

The following measures are included in the DSSF calculation:

A Framework of Indicators for School Success (DSSF)

Academic Achievement

Proficiency for ELA and Math (3–8 and 11)

Growth in ELA and Math (HS)
Including Lowest and Highest Quartiles

Academic Progress

Growth in ELA and Math (4–8)
Including Lowest and Highest Quartiles and Growth to Proficiency

School Quality/ Student Success

Chronic Absenteeism (K–12)

Proficiency for Science (5, 8, and 10) and Social Studies (4, 7, and HS)

College and/or Career Preparedness (9–12)

On Track in 9th Grade

Graduation Rates

4-Year Adjusted Cohort Graduation Rates

5-Year Adjusted Cohort Graduation Rates

6-Year Adjusted Cohort Graduation Rates

ELP

Progress Toward English Language Proficiency (1–12)

Indicator	Measure(s)	Description
i. Academic Achievement	Proficiency in ELA (3-8, HS) Proficiency in Mathematics (3-8, HS)	The Academic Achievement metric area measures student performance in relation to grade-level expectations. This area currently includes student performance data on statewide assessments (Smarter Assessments and SAT) in two content areas: ELA, and mathematics.
		This indicator measures student performance in relation to grade-level expectations as assessed annually by our statewide annual, summative assessments (Smarter Assessments in grades 3-8, SAT at grade 11). The state’s long-term goals include proficiency goals for ELA and mathematics. Results will be calculated and reported annually for the All Students subgroup as well as disaggregated for each major subgroup, including SWD, EL, low-SES, and each racial subgroup of students. See Academic Progress description for information on growth.
		Feedback from stakeholder groups such as Teachers of the Year Advisory Council, Teaching and Learning Cadre, PTA, Delaware State Education Association (DSEA), and community members indicated that these metrics should continue to be included.
		DDOE will include these metrics in the accountability system.
	Growth in ELA (HS) Growth in Mathematics (HS) Growth of Lowest Quartile (HS) Growth of Highest Quartile (HS)	Growth metrics measure how well schools are improving student learning over time and are measured by statewide assessments (PSAT and SAT). Growth metrics assist with meaningful differentiation by distinguishing between schools with similar proficiency rates.
		This indicator measures student-level growth in relation to grade-level expectations as assessed annually by our statewide annual, summative assessments (SAT in grade 11). Results will be calculated and reported annually for the All Students subgroup as well as disaggregated for each major subgroup, including SWD, EL, low-SES, and each racial subgroup of students in the state.
		Stakeholders strongly supported requiring statewide administration of the PSAT to provide a more valid, reliable, and comparable growth measure.

Indicator	Measure(s)	Description
		<p>In response to stakeholder feedback, the DDOE will continue to measure student growth for elementary, middle, and high schools, and we are investigating costs and effective processes needed to include the PSAT in its growth calculations at the high school level.</p>
<p>ii. Academic Progress</p>	<p>Growth in ELA (4-8) Growth in Mathematics (4-8) Growth to Proficiency (4-8) Growth of Lowest Quartile (4-8) Growth of Highest Quartile (4-8)</p>	<p>Growth metrics measure how well schools are improving student learning over time and are measured by statewide assessments (Smarter Assessments). Growth metrics assist with meaningful differentiation by distinguishing between schools with similar proficiency rates.</p> <p>This indicator measures student-level growth in relation to grade-level expectations as assessed annually by our statewide annual, summative assessments (Smarter Assessments in grades 3-8). Results will be calculated and reported annually for the All Students subgroup as well as disaggregated for each major subgroup, including SWD, EL, low-SES, and each racial subgroup of students in the state.</p> <p>Feedback from surveys, community discussions, and various stakeholder groups indicated that growth should be a significant factor in the accountability system. Moreover, stakeholder feedback indicated that DDOE should include a Growth-to-Proficiency metric as well as growth of both lowest and highest quartiles to better identify achievement gaps as well as include growth of our highest performing students.</p> <p>Feedback from a wide variety of stakeholder groups also indicated a strong desire to have a more transparent method for measuring growth at the student level.</p> <p>DDOE will use a criterion-referenced, growth-to-target index methodology to calculate and report student growth at the school level. Actual student-level performance is evaluated against the student-level targets on an annual basis, and results are aggregated at the school level as a metric area of the accountability system. As this is an index measure, schools will receive credit for student growth toward as well as beyond the target. This methodology is transparent and replicable by our LEAs.</p>

Indicator	Measure(s)	Description
iii. School Quality or Student Success	Proficiency in Science (5, 8, and 10) Proficiency in Social Studies (4, 7, and HS) Chronic Absenteeism (K-12)	Proficiency in science and social studies measures student performance in relation to grade-level expectations as assessed annually by our statewide annual, summative assessments (DCAS for grades assessed for science and social studies).
		The U.S. Department of Education’s definition of chronic absenteeism is the unduplicated number of students absent 10% or more school days during the school year.
		Feedback from stakeholders, such as DSEA, discussion groups, and the Governor’s Advisory Committee, strongly recommended that the attendance measure be replaced with chronic absenteeism.
		Research shows that chronic absenteeism is strongly correlated with low performance and low persistence. Whereas most schools show very similar attendance rates, a measure of the percentage of students who are chronically absent, and therefore not present to learn, provides for meaningful differentiation among all schools. Results will be calculated and reported annually for the All Students subgroup as well as disaggregated for each major subgroup, including SWD, EL, low-SES, and each racial subgroup of students in the state. School performance in this metric area of the School Quality or Student Success Indicator will contribute to the school’s rating for this indicator as well as to the school’s overall rating.
		Based on stakeholder feedback and supporting research, the DDOE will include the chronic absenteeism metric.
	College and Career Preparedness (9-12)	Students who demonstrate early success in college and career preparation opportunities have an increased likelihood of entry and success in education and career training after high school. College and career preparation is determined by calculating the percent of students who have demonstrated successful preparation for education and career training after high school through advanced coursework and technical skills attainment. The eight College and/or Career Preparedness (CCP) options included in the Delaware School Success Framework are equally accessible and are reflective of stakeholder input and school choice options in Delaware, thus allowing for meaningful

Indicator	Measure(s)	Description
		<p>differentiation among all high schools in the State. An analysis of two years of statewide trend data show that in 2014-2015, 69.41% of students were identified as college and/or career ready, and in 2015-2016 46.41% were identified as college and/or career ready as measured by this particular metric area. Further, students have additional opportunities to demonstrate college and/or career readiness through alternative means which are provided locally or as a state support.</p> <p>Each statewide CCP option will include all 12th graders in the denominator, therefore providing a true measure of students' access to advanced coursework and a measure of performance throughout their high school experiences. Using the Advanced Placement (AP) option as an example, 100% of students in the state of Delaware have access to one AP course, and 96% of Delaware students in grades 9-12 attend a public high school that offer two or more AP courses. The Department is ensuring that exam fees are waived for any student for which the cost is a barrier. Finally, the AP exam is an external measure to ensure consistency and quality and a standard means of comparison between AP courses across the state (and even nationwide). As a result, AP is one of the strongest CCP options in terms of comparability.</p> <p>To operationalize this process, success at the student level is aggregated into a school's overall rating for the proposed CCP metric area. This calculation is consistent for all high schools regardless of the metric area for which student(s) demonstrate success.</p> <p>The numerator and denominator are summarized below:</p> <p># of 12th grade students in a high school meeting one or more of the eight College and/or Career Preparedness options divided by # of 12th grade students.</p> <p>Feedback from the Governor's Advisory Committee, community conversations, the Delaware School Boards Association, and surveys indicate a desire to include additional college and career preparation options within this metric.</p> <p>Based on the feedback received, the DDOE will include the following options in this metric:</p> <p><i>College Preparedness Options:</i></p>

Indicator	Measure(s)	Description
		<p>AP (3 or better)</p> <p>IB (4 or better)</p> <p>Postsecondary credit attainment with a B or higher outside of a state-approved program of study</p> <p>SAT College- and Career-Readiness Benchmark (SAT Essay)</p> <p><i>Career Preparedness Options:</i></p> <p>DDOE-approved industry credential</p> <p>Certificate of Multiliteracy: A certificate that honors and recognizes Delaware high school students (grades 9-12) who have attained high levels of proficiency in one or more world languages in addition to English (per Delaware House Joint Resolution No. 4).</p> <ul style="list-style-type: none"> • 25 states and D.C. have a Seal/Certificate of Biliteracy/Multiliteracy • Recognizes and values native language proficiency • Will be in effect for the 2017-2018 school year <p>Based on any nationally recognized assessment of language proficiency such as AAPPL (i.e., intermediate/mid-level on proficiency scale), or AP World Language and Culture (3+), or IB Language exam (4+), in conjunction with demonstration of English proficiency (Smarter/SAT score of 3+, ACCESS score of 5.0)</p> <p>Postsecondary credit attainment with a B or higher within a state-approved program of study</p> <p>Successful completion of an approved co-operative education and/or work-based learning extension</p> <p>Armed Forces Vocational Aptitude Battery (ASVAB) AFQT score of 50+</p> <p><i>College and Career Preparedness Option:</i> One college <i>and</i> one career preparedness option (listed above) will receive bonus points.</p>
	On Track for Graduation in 9th Grade (HS only)	This high school metric is the percentage of 9th grade students earning a total of four or more combined credits in at least four of the following subjects: ELA, mathematics, science, social studies, and/or world languages.
iv. Graduation Rate (HS only)	Four-Year Adjusted Cohort Graduation Rate Five-Year Adjusted Cohort Graduation Rate Six-Year Adjusted Cohort Graduation Rate	Delaware’s long-term goals for the four-year adjusted cohort graduation rate, as well as the extended year cohort graduation rates, represent statewide expectations to increase the number of students graduating from high school. School-level and subgroup results will be compared against

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		<p>state-level long-term goals on an annual basis to determine progress. Adjusted cohort graduation rates are calculated based on the number of students who earned a regular high school diploma divided by the total number of students in the cohort, accounting for students who are considered dropouts and transfers. Extended graduation rates of five and six years are included in the current DSSF to recognize that some students, including those with extended graduation rate individualized education plans (IEPs), need additional time to graduate.</p> <p>Feedback from multiple stakeholders, such as the Measures of School Success and Reporting discussion group, the Delaware State PTA, community surveys, and the Teachers of the Year Advisory Council, indicated that the four-, five-, and six-year adjusted cohort graduation rates should continue to be used.</p> <p>The DDOE will continue this approach. The four-year, five-year and six-year adjusted cohort graduation rates are calculated and reported separately, with their own metric area weights contributing to the overall Indicator weight. The four-year adjusted cohort graduation rate is weighted substantially higher than the five- and six-year adjusted cohort graduation rates within the Indicator.</p>