Data Sets for DSAP

Principals Meeting
for
Federally Funded Schools
Department of Dine Education
January 12, 2017
NAEP Trend Data on AI/AN Performance-Longitudinal
Navajo Achievement Gap

Distribution of Math Scores for Navajo and Anglo Students

The Achievement Gap between Navajo and Anglo Students

Source: Office of Educational Research and Statistics.
State Accountability Systems

- Principle 1: All Schools
- Principle 2: All Students
- Principle 3: Method of AYP Determinations
- Principle 4: Annual Decisions
- Principle 5: Subgroup Accountability
- Principle 6: Based on Academic Assessments
- Principle 7: Additional Indicators
- Principle 8: Separate Decisions for Reading/Language Arts and Mathematics
- Principle 9: System Validity and Reliability
- Principle 10: Participation Rate
Phased Implementation:
Accountability System Modified to Meet ESSA

<table>
<thead>
<tr>
<th></th>
<th>PHASE ONE</th>
<th>TWO</th>
<th>THREE</th>
<th>FULL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year One (Baseline)</td>
<td>Year Two Year Three</td>
<td>Year Four Year Five</td>
<td>Year Six</td>
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<td></td>
<td>SY2015-16 SY2016-17 SY2017-18</td>
<td>SY2018-19 SY2019-20</td>
<td>SY2020-21</td>
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<td>Proficiency Rates</td>
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<td>BIE/DoDE BIE/DoDE BIE/DoDE</td>
<td>DoDE/BIE DoDE/BIE</td>
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<td>Participation Rates for Testing</td>
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<td>English/Language Arts</td>
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<td>DoDE</td>
<td>DoDE</td>
<td>DoDE</td>
</tr>
<tr>
<td>Diné Content Standards (OAI)</td>
<td>Begin Implementation</td>
<td>DoDE</td>
<td>DoDE</td>
<td>DoDE</td>
</tr>
<tr>
<td>Science (N/A AYP)</td>
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<td>DoDE</td>
<td>DoDE</td>
<td>DoDE</td>
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<tr>
<td>Other Academic Indicators (OAI)</td>
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<td></td>
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<td>Attendance</td>
<td>DoDE/BIE DoDE/BIE DoDE/BIE</td>
<td>DoDE</td>
<td>DoDE</td>
<td>DoDE</td>
</tr>
<tr>
<td>Graduation</td>
<td>DoDE/BIE DoDE/BIE DoDE/BIE</td>
<td>DoDE</td>
<td>DoDE</td>
<td>DoDE</td>
</tr>
</tbody>
</table>
Long Term Goal-Student Learning Improvements

- Identifying Outcomes
  - what are our students learning?
  - is what they learn what we say they learn?
  - how do we know they have learned?
  - what do we do with our knowledge?
  - how can we improve student learning?

- Determining Measures
  - Tests-specific questions aligned specific outcomes
  - Performance-specific components align with specific criterion
  - Authentic assessment-specific observations can be used to determine use of skills and processes

- Assessment and Evaluation
  - Discovering what students are learning
  - determining if actual learning meets expectations
  - improving future learning by:
    - changing curriculum
    - changing delivery
    - changing access to resources
  - determine the effectiveness of program(s)
  - identifies weaknesses and strengths and areas of revision
Data Collection and Analysis Processes
Assessment System
(General Idea)

Content Standards

Navajo Wide Assessment

Performance Standards

Reporting and Accountability
Content Standards

• Challenging, coherent, and rigorous expectations for what Navajo Nation students need to know and be able to do. Built on Dine Content Standards with significant input from Navajo stakeholders. Approved by the Navajo Nation Board of Education, expectations incorporate a range of higher-order thinking skills, higher grade levels build on those for lower grade levels.
Navajo Wide Assessment

• Comprehensive and inclusive system consisting of the Knowledge and Skills Assessments, Writing Performance Assessment, Extended Assessments, and Dual-Language Assessment; designed specifically to represent and measure the Content Standards, validly and reliably, with equivalence and comparability across all components.
Performance Standards

• Link student performance on the assessments to the specifications and content standards, developed to aid educators and test developers understand the nature of how the academic standards manifest in student performance at different levels of achievement.
Reporting and Accountability

• Tests provide instructionally useful evaluation of individual student progress toward mastery of the content standards, guide program improvement, provide evidence that the state is maintaining high standards for all students, and inform the public.
DSAP Accountability Concept
DSAP Principal 1

- Includes all schools and districts on the Navajo Nation
- Holds schools to the same criteria
- Incorporates the academic achievement standards
- Provides Information in a timely manner
- Includes Report Cards
- Includes Rewards and Sanction
DSAP Principal 2

• Includes all students
  – Subgroups
  – Has a consistent definition of full academic year
  – Accountability system properly includes mobile students
Accountability in Phase One of DSAP
(Key Concepts)

- Preparation of Data Sets
  - Enrollment
    - ISEP
    - NON-ISEP
    - PUBLIC
  - Subgroups
    - All Students
    - Students with Disabilities
    - Limited English Proficient
  - Tested Grades 3-8, 11
  - Test Window
- Participation Rate
  - Enrollment
  - Subgroups
  - Test Window Identification
  - Participation Rate of 95%
  - Dine Content Standards
- Proficiency Rate
  - Banded Data (Subgroup)
  - Aggregate Data (PARCC)
  - Apply 99% Confidence Interval
  - Safe Harbor applicability
- Attendance Rates
  - Usage of ADA/ADM Report
  - What is the established rate? (89.5% or 90%?)
- Graduation Rate (ACGR)
  - Student Enrollment Status
  - Cohort Identification and Pooling
  - Determination of On-Time Graduates
  - Exceeding what percentage?
    - Meet or exceeds 80%
PARCC Examples

PARCC uses five performance levels to describe the knowledge, skills, and practices students are able to demonstrate:

<table>
<thead>
<tr>
<th>Level 1:</th>
<th>Level 2:</th>
<th>Level 3:</th>
<th>Level 4:</th>
<th>Level 5:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did Not Yet Meet Expectations</td>
<td>Partially Met Expectations</td>
<td>Approached Expectations</td>
<td>Met Expectations</td>
<td>Exceeded Expectations</td>
</tr>
</tbody>
</table>

[PARCC-mockscorereport-grade5ELA.pdf](file://localhost/Users/roytracy/Downloads/PARCC-mockscorereport-grade5ELA.pdf)
ENGLISH LANGUAGE ARTS / LITERACY
Grade 11 Assessment Report, 2014–2015
This report provides information about how your child performed on the PARCC English language arts/literacy assessment. It shows whether your child met grade-level expectations and if your child is on track for college and careers.

This test is just one measure of how well your child is performing academically. Other information, such as grades, teacher feedback and scores on other tests will help determine your child’s academic strengths and needs.

To learn more about the test, and to view sample questions and practice tests, visit understandthescore.org.

ENGLISH LANGUAGE ARTS / LITERACY PERFORMANCE

LEVEL 1
Your child performed at Level 1 and earned a score of 675
Students performing at levels 4 and 5 met or exceeded expectations.
For a description of each performance level, see page 2.

READING
Reading score range: 10 to 60
Your child's score: 29

LITERARY TEXT
In this area, your child did almost as well as students who met the expectations.
Students meet expectations by showing they can read and analyze grade-appropriate fiction, drama and poetry.

INFORMATIONAL TEXT
In this area, your child did not do as well as students who met the expectations.
Students meet expectations by showing they can read and analyze grade-appropriate non-fiction, including texts about history, science, art, and music.

VOCABULARY
In this area, your child did as well as or better than students who met the expectations.
Students meet expectations by showing they can use context to determine what words and phrases mean in grade-appropriate texts.

WRITING
Writing score range: 10 to 60
Your child's score: 22

WRITING EXPRESSION
In this area, your child did not do as well as students who met the expectations.
Students meet expectations by showing they can compose well-developed, organized, and clear writing, using details from what they have read.

KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS
In this area, your child did almost as well as students who met the expectations.
Students meet expectations by showing they can compose writing using the rules of standard English, including those for grammar, spelling, and usage.

LEGEND
Below Expectations Regularly Meets Expectations Meets or Exceeds Expectations
To see selected questions from the test, visit understandthescore.org.
## PARCC Sample School Roster Report (ELA/L)

### Grade 7

#### ENGLISH LANGUAGE ARTS / LITERACY
Grade 7 Assessment, 2014–2015

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>ELA/OVERALL SCORE</th>
<th>SCORE</th>
<th>LITERARY</th>
<th>READING*</th>
<th>VOCABULARY</th>
<th>SCORE</th>
<th>EXPRESSION</th>
<th>WRITING*</th>
<th>CONVENTIONS</th>
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<tbody>
<tr>
<td>PARCC AVERAGE</td>
<td>187</td>
<td>37</td>
<td>26</td>
<td>21</td>
<td>43</td>
<td>24</td>
<td>33</td>
<td>12</td>
<td>13</td>
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<tr>
<td>STATE AVERAGE</td>
<td>200</td>
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<td>58</td>
<td>71</td>
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<td>DISTRICT AVERAGE</td>
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<td>37</td>
<td>34</td>
<td>42</td>
<td>24</td>
<td>46</td>
<td>37</td>
<td>17</td>
<td>29</td>
</tr>
<tr>
<td>SCHOOL AVERAGE</td>
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<td>43</td>
<td>21</td>
<td>79</td>
<td>0</td>
<td>12</td>
<td>57</td>
<td>31</td>
<td>93</td>
</tr>
</tbody>
</table>

| LASTNAME, FIRSTNAME M. | 176 | 28 | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ |
| LASTNAME, FIRSTNAME M. | 165 | 44 | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ |
| LASTNAME, FIRSTNAME M. | 175 | 37 | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ |
| LASTNAME, FIRSTNAME M. | 213 | 28 | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ |
| LASTNAME, FIRSTNAME M. | 161 | 44 | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ |
| LASTNAME, FIRSTNAME M. | 174 | 37 | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ |
| LASTNAME, FIRSTNAME M. | N/A | | | | | | | | | | | | | | | | | | |
| LASTNAME, FIRSTNAME M. | 215 | 28 | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ |
| LASTNAME, FIRSTNAME M. | 155 | 44 | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ |
| LASTNAME, FIRSTNAME M. | 193 | 28 | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ |

* Numbers are percentages

#### Score Scale:
- 1: Did Not Meet Expectations
- 2: Partially Meets Expectations
- 3: Approached Expectations
- 4: Meets Expectations
- 5: Exceeds Expectations

#### Assessment Standards:
- Below-grade expectations
- Nearly meets expectations
- Meets or exceeds expectations
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Number of Students Tested</th>
<th>Percent at Level 1</th>
<th>Percent at Level 2</th>
<th>Percent at Level 3</th>
<th>Percent at Level 4</th>
<th>Percent at Level 5</th>
<th>Percent at Levels 4 and 5</th>
<th>States Included</th>
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<tr>
<td>Grade 3</td>
<td>508,108</td>
<td>19.3%</td>
<td>20.1%</td>
<td>23.4%</td>
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<td>3.5%</td>
<td>37.1%</td>
<td>AR, CO, DC, IL, MD, MA, MS, NJ, NM, RI</td>
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<tr>
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<td>623,065</td>
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<td>19.0%</td>
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<td>33.6%</td>
<td>7.4%</td>
<td>41.0%</td>
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<td>Grade 5</td>
<td>628,924</td>
<td>10.7%</td>
<td>20.3%</td>
<td>28.6%</td>
<td>37.2%</td>
<td>3.3%</td>
<td>40.5%</td>
<td>AR, CO, DC, IL, MD, MA, MS, NJ, NM, OH, RI</td>
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<tr>
<td>Grade 6</td>
<td>622,022</td>
<td>10.7%</td>
<td>20.2%</td>
<td>30.7%</td>
<td>33.4%</td>
<td>5.1%</td>
<td>38.5%</td>
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<td>Grade 7</td>
<td>615,390</td>
<td>14.4%</td>
<td>18.5%</td>
<td>25.9%</td>
<td>30.5%</td>
<td>10.8%</td>
<td>41.3%</td>
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<td>18.4%</td>
<td>25.5%</td>
<td>34.4%</td>
<td>7.2%</td>
<td>41.6%</td>
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<tr>
<td>Grade 9</td>
<td>401,304</td>
<td>15.4%</td>
<td>19.3%</td>
<td>25.3%</td>
<td>32.0%</td>
<td>8.0%</td>
<td>40.0%</td>
<td>AR, CO, IL, NJ, NM, OH, RI</td>
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<td>Grade 10</td>
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<td>18.1%</td>
<td>21.4%</td>
<td>27.7%</td>
<td>10.4%</td>
<td>38.1%</td>
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<tr>
<td>Grade 11</td>
<td>163,956</td>
<td>16.9%</td>
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<td>24.5%</td>
<td>29.9%</td>
<td>9.4%</td>
<td>39.3%</td>
<td>AR, CO, IL, NJ, NM</td>
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</table>
## 2014-2015 PARCC Results

### Table 10. Grade 11 English Language Arts/Literacy Results with Subgroup Information

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Number of Students Tested</th>
<th>Percent at Level 1</th>
<th>Percent at Level 2</th>
<th>Percent at Level 3</th>
<th>Percent at Level 4</th>
<th>Percent at Level 5</th>
<th>Percent at Levels 4 and 5</th>
<th>Average Scale Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>151,196</td>
<td>17.2%</td>
<td>19.5%</td>
<td>24.4%</td>
<td>29.5%</td>
<td>9.4%</td>
<td>38.9%</td>
<td>739</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>2,457</td>
<td>13.8%</td>
<td>26.2%</td>
<td>33.3%</td>
<td>24.1%</td>
<td>2.6%</td>
<td>26.7%</td>
<td>732</td>
</tr>
<tr>
<td>Asian</td>
<td>8,943</td>
<td>9.1%</td>
<td>11.2%</td>
<td>18.7%</td>
<td>37.3%</td>
<td>23.8%</td>
<td>61.0%</td>
<td>760</td>
</tr>
<tr>
<td>Black or African American</td>
<td>16,039</td>
<td>27.7%</td>
<td>25.0%</td>
<td>23.8%</td>
<td>20.1%</td>
<td>3.4%</td>
<td>23.6%</td>
<td>724</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>309</td>
<td>11.3%</td>
<td>15.2%</td>
<td>23.9%</td>
<td>40.1%</td>
<td>9.4%</td>
<td>49.5%</td>
<td>748</td>
</tr>
<tr>
<td>White</td>
<td>77,970</td>
<td>14.2%</td>
<td>17.6%</td>
<td>23.7%</td>
<td>32.7%</td>
<td>11.8%</td>
<td>44.5%</td>
<td>744</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>2,643</td>
<td>19.0%</td>
<td>19.9%</td>
<td>22.7%</td>
<td>28.4%</td>
<td>9.9%</td>
<td>38.3%</td>
<td>738</td>
</tr>
<tr>
<td>Hispanic</td>
<td>42,657</td>
<td>20.6%</td>
<td>22.3%</td>
<td>26.6%</td>
<td>26.0%</td>
<td>4.5%</td>
<td>30.5%</td>
<td>731</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>17,053</td>
<td>43.9%</td>
<td>28.7%</td>
<td>18.0%</td>
<td>8.2%</td>
<td>1.1%</td>
<td>9.3%</td>
<td>708</td>
</tr>
<tr>
<td>English Learners</td>
<td>6,220</td>
<td>48.1%</td>
<td>30.7%</td>
<td>15.7%</td>
<td>5.1%</td>
<td>0.3%</td>
<td>5.4%</td>
<td>703</td>
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<tr>
<td>Economic Disadvantage</td>
<td>59,542</td>
<td>22.3%</td>
<td>23.8%</td>
<td>26.3%</td>
<td>23.8%</td>
<td>3.8%</td>
<td>27.7%</td>
<td>728</td>
</tr>
</tbody>
</table>

**Note:** Results in Table 10 include students in Colorado, Illinois, New Jersey, and New Mexico. This table does not include states for which sufficient subgroup data was unavailable.
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Number of Students Tested</th>
<th>Percent at Level 1</th>
<th>Percent at Level 2</th>
<th>Percent at Level 3</th>
<th>Percent at Level 4</th>
<th>Percent at Level 5</th>
<th>Percent at Levels 4 and 5</th>
<th>States Included</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>640,416</td>
<td>12.6%</td>
<td>21.9%</td>
<td>28.0%</td>
<td>31.6%</td>
<td>5.9%</td>
<td>37.4%</td>
<td>AR, CO, DC, IL, MD, MA, MS, NJ, NM, OH, RI</td>
</tr>
<tr>
<td>Grade 4</td>
<td>625,699</td>
<td>11.8%</td>
<td>26.6%</td>
<td>29.7%</td>
<td>29.1%</td>
<td>2.7%</td>
<td>31.9%</td>
<td>AR, CO, DC, IL, MD, MA, MS, NJ, NM, OH, RI</td>
</tr>
<tr>
<td>Grade 5</td>
<td>630,748</td>
<td>11.3%</td>
<td>26.4%</td>
<td>30.3%</td>
<td>27.9%</td>
<td>4.1%</td>
<td>32.0%</td>
<td>AR, CO, DC, IL, MD, MA, MS, NJ, NM, OH, RI</td>
</tr>
<tr>
<td>Grade 6</td>
<td>622,136</td>
<td>11.5%</td>
<td>26.4%</td>
<td>30.3%</td>
<td>28.1%</td>
<td>3.8%</td>
<td>31.9%</td>
<td>AR, CO, DC, IL, MD, MA, MS, NJ, NM, OH, RI</td>
</tr>
<tr>
<td>Grade 7</td>
<td>600,339</td>
<td>10.0%</td>
<td>27.7%</td>
<td>33.9%</td>
<td>25.8%</td>
<td>2.7%</td>
<td>28.4%</td>
<td>AR, CO, DC, IL, MD, MA, MS, NJ, NM, OH, RI</td>
</tr>
<tr>
<td>Grade 8</td>
<td>497,597</td>
<td>22.3%</td>
<td>25.8%</td>
<td>25.1%</td>
<td>24.3%</td>
<td>2.4%</td>
<td>26.7%</td>
<td>AR, CO, DC, IL, MD, MA, MS, NJ, NM, OH, RI</td>
</tr>
<tr>
<td>Algebra I</td>
<td>473,060</td>
<td>13.3%</td>
<td>28.1%</td>
<td>27.8%</td>
<td>29.0%</td>
<td>1.8%</td>
<td>30.8%</td>
<td>AR, CO, IL, MD, MA, MS, NJ, NM, OH, RI</td>
</tr>
<tr>
<td>Geometry</td>
<td>203,706</td>
<td>9.7%</td>
<td>32.0%</td>
<td>31.3%</td>
<td>24.0%</td>
<td>3.0%</td>
<td>27.0%</td>
<td>AR, CO, DC, IL, NJ, NM, OH, RI</td>
</tr>
<tr>
<td>Algebra II</td>
<td>182,643</td>
<td>31.2%</td>
<td>26.6%</td>
<td>20.9%</td>
<td>20.2%</td>
<td>1.1%</td>
<td>21.3%</td>
<td>AR, CO, IL, MD, NJ, NM</td>
</tr>
<tr>
<td>Integrated Math I</td>
<td>29,679</td>
<td>19.4%</td>
<td>26.1%</td>
<td>25.1%</td>
<td>26.7%</td>
<td>2.8%</td>
<td>29.4%</td>
<td>CO, IL, NM, OH</td>
</tr>
<tr>
<td>Integrated Math II</td>
<td>12,021</td>
<td>16.6%</td>
<td>32.7%</td>
<td>24.6%</td>
<td>21.2%</td>
<td>5.0%</td>
<td>26.2%</td>
<td>CO, IL, NM, OH</td>
</tr>
<tr>
<td>Integrated Math III</td>
<td>8,133</td>
<td>33.9%</td>
<td>23.0%</td>
<td>21.0%</td>
<td>20.8%</td>
<td>1.3%</td>
<td>22.1%</td>
<td>CO, IL, NM</td>
</tr>
</tbody>
</table>
## 2014-2015 PARCC Results

### Table 23. Integrated Mathematics III Results with Subgroup Information

<table>
<thead>
<tr>
<th></th>
<th>Number of Students Tested</th>
<th>Percent at Level 1</th>
<th>Percent at Level 2</th>
<th>Percent at Level 3</th>
<th>Percent at Level 4</th>
<th>Percent at Level 5</th>
<th>Percent at Levels 4 and 5</th>
<th>Average Scale Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Students</strong></td>
<td>8,133</td>
<td>33.9%</td>
<td>23.0%</td>
<td>21.0%</td>
<td>20.8%</td>
<td>1.3%</td>
<td>22.1%</td>
<td>718</td>
</tr>
<tr>
<td><strong>Student Subgroups</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>177</td>
<td>37.9%</td>
<td>31.6%</td>
<td>20.9%</td>
<td>-</td>
<td>-</td>
<td>9.6%</td>
<td>709</td>
</tr>
<tr>
<td>Asian</td>
<td>392</td>
<td>21.7%</td>
<td>20.2%</td>
<td>22.7%</td>
<td>31.9%</td>
<td>3.6%</td>
<td>35.5%</td>
<td>734</td>
</tr>
<tr>
<td>Black or African American</td>
<td>670</td>
<td>46.3%</td>
<td>22.5%</td>
<td>18.4%</td>
<td>-</td>
<td>-</td>
<td>12.8%</td>
<td>706</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>3,724</td>
<td>26.5%</td>
<td>20.1%</td>
<td>23.3%</td>
<td>28.0%</td>
<td>2.1%</td>
<td>30.1%</td>
<td>727</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>163</td>
<td>30.7%</td>
<td>25.2%</td>
<td>22.1%</td>
<td>-</td>
<td>-</td>
<td>22.1%</td>
<td>724</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2,968</td>
<td>42.1%</td>
<td>26.5%</td>
<td>18.7%</td>
<td>-</td>
<td>-</td>
<td>12.7%</td>
<td>707</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>449</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>682</td>
</tr>
<tr>
<td>English Learners</td>
<td>517</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>683</td>
</tr>
<tr>
<td>Economic Disadvantage</td>
<td>3,797</td>
<td>39.8%</td>
<td>25.3%</td>
<td>21.2%</td>
<td>13.4%</td>
<td>0.3%</td>
<td>13.7%</td>
<td>710</td>
</tr>
</tbody>
</table>

**Notes:**
- Results in Table 23 include students in Colorado, Illinois, and New Mexico. This table does not include states for which sufficient subgroup data was unavailable.
- Performance level results that include fewer than 10 students are combined with adjacent levels to maintain student privacy.
- In order to maintain student privacy, results for Students with Disabilities and English Learners are not able to be reported at each performance level.
PARCC Submission

- BIE Coordinates PARCC Testing
  - Testing takes place typically in April
- PARCC is collected by OERS
  - Letters of notices sent (1, 2, 3rd notices)
  - Typically collected by September
- PARCC is used for Reauthorization, Baseline Establishment, and/or Performance.
  - Academic proficiency is reviewed and reported back to schools
- Data is stored by OERS
  - Data Warehouse
  - FERPA Compliance is followed
- PARCC results must include:
  - Student Names
  - Student identifiers (DOB, ID#)
  - Scales Scores
  - Performance Levels
- Report includes:
  - Academic Performance of Math and English Language Arts
  - Student Enrollment
  - Number of Students Tested
  - Number of Teachers (additional information needed)
- PARCC is CRT requirement by Federal Law and needs to be submitted to Department of Dine Education.
Oral Dine Language Assessment (ODLA) Processing

- ODLA coordinated by OSCAD
- ODLA Testing:
  - Pre Test* – August/September
  - Post test* - April
- Test submitted to OSCAD
- OSCAD submits to OERS
- OERS processes data report
- Report delivered to OSCAD
- OSCAD delivers to schools
Student Attributes

- Proficiency Scores
- Subgroup Membership
- Student Surveys
- Student/Parent Engagement
- ACT
- SAT
- PSAT
- AP (Advance Placement)
- Dual Credit

- Career Technical Education
- Accuplacer
- COMPASS
- ASPIRE (formerly PLAN)
- IB (International Baccalaureate)
- TABE
- Work Keys
- ASVAB
- Dine Content Standards
Additional Data Sources to Study

- Public Schools
- Locally Authorized Charter Schools
- State-authorized Charter Schools
- Off-Site Program
- State-supported School
- Title I Status
- SAM
- LEVEL (elem, middle, HS)
- SIG
Responsibility of Schools

- Ensure proper Enrollment structuring and classification
- Testing/Reporting requirements are met
- Entering of Data (Quick Turn Around); all levels
- Distribution of Data (State, DODE/BIE, Schools)
- Reporting of Data to Stakeholders
- Preparation and Changes
Roy Tracy, Statistician/Demographer
Office of Educational Research and Statistics
Department of Dine Education
roytracy@nndode.org

THANK YOU