

**ELEMENTARY AND SECONDARY EDUCATION ACT FLEXIBILITY PART B  
MONITORING REPORT**

<b>MONITORING VISIT INFORMATION</b>	
<b>State Educational Agency (SEA)</b>	<i>Delaware Department of Education (DDOE)</i>
<b>Request Approved</b>	<i>May 29, 2012</i>
<b>Request Amended</b>	<i>October 16, 2012 October 25, 2012</i>
<b>Elementary and Secondary Education Act (ESEA) Flex Monitoring Activity</b>	<i>Part B Desk Monitoring</i>
<b>Monitoring Review Date(s)</b>	<i>August 5–6, 2013</i>
<b>Exit Conference</b>	<i>August 30, 2013</i>
<b>Interviews Conducted</b>	<i>Atnre Alleyne, Theresa Bennett, Pat Bush, Brian Curtis, Jeff Fleming, Gloria Grantham, Susan Keene Haberstroh, John Hulse, Ted Jarrell, Alison May, MaryAnn Miezowski, Joanne Reihm, Terry Richard, Reese Robinson, Shelley Rouser, Christopher Ruszkowski, Keith Sanders, Deb Stover, Brian Touchette, Kim Wells, Angeline Willen</i>
<b>U.S. Department of Education (ED) Team</b>	<i>Valeria Ford, Petraine Johnson, Victoria Hammer</i>

**OVERVIEW OF ESEA FLEXIBILITY MONITORING**

The U.S. Department of Education (ED) is committed to supporting SEAs as they implement ambitious reform agendas through their approved ESEA flexibility requests. Consistent with this commitment, ED has designed a monitoring process to assess an SEA's implementation of the principles of ESEA flexibility and the State-level systems and processes needed to support that implementation.

***Part B Monitoring***

In Part B monitoring, DDOE's implementation of ESEA flexibility was reviewed across several key areas: State-level Systems and Processes, Principle 1, Principle 2, and Principle 3, as outlined in the *ESEA Flexibility Part B Monitoring Protocol*. In each broad area, ED identified key elements that are required under ESEA flexibility and are likely to lead to increased achievement for students. Through examination of documentation submitted by the DDOE and interviews with DDOE staff members, ED assessed the effectiveness of implementation of ESEA flexibility by identifying the extent to which DDOE

1. Is ensuring that implementation is occurring consistent with the SEA's approved request and the principles and timelines of ESEA flexibility.
2. Is continuing to review and make adjustments to support implementation.
3. Is establishing systems and processes to sustain implementation and improvements.

This report contains the following sections:

- *Highlights of DDOE's Implementation.* This section identifies key accomplishments in DDOE's implementation of ESEA flexibility.
- *Status of Implementation of ESEA Flexibility.* This section indicates whether or not DDOE has met expectations for each element of ESEA flexibility.
- *Elements Requiring Next Steps.* When appropriate, this section identifies any elements where DDOE is not meeting expectations and includes Next Steps that DDOE must take to meet expectations.
- *Recommendations to Strengthen Implementation.* This section provides recommendations to support DDOE in continuing to meet the principles and timelines of ESEA flexibility and strengthening implementation.
- *Additional Comments.* When appropriate, this section includes any additional information related to DDOE's implementation of ESEA flexibility not included elsewhere.

#### **HIGHLIGHTS OF IMPLEMENTATION OF ESEA FLEXIBILITY**

The DDOE's work includes the following key accomplishments relating to the implementation of ESEA flexibility and/or efforts to engage in a process of continuous review and analysis, particularly for those elements receiving a comprehensive review:

- DDOE has established district-based monitoring routines as part of its State-developed system of differentiated recognition, accountability, and support. DDOE conducts onsite reviews of all local education agencies (LEAs) at least once during the school year and, based on indicators including size and past performance, conducts onsite reviews of individual LEAs more frequently. The reviews serve multiple purposes—monitoring, analysis of leading and lagging indicator data, and identification of technical assistance needs—and include staff from across DDOE (including special education and Title III staff).
- DDOE continuously engages in activities to gauge the effectiveness of and improve its approach to implementing college- and career-ready standards; its State-developed system of differentiated recognition, accountability, and support; and its new teacher and leader evaluation and support systems. For example, based on a survey of its LEAs and feedback from Progress Education Corporation, DDOE determined that it needed to strengthen its approach to ensuring implementation of college- and career-ready standards and implemented a new initiative to do so. Specifically, the initiative requires schools to establish standards transition teams tasked with developing and implementing transition plans.
- DDOE provides extensive in-person and online support for local staff to implement its new teacher and leader evaluation and support systems, including support through differentiated and frequent trainings both in-person and online for evaluators, principals, and teachers.

**STATUS OF IMPLEMENTATION OF ESEA FLEXIBILITY**

**SEA Systems and Processes**

<b>Element</b>	<b>Status</b>
<b>Monitoring (EDGAR 80.40 and 2.G)</b>	Meeting Expectations
<b>Technical Assistance (2.G)</b>	Meeting Expectations
<b>Data Collection &amp; Use (§9304(a)(6))</b>	Meeting Expectations
<b>Family &amp; Community Engagement and Outreach (Implementation Letter)</b>	Meeting Expectations

**Principle 1**

<b>Element</b>	<b>Status</b>
<b>Transition to and Implement College- and Career-Ready Standards (1.B)</b>	Meeting Expectations
<b>Adopt English Language Proficiency Standards (Assurance 2)</b>	Meeting Expectations
<b>Develop and Administer High-Quality Assessments (Assurance 3)</b>	Meeting Expectations
<b>Develop and Administer Alternate Assessments (Assurance 3)</b>	Meeting Expectations
<b>Develop and Administer English Language Proficiency Assessments (Assurance 4)</b>	Meeting Expectations
<b>Annually Report College-Going and College-Credit Accumulation Rates (Assurance 5)</b>	Meeting Expectations

**Principle 2**

<b>Element</b>	<b>Status</b>
<b>Develop and Implement a State-Based System of Differentiated Recognition, Accountability, and Support (2.A)</b>	Meeting Expectations
<b>Reward Schools (2.C)</b>	Meeting Expectations
<b>Priority Schools (2.D)</b>	Meeting Expectations
<b>Focus Schools (2.E)</b>	Not Meeting Expectations
<b>Other Title I Schools (2.F)</b>	Not Meeting Expectations
<b>State and Local Report Cards (§1111 of the ESEA; 2.B and Assurance 14)</b>	Meeting Expectations

**Principle 3**

<b>Element</b>	<b>Status</b>
<b>Teacher Evaluation and Support Systems (3.B)</b>	Meeting Expectations
<b>Principal Evaluation and Support Systems (3.B)</b>	Meeting Expectations

**ELEMENTS REQUIRING NEXT STEPS**

Element	Focus Schools (2.E)
<p><b>Summary and Status of Implementation</b></p>	<p>DDOE did not demonstrate that this element is carried out consistent with its approved ESEA flexibility request and the principles and timelines outlined in the document titled <i>ESEA Flexibility</i>. The State provides focus schools with a variety of templates to support planning of interventions (e.g., needs assessment template, district self-assessment template, root cause analysis worksheet, etc.), as well as a menu of interventions (including, for example, extended time, job-embedded professional development, and use of external providers matched to identified school needs). However, the State does not currently have in place a mechanism to ensure that schools implement interventions that directly address the needs of the subgroups that led to the schools' identification as focus schools. After the desk monitoring, DDOE submitted a draft focus schools monitoring plan and protocol that the State will implement beginning with the 2013–2014 school year. The plan and protocol are designed to monitor ways in which schools respond to the identified causes of their within-school achievement gaps.</p>
<p><b>Next Steps</b></p>	<p>Within 30 business days, DDOE must submit a final version of the focus school monitoring plan and protocol to demonstrate how DDOE will ensure—beginning with the 2013–2014 school year—that focus schools implement interventions that address the reasons for which they were identified. Additionally, DDOE must submit relevant documents listed in the draft document in the “Monitoring Activities” box and update its approved ESEA flexibility request through the extension process.</p>

Element	Other Title I Schools (2.F)
<p><b>Summary and Status of Implementation</b></p>	<p>DDOE did not demonstrate that this element is carried out consistent with its approved ESEA flexibility request and the principles and timelines outlined in the document titled <i>ESEA Flexibility</i>. The State requires all schools and LEAs to complete a “Success Plan” that includes information on whether students, overall and by subgroup, over a 3-year period, met performance targets in reading and mathematics. The plan also requires LEAs to provide information on graduation rate targets met by students overall and for students with disabilities. However, the plan does not explicitly require schools or the LEAs in which they reside to indicate how they will address the needs of students that consistently miss performance targets (including graduation rate targets). Page 94 of DDOE’s approved request states that “LEAs will be required to update/revise their Success Plan with specific objectives, strategies and measures when a school in the LEA does not meet the AMO for a specific subgroup. The revision/update is to be made by the LEA within four weeks.” DDOE did not provide evidence to demonstrate implementation of this activity in the 2012–2013 school year.</p>
<p><b>Next Steps</b></p>	<p>Within 30 business days, DDOE must submit a plan and timeline for adjusting/amending the school and LEA “Success Plan” templates to require schools and LEAs to indicate how they will address the needs of students,</p>

	<p>overall and by subgroup, that consistently miss performance targets and graduation rate targets, and implement the revised templates in the 2013–2014 school year. DDOE must include in the adjustments to the “Success Plan” templates, data on graduation rate targets missed by all relevant ESEA subgroups (as opposed to solely the students with disabilities subgroup). DDOE must implement the revised templates as part of its LEA monitoring procedures.</p>
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**RECOMMENDATIONS TO STRENGTHEN IMPLEMENTATION**

The following recommendations are provided to support DDOE in continuing to meet the principles and timelines of ESEA flexibility and in strengthening implementation through continuous improvement and the establishment of systems and processes to sustain implementation and improvement.

- Monitoring: Increase DDOE’s focus on English Learners and more intentionally monitor the extent to which LEAs provide necessary support for English Learners across reform areas. Based on the evidence provided, DDOE includes this type of monitoring with respect to students with disabilities, but not explicitly with respect to English Learners.
- Family and Community Engagement and Outreach: Expand DDOE’s method for family and community engagement and outreach. Some of the documentation submitted demonstrated that DDOE informs parents and other stakeholders about the reforms across principles, but not necessarily that it seeks their input to inform continuous improvements to the system. In particular, DDOE should assess the extent to which it has reached out and engaged English Learner families and communities.
- Transition to and Implement College- and Career-Ready Standards: Require schools to include teachers of English Learners and students with disabilities, respectively, on the newly established school-level college- and career-ready guiding teams.
- Transition to and Implement College- and Career-Ready Standards: Integrate the support for and monitoring of transition to college- and career-ready standards with the program reviews that DDOE conducts with all LEAs at least annually.