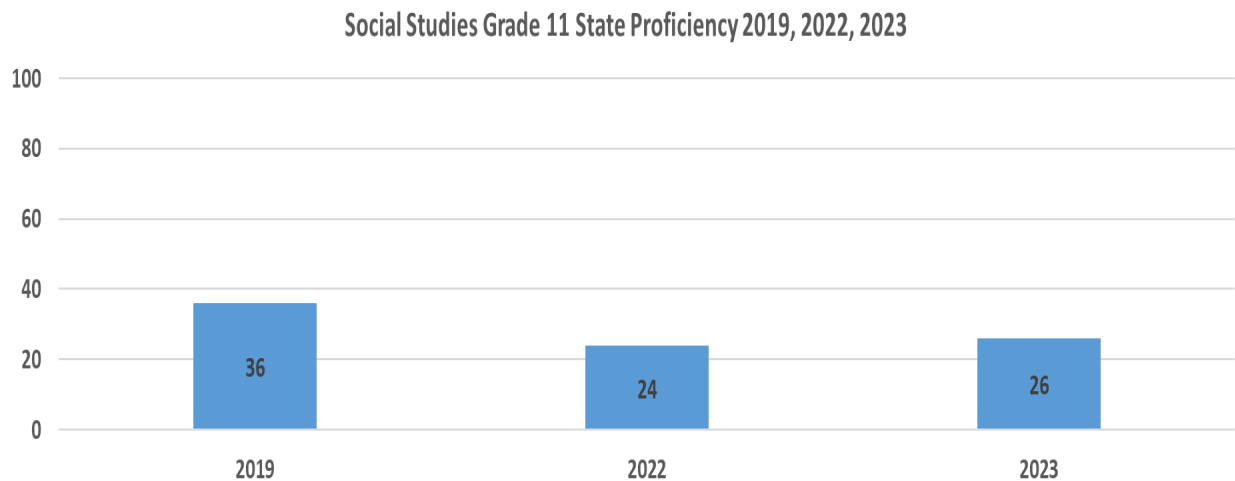


Figure 1 shows the percentage of students who were proficient in grade 11. In 2019, 36% of students were proficient. In 2022, 24% of students were proficient, while 26% of students were proficient in 2023.

Figure 2 – Social Studies Achievement Levels, 2023

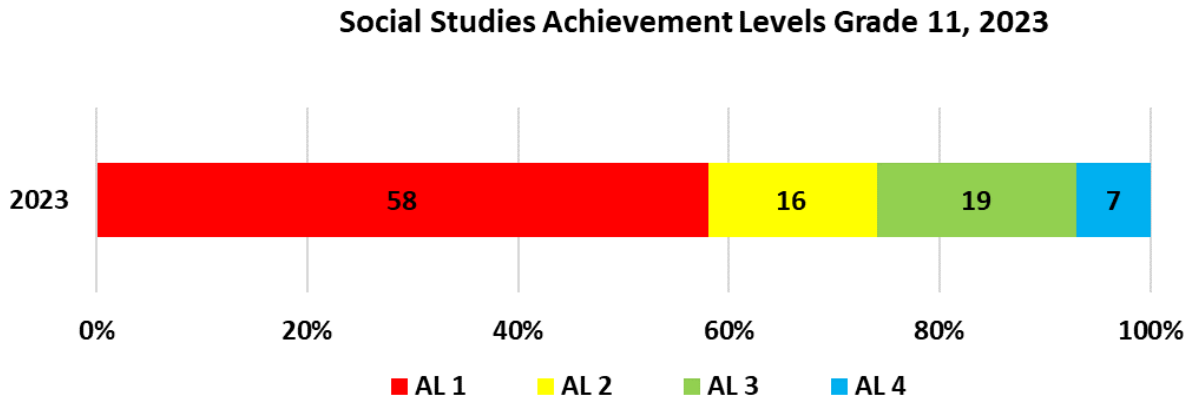


Figure 2 provides overall student achievement levels for social studies for assessment year 2023. In grade 11, 58% of students scored at an achievement level (AL) of 1, 16% of students scored an AL of 2, 19% of students scored an AL 3 and 7% of students scored an AL 4.



Science State Summary

2022-2023

Administration

IV. Science State Assessment Summary

Science Overview

Delaware has developed a comprehensive science assessment system for grades 3 to 10, consisting of three distinct types of assessment. Throughout the academic year teachers have access to peer developed, standards aligned and curriculum agnostic *Embedded Classroom Assessments*. These Embedded Classroom Assessments are numerous, short, and administered at the discretion of each teacher to provide instructional feedback in real time.

End-of-Unit Assessments are provided for use after completing a unit of classroom instruction. Each academic school year is divided into three to four units, each of which is aligned to a specific topical arrangement of the NGSS standards. Data from End-of-Unit assessments are meant to provide information for the purposes of instruction (e.g., determining if additional instruction on previously taught topics is needed, informing curriculum decision making, including adoption, adaptation, and modification) and evaluation (e.g., to be used in place of a classroom assessment for instructional feedback and/or evaluative purposes) at classroom, school building, district and (as appropriate) cross-district levels.

Finally, students in grades 5, 8, and high school biology take a *State Summative Assessment* (whereas the Embedded Classroom Assessments and End-of-Unit Assessments are taken by students in every grade, 3 to 10). These Summative State-Level Assessments are meant to capture the ways that students transfer and apply science knowledge and skills learned throughout the academic year. The summative assessments are used to meet federal requirements under the Every Student Succeeds Act.

The State Summative Science Assessment was field tested in 2018 with the Standard Setting process occurring in September 2019 to establish the cut scores and Achievement Levels.

2022-23 Science Assessment Window Dates:

Dates of Window	Tests Administered
April 3– May 25, 2023	Science Grades 5, 8, and HS Biology



Science Standard Setting:

Standard setting was held for DeSSA Science on September 10-12, 2019 to establish achievement standards for the Delaware Next-Generation Science Assessments for grades 5, 8 and HS Biology. During the Delaware science standard setting, panelists will recommend three cut scores for each assessment to categorize student performance into four achievement levels:

- Achievement Level 4
- Achievement Level 3
- Achievement Level 2
- Achievement Level 1

According to the Delaware regulations ([Title 14 Education – Delaware Administrative Code, p. 4](#)):

- Students in Performance/Achievement Level 4 show mastery and thorough understanding of the Delaware Content Standards beyond what is expected at the grade level
- Students in Performance/Achievement Level 3 show mastery and adequate understanding of the Delaware Content Standards beyond what is expected at the grade level
- Students in Performance/Achievement Level 2 show a partial or incomplete understanding of the fundamental skills and knowledge articulated in the Delaware Content Standards
- Students in Performance/Achievement Level 1 show minimum understanding and evidence of an inability to apply the fundamental skills and knowledge articulated in the Delaware Content Standards

A modification of the Item Descriptor Matching method (Ferrara, Perie, & Johnson, 2002) was used to set achievement standards for each assessment.

The science summative assessments scale scores range between 300 and 900. As a result of calibration, scaling, and equating, the scale scores from operational base forms are comparable over time within the same grade, but not across grade levels. Generally, the only inferences that can be appropriately drawn from scale scores are that higher scale scores represent higher performance on the assessments.

Achievement Levels and Descriptions

The Science Summative Assessments were designed as criterion referenced tests in that they offer indicators of student performance in relation to a set of achievement descriptions premised on the Next Generation Science Standards. Achievement level descriptions (ALDs) describe what students at each of the four levels generally know and can do. The determination of what ITA scale score values reflect each of the thresholds between achievement levels was determined in the summer of 2019 as a result of standard setting. A description of this process can be found in the *Delaware System of Student Assessment Science and Social Studies Achievement Level Setting Technical Report*.

Participation Rate – Definitions and Calculations

DeSSA participation definitions and calculations follow the same rules as described in the DeSSA Overview section, page 8.

DESSA Science Participation Rate

The combined participation rate for the DeSSA Science was 93%. Federal guidelines mandate a participation level of at least 95%. The state did not meet the participation goal. The chart below provides the breakdown by grade level for the participation rates.

Grade Level	Participation Rate for DeSSA Science
5	98%
8	96%
High School	91%

In the following section, the 2023 Science results are summarized at the state level with the percent proficient by content and grade. Please note that, due to rounding for percentage, the total may be above or below 100%

Science Performance

Figure 1 shows the percentage Proficient of students for the spring 2023 Science tests given in grades 5, 8 and HS Biology.

Figure 1 – Science Proficiency, 2023

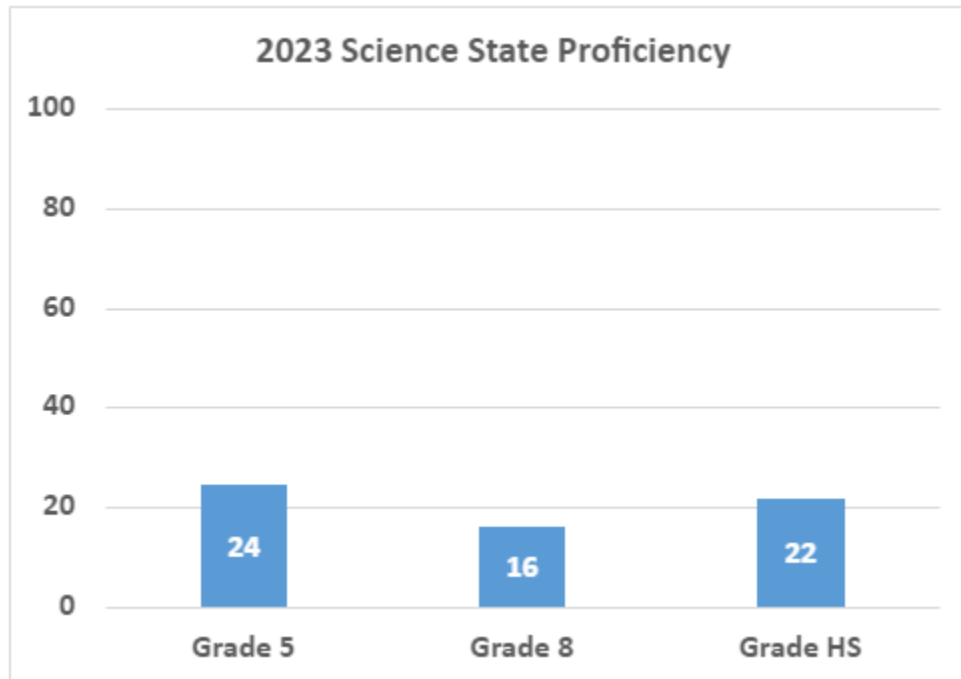


Figure 1 shows the percentage of students who were proficient in grades 5, 8 and HS Biology. In grade 5 24% of students were proficient, in grade 8 16% of students were proficient and in HS Biology 22% of students were proficient.

Figure 2 – Science Achievement Levels 2023

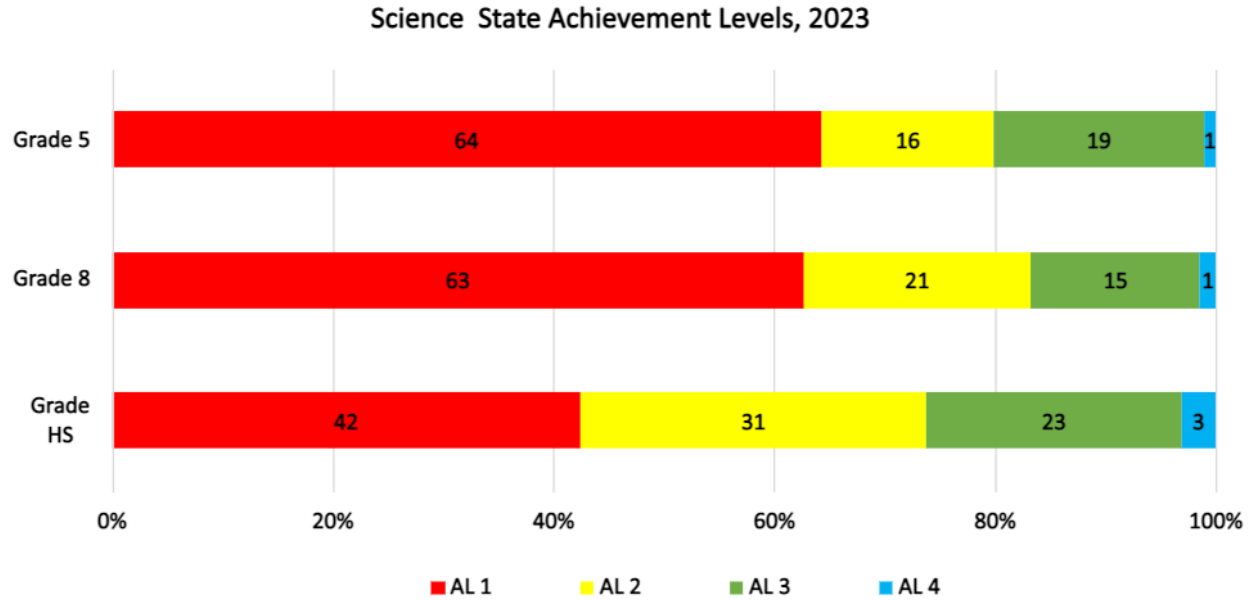


Figure 2 provides overall student achievement levels for science for assessment year 2023. In grade 5, 64% of students scored at an achievement level (AL) of 1, 16% of students scored an AL of 2, 19% of students scored an AL 3 and 1% of students scored an AL 4. In grade 8, 63% of students scored an AL 1, 21% of students scored an AL 2, 15% of students received an AL 3 and 1% of students scored an AL 4. For High School Biology 42% of students scored an AL 1, 31% of students scored an AL 2, 23% of students scored an AL 3 and 3% of students scored an AL 4.



**State Summaries of Delaware System of Student
Assessment- Alternate assessment (DeSSA-Alt)
ELA, Mathematics, and Science**

2022-2023 Administration

V. DeSSA-Alt State Assessment Summary

DeSSA-Alt Overview

Delaware uses the Dynamic Learning Maps (DLM) Instructionally Embedded model for the English language arts and mathematics alternate assessments in grade 3-11 and for science in grades 5, 8, and 10. The administration occurred Fall 2022 and spring 2023 where ELA and mathematics The DeSSA-Alt ELA, Mathematics and Science assessments are designed for students with the most significant cognitive disabilities for whom general state assessments are not appropriate, even with accommodations. The assessments are individualized and adaptive so that students can show what they know and can do.

Dates of Window	Tests Administered
Fall Administration Sept. 12 – Dec 16, 2022	<u>DeSSA-Alt ELA and Mathematics</u> Grades 3-8, 11
Spring Administration Feb. 6 – May 19, 2023	<u>DeSSA-Alt Science</u> Grades 5, 8, 10

Specific skills the students has/has not mastered are found in the Student's Learning Profile. Student achievement for DeSSA-Alt is reported using four performance categories:

- Emerging
- Approaching the Target
- At Target
- Advanced

The assessment blueprint requires that students be assessed on several [ELA Essential Elements](#) and [Mathematics Essential Elements](#) and [Science Essential Elements](#). Students are assigned testlets at different linkage levels so each student has an opportunity to independently demonstrate knowledge and skills.

The following tables show the ELA, mathematics, and science performance categories linkage levels mastered ranges developed from the DeSSA-Alt Standard Setting by content area and grade.

DeSSA-Alt ELA Performance Level Category Ranges

Grade	Emerging (AL 1)	Approaching Target (AL 2)	At Target (AL 3)	Advanced (AL 4)
3	0-35 Linkage Levels Mastered	36-49 Linkage Levels Mastered	50-70 Linkage Levels Mastered	71-80 Linkage Levels Mastered
4	0-37 Linkage Levels Mastered	38-56 Linkage Levels Mastered	57-74 Linkage Levels Mastered	75-85 Linkage Levels Mastered
5	0-34 Linkage Levels Mastered	35-52 Linkage Levels Mastered	53-75 Linkage Levels Mastered	76-85 Linkage Levels Mastered
6	0-26 Linkage Levels Mastered	27-45 Linkage Levels Mastered	46-64 Linkage Levels Mastered	65-80 Linkage Levels Mastered
7	0-26 Linkage Levels Mastered	27-51 Linkage Levels Mastered	52-72 Linkage Levels Mastered	73-90 Linkage Levels Mastered
8	0-22 Linkage Levels Mastered	23-47 Linkage Levels Mastered	48-71 Linkage Levels Mastered	72-85 Linkage Levels Mastered
11	0-17 Linkage Levels Mastered	18-46 Linkage Levels Mastered	47-79 Linkage Levels Mastered	80-85 Linkage Levels Mastered

DeSSA-Alt Mathematics Performance Level Categories Ranges

Grade	Emerging (AL 1)	Approaching Target (AL 2)	At Target (AL 3)	Advanced (AL 4)
3	0-11 Linkage Levels Mastered	12-20 Linkage Levels Mastered	21-36 Linkage Levels Mastered	37-55 Linkage Levels Mastered
4	0-19 Linkage Levels Mastered	20-29 Linkage Levels Mastered	30-55 Linkage Levels Mastered	56-80 Linkage Levels Mastered
5	0-14 Linkage Levels Mastered	15-31 Linkage Levels Mastered	32-47 Linkage Levels Mastered	48-75 Linkage Levels Mastered

6	0-12 Linkage Levels Mastered	13-27 Linkage Levels Mastered	28-37 Linkage Levels Mastered	38-55 Linkage Levels Mastered
7	0-18 Linkage Levels Mastered	19-36 Linkage Levels Mastered	37-52 Linkage Levels Mastered	53-70 Linkage Levels Mastered
8	0-16 Linkage Levels Mastered	17-39 Linkage Levels Mastered	40-52 Linkage Levels Mastered	53-70 Linkage Levels Mastered
11	0-7 Linkage Levels Mastered	8-17 Linkage Levels Mastered	18-37 Linkage Levels Mastered	38-45 Linkage Levels Mastered

DeSSA-Alt Science Performance Level Categories Ranges

Grade	Emerging (AL 1)	Approaching Target (AL 2)	At Target (AL 3)	Advanced (AL 4)
5	0-9 Linkage Levels Mastered	10-16 Linkage Levels Mastered	17-24 Linkage Levels Mastered	25-27 Linkage Levels Mastered
8	0-9 Linkage Levels Mastered	8-15 Linkage Levels Mastered	16-22 Linkage Levels Mastered	23-27 Linkage Levels Mastered
10	0-7 Linkage Levels Mastered	8-15 Linkage Levels Mastered	16-22 Linkage Levels Mastered	23-27 Linkage Levels Mastered

For example, the cut-point of 71 on the ELA grade 3 DeSSA-Alt indicates that a grade 3 student demonstrates mastery of 71 linkage levels out of the maximum number of linkage levels of 80 on the assessment. This student falls just into the Advanced performance category in ELA. Similarly, a student who mastered more than 50 but less than 71 linkage levels indicates a performance at the At Target performance category in grade 3 ELA.

The number of linkage levels mastered is not a raw score or number of items correct. Linkage levels represent one or more concepts, skills, or incremental level of complexity needed to progress toward being At Target for a particular Essential Element. Detailed information about the Essential Elements, linkage levels, learning maps, test adaptivity, test length, and information about the typical conditions under which the DeSSA-Alt is administered is available in the test administration manuals located on the Delaware DLM webpage.

<http://dynamiclearningmaps.org/delaware>



All SWDs and MLLs are required to be included in the statewide assessment program, to the extent possible. The Accessibility Guidelines for Delaware System of Student Assessments (DeSSA), describe the participation criteria for students who are included in the DeSSA-Alt. The IEP team approves the participation criteria and identifies each student in the Test Information Distribution Engine (vendor database).

To preserve student confidentiality, all reports adhere to the data suppression rules described in the State Summary Achievement Level Setting found on page 7.

DeSSA-Alt 2022 Participation Rate

Participation Rate – Definitions and Calculations

DeSSA participation definitions and calculations follow the same rules as described in the DeSSA Overview section, page 8.

DeSSA-Alt ELA Participation Rate

The combined participation rate for the DeSSA-Alt ELA was 90%. Federal guidelines mandate a participation level of at least 95%. The state did not meet the participation goal. The chart below provides the breakdown by grade level for the participation rates.

Grade Level	Participation Rate for DeSSA-Alt ELA
3	97%
4	96%
5	93%
6	87%
7	92%
8	90%
11	78%

DeSSA-Alt Mathematics Participation Rate

The combined participation rate for the DeSSA-Alt Mathematics was 91%. Federal guidelines mandate a participation level of at least 95%. The state did not meet the participation goal. The chart below provides the breakdown by grade level for the participation rates.

Grade Level	Participation Rate for DeSSA-Alt Mathematics
3	96%
4	97%
5	92%
6	88%
7	91%
8	92%
11	79%

DeSSA-Alt Science Participation Rate

The combined participation rate for the DeSSA-Alt Science was 86 %. Federal guidelines mandate a participation level of at least 95%. The state did not meet the participation goal. The chart below provides the breakdown by grade level for the participation rates

Grade Level	Participation Rate for DeSSA-Alt Science
5	91%
8	81%
10	87%

DeSSA-Alt State Level Summary Results

In this section, student achievement on DeSSA-Alt is summarized by each performance level, content area, and grade level for ELA, mathematics, and science. There are no scale scores for the DeSSA-Alt assessment.

This is the second year of the DeSSA-Alt Instructionally-Embedded administration. The statewide DeSSA-Alt summary data, is presented in 2022 DeSSA-Alt State Summary Attachment 1.

DeSSA-Alt ELA Performance Results

Figure 1 – DeSSA-Alt ELA Achievement Levels, 2023

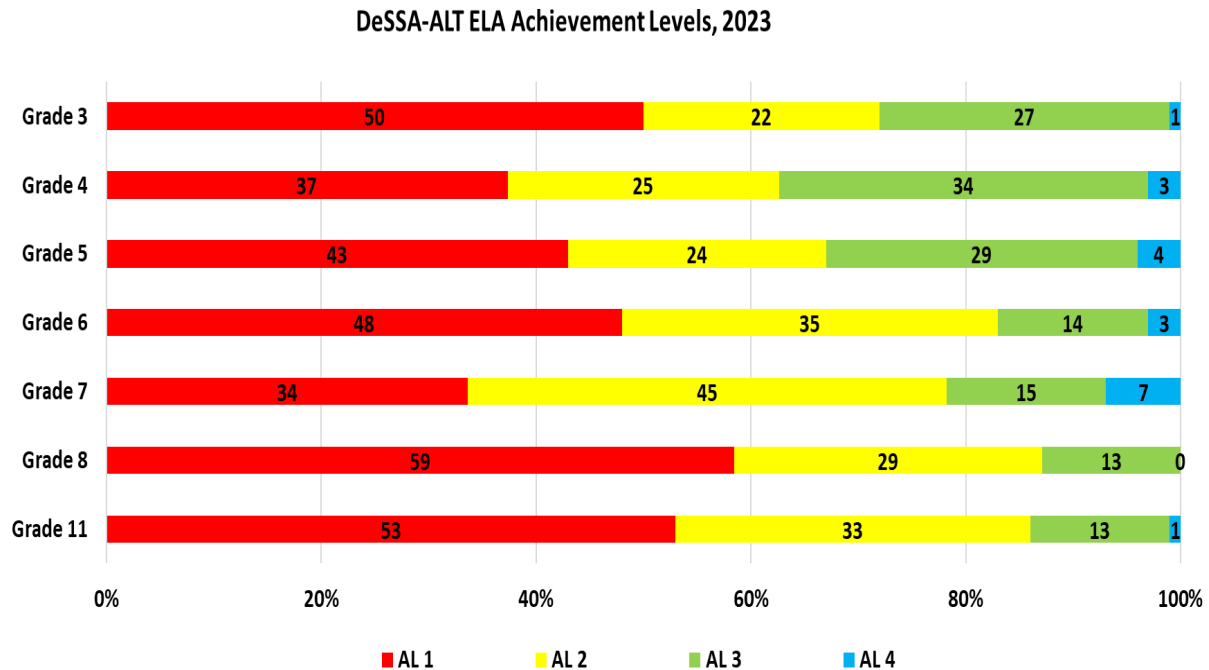


Figure 1 shows the percentage of students in each performance level for ELA by grade for the 2023 DeSSA-Alt administration. The trend showed stable percentages for students who performed at Achievement Level 1 (AL1) ranging from 34% to 59%. Grade 8 had the highest number of students performing at AL1 at 59% and the lowest number of students performing at AL 4 at 0%. Grade 7 had the highest number of students performing at AL 2 at 45% and also the highest number of students performing at AL4 at 7%. Grade 4 had the highest at AL 3 at 34%.

Figure 2 – DeSSA-Alt ELA Proficiency, 2023

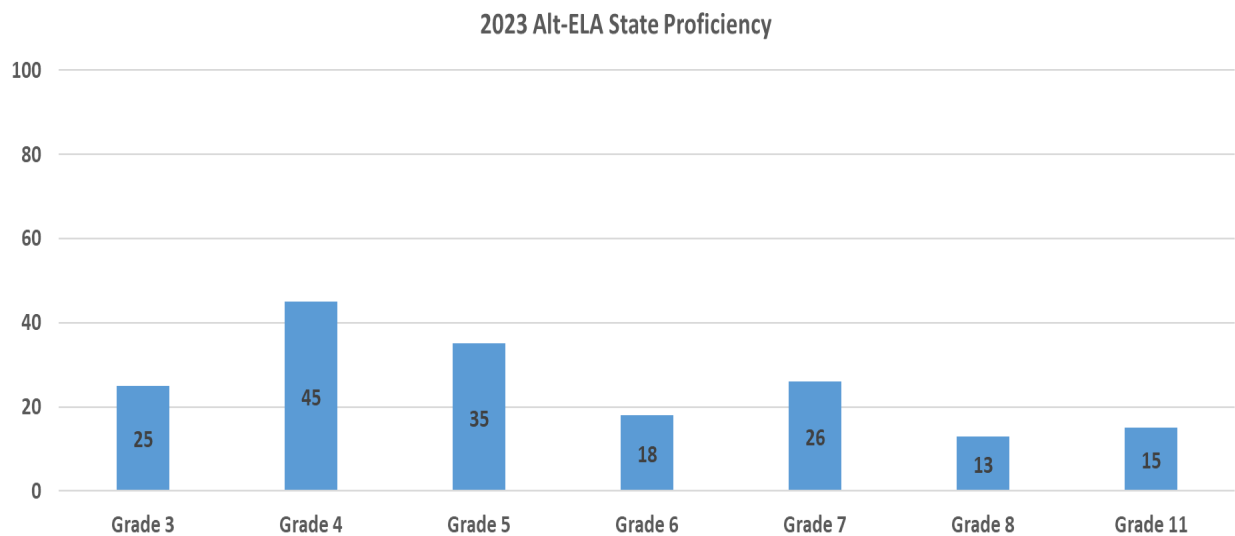


Figure 2 shows the percentage of students who scored proficient in the area of ELA on the 2023 DeSSA-Alt administrations. The students who performed at an achievement level of 3 or 4 are considered proficient. For more information about proficiency refer to [DeSSA-Alt ELA Performance Level Category Ranges](#).

The data shows that Grade 4 students demonstrated the highest level of proficiency at 45% while the Grade 8 students had the lowest at 13%.

DeSSA-Alt Math Performance Results

Figure 3 – DeSSA-Alt Math Achievement Levels, 2023

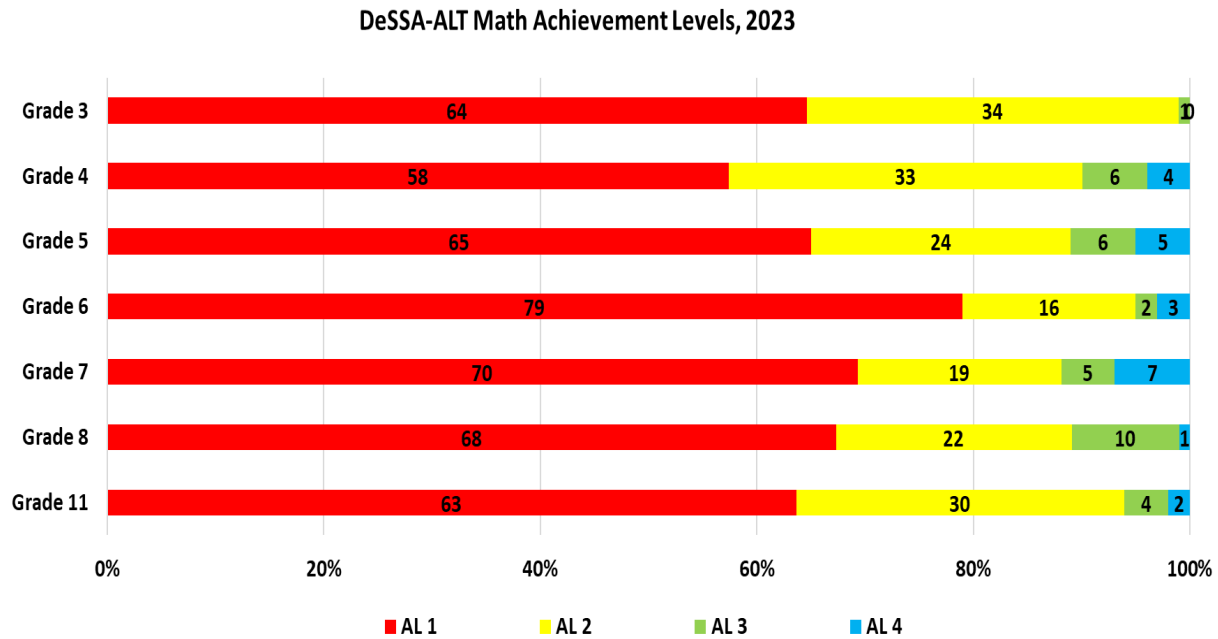


Figure 3 shows the percentage of students in each performance level for ELA by grade for the 2023 DeSSA-Alt administration. The trend showed stable percentages for students who performed at Achievement Level 1 (AL1) ranging from 58% to 79%. Grade 6 had the highest number of students performing at AL1 at 79% and Grade 7 had the highest number of students performing at AL 4 at 7%. Grade 3 had the highest number of students performing at AL2 at 34% and Grade 8 had the highest at AL 3 at 10%.

Figure 4 – DeSSA-Alt Mathematics Proficiency, 2023

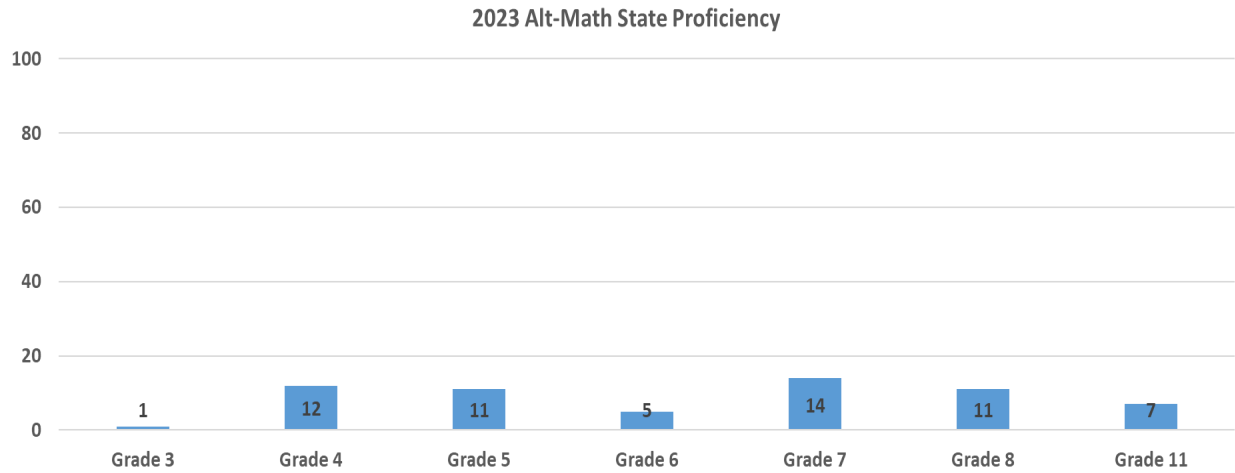


Figure 4 shows the percentage of students who scored proficient in the area of Mathematics on the 2023 DeSSA-Alt administrations. The students who performed at an achievement level of 3 or 4 are considered proficient. For more information about proficiency refer to [DeSSA-Alt Math Performance Level Category Ranges](#).

The data shows that Grade 7 students demonstrated the highest level of proficiency at 14% while the Grade 3 students had the lowest at 1%.

DeSSA-Alt Science Performance Results

Figure 5 – DeSSA-Alt Science Achievement Levels, 2023

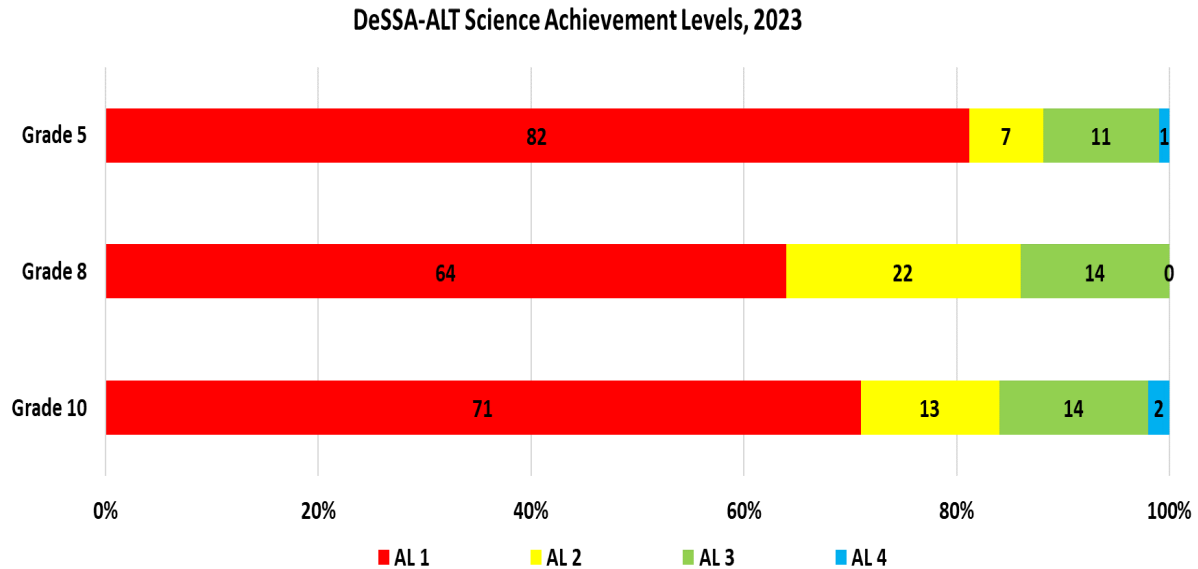


Figure 5 shows the percentage of students in each performance level for ELA by grade for the 2023 DeSSA-Alt administration. The trend showed stable percentages for students who performed at Achievement Level 1 (AL1) ranging from 64% to 82%. Grade 5 had the highest number of students performing at AL 1 at 82% and Grade 10 had the highest number of students performing at AL 4 at 2%. Grade 8 had the highest number of students performing at AL 2 at 22% and Grade 8 and 10 had the highest at AL 3 at 14%.

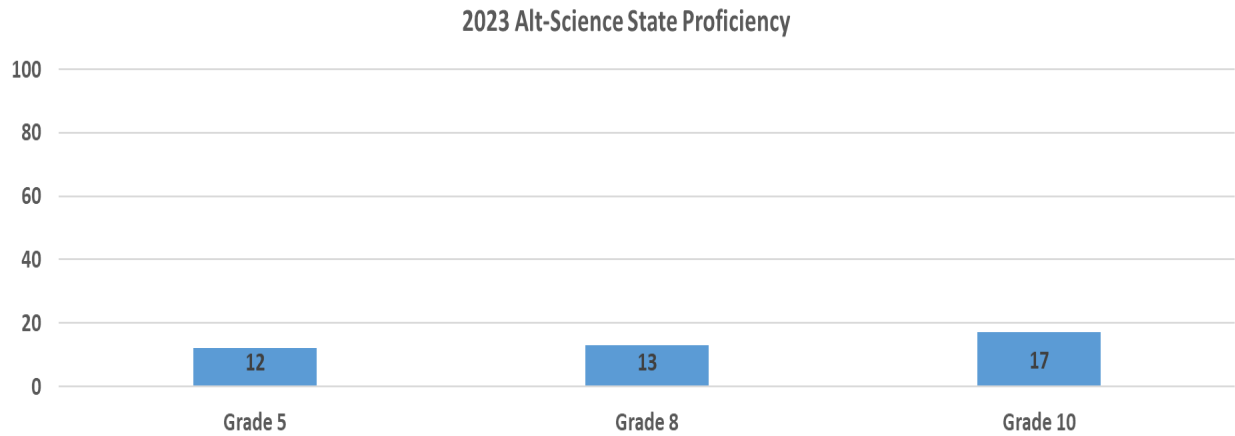
Figure 6 – DeSSA-Alt Science Proficiency, 2023

Figure 6 shows the percentage of students who scored proficient in the area of Science on the 2023 DeSSA-Alt administrations. The students who performed at an achievement level of 3 or 4 are considered proficient. For more information about proficiency refer to [DeSSA-Alt Science Performance Level Category Ranges](#).

The data shows that Grade 10 students demonstrated the highest level of proficiency at 17% while the Grade 5 students had the lowest at 12%.

VI. ACCESS State Assessment Summary

ACCESS Overview

Dates of Window	Tests Administered
February 1- March 17, 2023	<u>ACCESS 2.0 for ELLs, Grades K-12</u>

In Delaware, all Pre-K through 12 English learners engage in high-quality language development programming that prepares them with the linguistic, cultural, and academic skills to be successful in college, career and life. ELs are a highly diverse group of students with cultural and linguistic strengths, including their home languages. Despite these many assets, ELs face significant opportunity and academic achievement gaps. As part of the [ESSA Guidelines and Federal obligations](#), DDOE, districts, and schools share an obligation to:

- Monitor and evaluate ELs in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level core content, exit ELs from language assistance programs when they are proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied
- Evaluate the effectiveness of a school district's language assistance program(s) to ensure that ELs in each program acquire English proficiency and that each program was reasonably calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable period of time.
- All students who participate in EL programs will have an identified English Language Development (ELD) level in listening, speaking, reading and writing. Each student's English proficiency level is determined by an initial placement test (WIDA MODEL for Kindergarten, WIDA Screener Gr. 1-12, or DE Alternative EL Identification Protocol for students unable to participate in the traditional screening process, even with accommodations) or the yearly administration of the ACCESS for ELs assessment, which measures each student's English language development. Based on the performance on the language proficiency assessments, a student will be identified with one of the six levels of English Proficiency.
- EL students are not eligible for exit/transition out of the EL program until student reaches a composite level of 4.7 on the annual WIDA ACCESS for ELs 2.0 test which assesses the four (4) Language domains of Reading, Writing, Listening and Speaking.

An EL is a student who:

- Was either born in the United States or outside the United States and whose native language is a language other than English and comes from an environment where a language other than English is dominant; or
- Is a Native American, or Alaska Native, or a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on the individual's level of English proficiency; or
- Is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant; and
- Has sufficient difficulty speaking, reading, writing, or understanding the English language, which may interfere with the student's opportunity to learn successfully in classrooms where the language of instruction is English, or to participate fully in society.

English Proficiency Levels

The proficiency level scores are interpretive scores that provide an interpretation of the scale scores. They help understand what the numeric score means in terms of the language skills of the student. They describe student performance in terms of the six WIDA English language proficiency levels A1, A2, A3, P1, P2, and P3.

The six levels outline the typical progression of language development implied in the acquisition of English as an additional language from Entering to Reaching.

Level 6: *Reaching* Knows and uses social and technical academic language working with grade level material at the highest level

Level 5: *Bridging* Knows and uses social English and technical academic language with grade level material

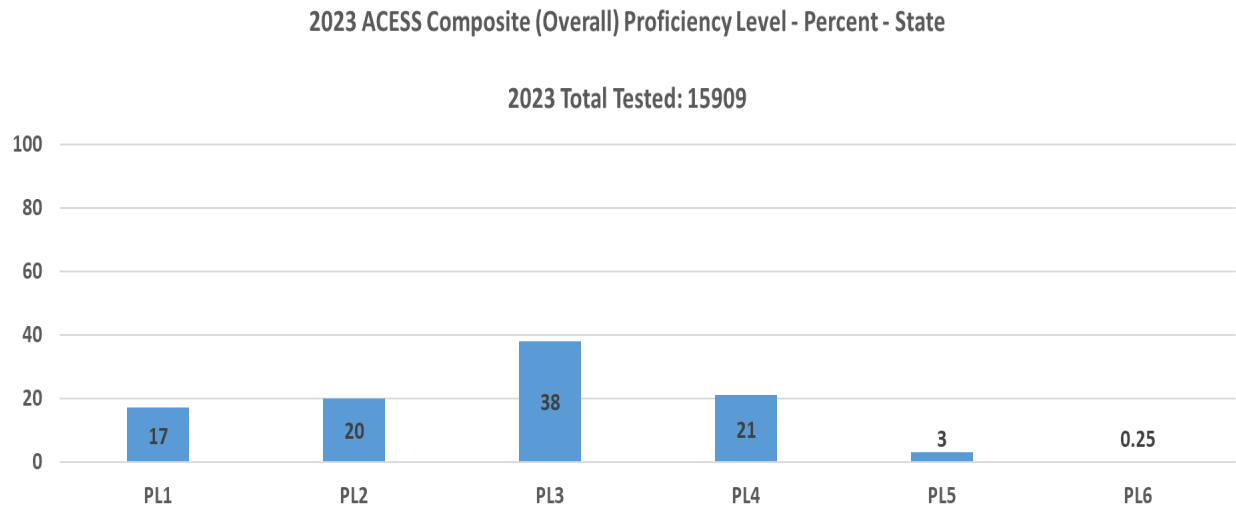
Level 4: *Expanding* Knows and uses social English and some technical academic language

Level 3: *Developing* Knows and uses social English and some specific academic language with visual support

Level 2: *Emerging* Knows and uses some social English and general academic language with visual support

Level 1: *Entering* Knows and uses minimal social and academic language with visual support

Figure 1 - Proportion of students at Proficiency Levels



ACCESS Proficiency Levels and Composite Scores

Students receive four different composite scores derived from a combination of weighted language domain scores. The four composite scores are Oral Language, Literacy, Comprehension, and Overall score.

Composite scores are reported as both scale scores and as proficiency levels. To arrive at the composite scale scores, the relevant language domains are weighted and then added together. For example, Literacy (Reading and Writing) scale scores carry greater weight than scale scores for oral language (Listening and Speaking) due to their relative emphasis and importance to success in school. The weighting used to calculate each of the composite scale scores is shown in the following table.

Type of Composite Score	Contribution of Language Domains (By Percent)			
	Listening	Speaking	Reading	Writing
Oral Language	50%	50%	–	–
Literacy	–	–	50%	50%
Comprehension	30%	–	70%	–
Overall	15%	15%	35%	35%

ACCESS 2023 Participation Rate

Participation Rate – Definitions and Calculations

All DeSSA Assessments participation definitions and calculations follow the same rules as described in the DeSSA Overview section, page 9.

ACCESS ELA Participation Rate

The combined participation rate for the ACCESS 2.0 was 98%. Federal guidelines mandate a participation level of at least 95%. The state met the participation goal for most of the grades. The chart below provides the breakdown by grade level for the participation rates.

Grade Level	Participation Rate for ACCESS
KN	99%
1	99%
2	100%
3	99%
4	100%
5	100%
6	99%
7	99%
8	98%
9	96%
10	97%
11	97%
12	92%



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