

Delaware

ESEA Flexibility Request



Submitted February 28, 2012
Revised May 24, 2012
Revised August 31, 2012
Revised September 19, 2012
Revised October 12, 2012
Revised October 19, 2012
Revised July 21, 2014

U.S. Department of Education
Washington, DC 20202

OMB Number: 1810-0708

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INTRODUCTION

The U.S. Department of Education (Department) is offering each State educational agency (SEA) the opportunity to request flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to build on and support the significant State and local reform efforts already underway in critical areas such as transitioning to college- and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; and evaluating and supporting teacher and principal effectiveness.

The Department invites interested SEAs to request this flexibility pursuant to the authority in section 9401 of the Elementary and Secondary Education Act of 1965 (ESEA), which allows the Secretary to waive, with certain exceptions, any statutory or regulatory requirement of the ESEA for an SEA that receives funds under a program authorized by the ESEA and requests a waiver. Under this flexibility, the Department would grant waivers through the 2013–2014 school year, after which time an SEA may request an extension of this flexibility.

REVIEW AND EVALUATION OF REQUESTS

The Department will use a review process that will include both external peer reviewers and staff reviewers to evaluate SEA requests for this flexibility. This review process will help ensure that each request for this flexibility approved by the Department is consistent with the principles described in the document titled *ESEA Flexibility*, which are designed to support State efforts to improve student academic achievement and increase the quality of instruction, and is both educationally and technically sound. Reviewers will evaluate whether and how each request for this flexibility will support a comprehensive and coherent set of improvements in the areas of standards and assessments, accountability, and teacher and principal effectiveness that will lead to improved student outcomes. Each SEA will have an opportunity, if necessary, to clarify its plans for peer and staff reviewers and to answer any questions reviewers may have. The peer reviewers will then provide comments to the Department. Taking those comments into consideration, the Secretary will make a decision regarding each SEA's request for this flexibility. If an SEA's request for this flexibility is not granted, reviewers and the Department will provide feedback to the SEA about the components of the SEA's request that need additional development in order for the request to be approved.

GENERAL INSTRUCTIONS

An SEA seeking approval to implement this flexibility must submit a high-quality request that addresses all aspects of the principles and waivers and, in each place where a plan is required, includes a high-quality plan. Consistent with ESEA section 9401(d)(1), the Secretary intends to grant waivers that are included in this flexibility through the end of the 2013–2014 school year. An SEA will be permitted to request an extension of the initial period of this flexibility prior to the start of the 2014–2015 school year unless this flexibility is superseded by reauthorization of the ESEA. The Department is asking SEAs to submit requests that include plans through the 2014–2015 school year in order to provide a complete picture of the SEA’s reform efforts. The Department will not accept a request that meets only some of the principles of this flexibility.

This version of the *ESEA Flexibility Request* replaces the document originally issued on September 23, 2011 and revised on September 28, 2011. Through this revised version, the following section has been removed: 3.A, Option B (Option C has been renamed Option B). Additions have also been made to the following sections: Waivers and Assurances. Finally, this revised guidance modifies the following sections: Waivers; Assurances; 2.A.ii; 2.C.i; 2.D.i; 2.E.i; Table 2; 2.G; and 3.A, Options A and B.

High-Quality Request: A high-quality request for this flexibility is one that is comprehensive and coherent in its approach, and that clearly indicates how this flexibility will help an SEA and its LEAs improve student achievement and the quality of instruction for students.

A high-quality request will (1) if an SEA has already met a principle, provide a description of how it has done so, including evidence as required; and (2) if an SEA has not yet met a principle, describe how it will meet the principle on the required timelines, including any progress to date. For example, an SEA that has not adopted minimum guidelines for local teacher and principal evaluation and support systems consistent with Principle 3 by the time it submits its request for the flexibility will need to provide a plan demonstrating that it will do so by the end of the 2011–2012 school year. In each such case, an SEA’s plan must include, at a minimum, the following elements for each principle that the SEA has not yet met:

1. **Key milestones and activities:** Significant milestones to be achieved in order to meet a given principle, and essential activities to be accomplished in order to reach the key milestones. The SEA should also include any essential activities that have already been completed or key milestones that have already been reached so that reviewers can understand the context for and fully evaluate the SEA’s plan to meet a given principle.
2. **Detailed timeline:** A specific schedule setting forth the dates on which key activities will begin and be completed and milestones will be achieved so that the SEA can meet the principle by the required date.
3. **Party or parties responsible:** Identification of the SEA staff (*e.g.*, position, title, or office) and, as appropriate, others who will be responsible for ensuring that each key activity is accomplished.

4. **Evidence:** Where required, documentation to support the plan and demonstrate the SEA’s progress in implementing the plan. This *ESEA Flexibility Request* indicates the specific evidence that the SEA must either include in its request or provide at a future reporting date.
5. **Resources:** Resources necessary to complete the key activities, including staff time and additional funding.
6. **Significant obstacles:** Any major obstacles that may hinder completion of key milestones and activities (*e.g.*, State laws that need to be changed) and a plan to overcome them.

Included on page 19 of this document is an example of a format for a table that an SEA may use to submit a plan that is required for any principle of this flexibility that the SEA has not already met. An SEA that elects to use this format may also supplement the table with text that provides an overview of the plan.

An SEA should keep in mind the required timelines for meeting each principle and develop credible plans that allow for completion of the activities necessary to meet each principle. Although the plan for each principle will reflect that particular principle, as discussed above, an SEA should look across all plans to make sure that it puts forward a comprehensive and coherent request for this flexibility.

Preparing the Request: To prepare a high-quality request, it is extremely important that an SEA refer to all of the provided resources, including the document titled *ESEA Flexibility*, which includes the principles, definitions, and timelines; the document titled *ESEA Flexibility Review Guidance*, which includes the criteria that will be used by the peer reviewers to determine if the request meets the principles of this flexibility; and the document titled *ESEA Flexibility Frequently Asked Questions*, which provides additional guidance for SEAs in preparing their requests.

As used in this request form, the following terms have the definitions set forth in the document titled *ESEA Flexibility*: (1) college- and career-ready standards, (2) focus school, (3) high-quality assessment, (4) priority school, (5) reward school, (6) standards that are common to a significant number of States, (7) State network of institutions of higher education, (8) student growth, and (9) turnaround principles.

Each request must include:

- A table of contents and a list of attachments, using the forms on pages 1 and 2.
- The cover sheet (p. 3), waivers requested (p. 4-6), and assurances (p. 7-8).
- A description of how the SEA has met the consultation requirements (p. 9).
- Evidence and plans to meet the principles (p. 10-18). An SEA will enter narrative text in the text boxes provided, complete the required tables, and provide other required evidence. An SEA may supplement the narrative text in a text box with attachments, which will be included in an appendix. Any supplemental attachments that are included in an appendix must be referenced in the related narrative text.

Requests should not include personally identifiable information.

Process for Submitting the Request: An SEA must submit a request to the Department to receive the flexibility. This request form and other pertinent documents are available on the Department's Web site at: <http://www.ed.gov/esea/flexibility>.

Electronic Submission: The Department strongly prefers to receive an SEA's request for the flexibility electronically. The SEA should submit it to the following address:
ESEAflexibility@ed.gov.

Paper Submission: In the alternative, an SEA may submit the original and two copies of its request for the flexibility to the following address:

Patricia McKee, Acting Director
Student Achievement and School Accountability Programs
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W320
Washington, DC 20202-6132

Due to potential delays in processing mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

REQUEST SUBMISSION DEADLINE

SEAs have multiple opportunities to submit requests for the flexibility. The submission dates are November 14, 2011, February 28, 2012, and an additional opportunity following the conclusion of the 2011–2012 school year.

TECHNICAL ASSISTANCE MEETING FOR SEAS

The Department has conducted a number of webinars to assist SEAs in preparing their requests and to respond to questions. Please visit the Department's Web site at: <http://www.ed.gov/esea/flexibility> for copies of previously conducted webinars and information on upcoming webinars.

FOR FURTHER INFORMATION

If you have any questions, please contact the Department by e-mail at ESEAflexibility@ed.gov.

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Insert page numbers prior to submitting the request, and place the table of contents in front of the SEA's flexibility request.

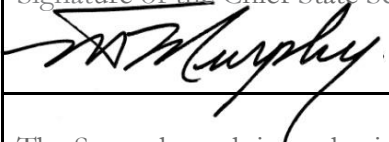
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For each attachment included in the *ESEA Flexibility Request*, label the attachment with the corresponding number from the list of attachments below and indicate the page number where the attachment is located. If an attachment is not applicable to the SEA's request, indicate "N/A" instead of a page number. Reference relevant attachments in the narrative portions of the request.

LABEL	LIST OF ATTACHMENTS	PAGE
1	Notice to LEAs	A -1
2	Comments on request received from LEAs (if applicable)	A-21
3	Notice and information provided to the public regarding the request	A-28
4	Evidence that the State has formally adopted college- and career-ready content standards consistent with the State's standards adoption process	A-36
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6	State's Race to the Top Assessment Memorandum of Understanding (MOU) (if applicable)	A-37
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10	A copy of the guidelines that the SEA has developed and adopted for local teacher and principal evaluation and support systems (if applicable)	A-59
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COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: [Delaware Department of Education (DDOE).]	Requester's Mailing Address: [Delaware Department of Education 401 Federal Street Suite 2 Dover, DE 19901]
State Contact for the ESEA Flexibility Request	
Name: [Mark T. Murphy.]	
Position and Office: [Secretary of Education.]	
Contact's Mailing Address: [401 Federal Street Suite 2 Dover, DE 19901]	
Telephone: [(302) 735-4000.]	
Fax: [(302) 739-4654]	
Email address: [mark.murphy@doe.k12.de.us.]	
Chief State School Officer (Printed Name): [Mark T. Murphy.]	Telephone: [(302) 735-4000.]
Signature of the Chief State School Officer: 	Date: [Revised July 21, 2014]
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

WAIVERS

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

- ☒ 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
- ☒ 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.
- ☒ 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.
- ☒ 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.
- ☒ 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a school wide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.
- ☒ 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or

restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State’s priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*.

- ☒ 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State’s reward schools that meet the definition of “reward schools” set forth in the document titled *ESEA Flexibility*.
- ☒ 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.
- ☒ 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.
- ☒ 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State’s priority schools that meet the definition of “priority schools” set forth in the document titled *ESEA Flexibility*.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

- ☒ 11. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.
- ☐ 12. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA’s State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all

subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools that are not reward schools, priority schools, or focus schools.

- ☒ 13. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not rank sufficiently high to be served.

ASSURANCES

By submitting this application, the SEA assures that:

- ☒ 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.
- ☒ 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)
- ☒ 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)
- ☒ 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)
- ☒ 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)
- ☒ 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)
- ☒ 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools as well as make public its lists of priority and focus schools if it chooses to update those lists. (Principle 2)
- ☒ 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, all teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later than the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

- ☒ 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)
- ☒ 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.
- ☒ 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).
- ☒ 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).
- ☒ 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.
- ☒ 14. It will report annually on its State report card, and will ensure that its LEAs annually report on their local report cards, for the “all students” group and for each subgroup described in ESEA section 1111(b)(2)(C)(v)(II): information on student achievement at each proficiency level; data comparing actual achievement levels to the State’s annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. It will also annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively.

If the SEA selects Option A in section 3.A of its request, indicating that it has not yet developed and adopted all the guidelines for teacher and principal evaluation and support systems, it must also assure that:

- ☐ 15. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2011–2012 school year. (Principle 3)

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State’s Committee of Practitioners regarding the information set forth in the request and provide the following:

- A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

Background

Delaware is known for the ability to collaborate, meaningfully engage and solicit input among the many constituencies, including teachers and their representatives, not only because of size, but because of the common goal of improving student outcomes. This has been the case for many decades and continues with the current leadership as evidenced by the development of the Delaware Education Plan in 2009, the Race to the Top (RTTT) award in 2010 and the ongoing revisions to the statewide teacher evaluation system. This application followed that same path of engagement and because of this engagement the proposal evolved and reflects a commitment to putting in place processes that support students graduating college- and career-ready.

One of the most critical changes from the original draft proposal was the determination of the Annual Measurable Objectives (AMOs) as discussed in Principle 2. The stakeholder groups including the Governors Advisory Council for Exceptional Citizens, the State Board of Education, Delaware Education Support System Advisory Council, the Rodel Foundation, Delaware Business Roundtable, Delaware State Education Association, Chief State Officers Association, Delaware Association of School Administrators, and the public strongly supported the determination of AMOs to be the 50% reduction of non-proficient students by subgroup based on how subgroups performed on the 2010-2011 statewide assessments. The DDOE had originally proposed a higher starting point for three of the subgroups, those being African American, Students with Disabilities, and English Learners.

State’s Committee of Practitioners

The DDOE consulted with the Delaware Education Support System (DESS) Advisory Council, the state’s Committee of Practitioners, through several avenues and on various occasions. There was a conference call on December 14, 2011, as well as a face to face meeting held in Dover on January 6, 2012. These opportunities provided the ability for the members of the DESS Advisory Council to provide input and make comments on the Delaware ESEA Flexibility Request. Additionally, the DESS Advisory was notified on the dates and times of the public town hall meetings.

DESS includes representatives from key groups of practitioners throughout the state. The Delaware State Education Association (DSEA) is the teachers’ union for the state. The Delaware School Boards Association (DSBA), Delaware Association of School Administrators (DASA), State Board of Education (SBE), Chief School Officers Association (CSOA), and the Delaware Charter School Network (DCSN) represent the local school boards, administrators, State Board of Education, superintendents and charter schools, respectively. There are also community members and representatives from the state’s Institutes of Higher Education (see Appendix A - DESS membership list). Participation in the DESS Advisory was just one of the

multiple opportunities for the DDOE to gather input and comment for major endeavors such as this ESEA Flexibility Request.

Teachers

The DDOE posted the ESEA Flexibility Request working drafts on the DDOE website on December 13, 2011. Drafts were continually posted to the website as revisions were made. The final application was posted on the DDOE website on February 28, 2012.

Dr. Lowery, Secretary of Education, provides updates to over 11,000 public educators through email. On January 3, 2012, an email was sent asking educators, including teachers, to review the ESEA Flexibility Request and to submit comments.

Dr. Lowery has maintained a relationship with former teachers of the year through establishment of the TOY Advisory Board. A notice was provided to this advisory board by email on Monday, December 19, 2011 inviting the members to the town hall meetings. Dr. Lowery requested the TOY Advisory Board's assistance in collecting and providing feedback from their colleagues during their meeting on February 1, 2012.

Town Hall Meetings

Town Hall meetings were held in each of the three counties in Delaware. DDOE staff provided an overview of the ESEA Flexibility Request. This was an opportunity for all members of the public to engage with the DDOE regarding the proposal. The first meeting was held on January 4, 2012, in New Castle County. The second meeting was held on January 11, 2012, in Kent County. The final meeting was held on January 19, 2012, in Sussex County.

The attendance at the meetings was as follows:

January 4, 2012 - 69

January 11, 2012 - 38

January 19, 2012 - 60

RTTT Grant Support

In addition, the DDOE embarked on an outreach initiative that included teachers and their representatives when the RTTT grant was being developed and then during the development for districts' years two-four plans. As evidence, all of the state's 19 school LEA local teacher bargaining presidents signed on to the Memorandum of Understanding (MOU) supporting the RTTT grant. The DDOE embraces teachers as the critical link to ensuring fidelity to the main goal of improving student achievement and ensuring all students graduate from high school college- and career- ready. The LEA support program was another avenue of outreach to teachers and their representatives.

The nine-month District Support Program in 2010-11 was another avenue of outreach to teachers and their representatives. The purpose of the District Support Program was to help all districts further develop their district RTTT plans, and build the capacity to successfully implement their plans. The program was developed to address the fact that original 90-Day Race to the Top planning process was too accelerated to develop the kind of innovative and robust plans that could dramatically improve student achievement. The DDOE recognized the need, and opportunity, to provide districts with more time and resources. The Secretary convened an Advisory Council with District Chiefs and other district staff, Directors, DDOE, and DSEA participation, which provided input into the program outline and met continually through the year long process.

Topics and information were provided on the DDOE website and continually updated by the DDOE. Areas of focus included: teacher and leader effectiveness, standards and assessment, & family and community engagement.

The District Support Program culminated when all nineteen districts submitted strong, comprehensive and actionable plans for years two through four of the RTTT grant in June 2011. All district teams met with Secretary Lowery and included affirmations of continued commitment from district, board and associations prior to plan approval.

The Department recognizes how critical communication will be in the success of this new system. The Department has contacted CCSSO for assistance in creating a communication strategic plan. In addition, the Department is planning another round of contact with stakeholders including parent groups, students with disabilities and English Learner advocacy groups, teachers, leaders and the business community. The methods for contact will include meetings, webinars and teleconference opportunities as well as written communication.

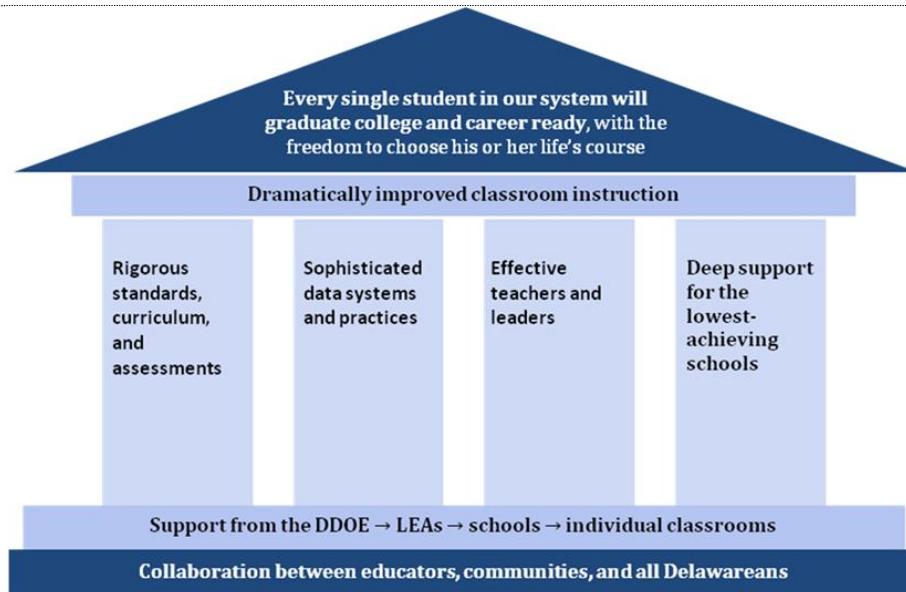
- A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

Background

As noted above, collaboration among the many constituency groups in Delaware is common and expected. While there is not always agreement on every aspect, there is mutual respect and a willingness to listen by all parties. This has served Delaware well in the past and continues today as the DDOE developed the current Delaware Education Plan and this ESEA Flexibility Request. Critical to this final proposal was input from diverse stakeholder groups as demonstrated through multiple outreach activities and engagement throughout the process.

One of the most recent examples was the ability of the DDOE to bring together stakeholders to develop a new strategic plan. A new leadership team was in place and the continuation of collaboration was a must. This leadership also included our new Governor Jack Markell. During the Governor's campaign in 2008 he developed the "Blueprint for a Better Delaware" that included a call for a strengthened education system that graduates students prepared for the 21st century. In the summer of 2009 the Innovation Action Team (IAT) was established. The DDOE engaged a group of over 100 educators, education experts and parents, leaders of teachers' unions, nonprofits, corporations, and civic groups in the development of this strategic plan. It should be noted that this group was inclusive of advocates for students with disabilities, English Learners, and minorities.

Through this work, national experts came and met with the subcommittees and the result of this work is the current Delaware Education Plan (Plan). This Plan is the foundation for all work in the state's nineteen (19) school districts, twenty-two (22) charter schools and the DDOE. This Plan was also the foundation for Delaware's RTTT grant proposal, which was submitted and approved in the first round. The Plan is consistent and aligned with the ESEA Flexibility requirements. It is summarized with the following vision and theory of action:



The principles underpinning the ESEA Flexibility are key components of the Plan, including setting high standards for college- and career-readiness for all students, and measuring progress with high quality standards and excellent data systems; supporting under-performing schools and LEAs and recognizing schools that are doing well; supporting effective instruction and leadership; and eliminating those requirements and activities that are duplicative and are not having an impact on student outcomes.

Support for the Plan and the RTTT grant was acknowledged through the signed commitment by all of the charter schools and their board presidents; and all LEAs, and their board and teachers' union presidents (http://www.doe.k12.de.us/rttt/DE%20RTTT%20Narrative%20Final%20-%20100119_0116.pdf).

Summary Table for (A)(1)(ii)(c)

Signatures acquired from participating LEAs:

signatures

	Number of Signatures Obtained (#)	Number of Signatures Applicable (#)	Percentage (%) (Obtained / Applicable)
LEA Superintendent (or equivalent)	38	38	100%
President of Local School Board (or equivalent, if applicable)	38	38	100%
Local Teachers' Union Leader (if applicable)	38	38	100%

The DDOE provided various opportunities for input on the Delaware ESEA Flexibility Request through presentations/phone conferences. A timeline is provided in the table below.

In addition, the Delaware ESEA Flexibility Request was posted on the DDOE website at <http://www.doe.k12.de.us/infosuites/ddoe/flex.shtml> on December 13, 2011, with comments to be received by February 1, 2012. The DDOE requested that comments be in writing in order to maintain a record of comments.

Glossary of Stakeholder Acronyms:

Chief School Officers Association (CSOA)

Council of Chief State School Officers (CCSSO)

Delaware Association of School Administrators (DASA)
 Delaware Business Roundtable (DBRT)
 Delaware Charter School Network (DCSN)
 Delaware School Boards Association (DSBA)
 Delaware State Education Association (DSEA)
 Delaware Education Support System Advisory Council (DESS Advisory Council)
 Governor's Advisory Council for Exceptional Citizens (GACEC)
 Governor's Advisory Council for Hispanic Affairs (GACHA)
 Innovation Action Team (IAT)
 State Council for Persons with Disabilities (SCPD)
 State Parent Teacher Association (PTA)
 State Board of Education (SBE)
 Teacher of the Year Advisory Board (TOY Advisory Board)

TABLE A: DDOE ESEA STAKEHOLDER ENGAGEMENT TIMELINE

Date	Description	Stakeholder
10/11/11	Overview of ESEA Flexibility Opportunity – notice of mid Feb submission intention	Chiefs, Charter Directors, SBE
10/11/11	Overview of ESEA Flexibility Opportunity – notice of mid Feb submission intention	Governor's Advisory Council for Exceptional Citizens (GACEC)
10/31/11	Overview of ESEA Flexibility Opportunity	DBRT
11/15/11	Overview of ESEA Flexibility Opportunity	GACEC
11/16/11	Overview of ESEA Flexibility Opportunity – notice of mid Feb submission intention	Curriculum Cadre (varied positions in districts, charter schools, DDOE, and higher education)
11/28/11	First Draft of Principles 1, 3 & 4 released for comment	DDOE Leadership and Governor's Office
11/29/11	Overview of ESEA Flexibility Opportunity – notice of mid Feb submission intention	Newsletter to Title I Directors
12/1/11	First Draft of Principles 1, 3 & 4 released for comment	DSEA, CSOA, DCSN, DASA, DSBA, PTA, GACEC, GACHA, SBE, SCPD, Chairs of Senate and House Education Committees, DBRT, DESS Advisory
12/5/11	Informational phone conference/comment request held on First Draft of Principles 1,3 & 4	DSEA, CSOA, DCSN, DASA, DSBA, PTA, GACEC, GACHA, SBE, SCPD, Chairs of Senate and House Education Committees, DBRT
12/6/11	Informational phone conference/comment request held on First Draft of Principles 1,3 & 4	DSEA, CSOA, DCSN, DASA, DSBA, PTA, GACEC, GACHA, SBE, SCPD, Chairs of Senate and House Education Committees, DBRT
12/5/11	First Draft of Principle 2 released for comment	DDOE Leadership and Governor's Office
12/9/11	First Draft of Principle 2 released	DSEA, CSOA, DCSN, DASA, DSBA, PTA,

	for comment	GACEC, GACHA, SBE, Chairs of Senate and House Education Committees, DBRT
12/12/11	Feedback due to DDOE on Principles 1,3 &4	
12/13/11	Informational phone conference/comment request held on First Draft of Principle 2	DSEA, CSOA, DCSN, DASA, DSBA, PTA, GACEC, GACHA, SBE, SCPD, Chairs of Senate and House Education Committees, DBRT
12/13/11	Informational and Comment Request meeting on current drafts of all principles	December CSOA regular meeting
12/14/11	Informational phone conference/comment request held on First Draft of Principle 2	DSEA, CSOA, DCSN, DASA, DSBA, PTA, GACEC, GACHA, SBE, SCPD, Chairs of Senate and House Education Committees, DBRT
12/14/11	Informational and Comment Request webinar on current drafts of all Principles	DESS Advisory Council (Committee of Practitioners)
12/15/11	Informational and Comment Request meeting on current drafts of all Principles	December State Board of Education public meeting
12/16/11	Feedback due to DDOE on Principles 2	
12/16/11	Presentation of Principles 1, 3 &4	Innovation Action Team (IAT)
12/19/11	Press Release announcing the upcoming Town Hall meetings; includes a link to the draft proposal	Public
12/20/11	Presentation of Principle 2	Innovation Action Team (IAT)
12/20/11	Presentation of all Principles; phone conference	Senator Sokola, chair of Senate Education Committee
12/21/11	Presentation of all Principles	Curriculum Cadre
1/3/12	“Guest Column” Editorial in The News Journal by Secretary Lowery regarding ESEA Flexibility	Public
1/3/12	“Guest Column” Editorial posted on Governor Markell’s blog	Public
1/3/12	Current draft of all Principles	DDOE website – email blast to teachers and administrators from Sec. Lowery
1/4/12	Presentation of all Principles	New Castle County Town Hall Meeting (Public)
1/4/12	Presentation of all Principles	DDOE Directors’ Council and LEA Liaisons
1/5/12	Presentation of all Principles	District Public Information Officers
1/5/12	Presentation of all Principles	Professional Standards Board
1/6/12	Presentation of all Principles; update of Flexibility application	DESS Advisory Council

	process	
1/11/12	Presentation of all Principles	Kent County Town Hall Meeting (Public)
1/11/12	Overview of ESEA Flexibility Opportunity – notice of mid Feb submission intention	Joint Committee of Delaware House of Representatives and Delaware State Senate
1/17/12	Presentation of all Principles	GACEC
1/18/12	Presentation of all Principles	Curriculum Cadre
1/19/12	Presentation of all Principles	Sussex County Town Hall Meeting (Public)
1/19/12	Presentation of all Principles	January State Board of Education public meeting
1/23/12	Meeting about all Principles	DE. PTA, GACEC and DSPAC
1/26/12	Presentation of all Principles	January CSOA regular meeting
1/26/12	Presentation of all Principles	Cape Henlopen School District Administrators
Week of 1/23	Finalize Request based on comments	
Week of 1/23	Presentation of Final ESEA Flexibility Request	Governor Jack Markell
2/1/12	Presentation of all Principles	TOY Advisory Council
2/16/12	Update of Submission document	February State Board of Education public meeting
2/17/12	Update of Submission document	Telecon with Chiefs, Charter Chiefs, SBOE
2/21/12	Update of Submission document	Telecon with Chiefs, Charter Chiefs, SBOE
2/21/12	Updated Submission document posted on website for final comments	DDOE homepage
2/21/12	Update of Submission document	GACEC
2/22/12	Update of Submission document	Telecon with various stakeholders
2/22/12	Update of Submission document	Curriculum Cadre
2/23/12	Update of Submission document	February CSOA regular meeting
2/24/12	Update of Submission document	Telecon with various stakeholders
2/28/12	Submit ESEA Flexibility Request	USDOE
3/1/12	Update of Submission document	Professional Standards Board

*Supporting documentation for these events are available

Please note: Delaware has the opportunity to interact with our IHEs frequently. There is representation of these institutions on our Committee of Practitioners (This is the Delaware Education Support System Advisory Council – DESS), the Innovation Action Team, and the Common Core Standards Setting Committee. There are also partnerships through our Teacher Leader Effective Unit (TLEU) where the IHEs have been collaborating, working on Alternative Routes to Certification..

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

☒ Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

OVERVIEW OF SEA’S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA’s request for the flexibility that:

1. explains the SEA’s comprehensive approach to implement the waivers and principles and describes the SEA’s strategy to ensure this approach is coherent within and across the principles; and
2. describes how the implementation of the waivers and principles will enhance the SEA’s and its LEAs’ ability to increase the quality of instruction for students and improve student achievement.

Delaware’s Comprehensive Reform Agenda: College- and Career- Readiness for ALL

As one of the first winners of the Race to the Top (RTTT) (http://www.doe.k12.de.us/rttt/DE%20RTTT%20Narrative%20Final%20-%20100119_0116.pdf) competition, the Delaware Department of Education (DDOE) has embarked on an education reform plan to ensure that “Every student in our system will graduate from high school college- and career- ready, with the freedom to choose his or her life’s course.” In this effort, Delaware will prepare all students for success in the global economy by teaching them to use critical thinking skills, higher order thinking skills, and more complex real world skills. This flexibility submission is the opportunity to continue to improve our educational system to make the connections across the educational practices both established and new that support this culture and goal. In Delaware, when we speak of ALL students, this includes students across the wide range of disabilities, English learners, all races and ethnicities, students that live in low socio economic environments, and those students who are performing at **all** levels of proficiency. In other words, **EACH** student.

Delaware’s Ambitious and Measurable Goals

- 60% proficient or advanced on NAEP 4th grade math by 2014-15
- 55% proficient or advanced on all other NAEP exams by 2014-15
- Reduce black-white and Hispanic-white achievement gaps on NAEP by half by 2014-15
- 100% meets-standard on the State’s math and reading exams by 2013-14
- 83.8% graduation rate by 2013-14, and a 89.2% graduation rate by 2016-17

- 70% college enrollment by 2013-14
- 85% college retention rate by 2013-14 (with students earning at least a year of credit within two years of enrollment)

DDOE uses these goals to inform decisions when considering new initiatives. This vision was developed with the input from over 100 educators, education experts and parents, leaders of teachers' unions, nonprofits, corporations, and civic groups, beginning in the summer of 2009. This vision did not begin then, but had been developed with some of the best thinking within the state and with experts nationally. In 2006, a plan was published by Vision 2015, an initiative that brought together a 28-member Steering Committee, composed of educators, community leaders, business representatives, and leading public officials that outlined six building blocks that would result in Delaware becoming a "world class education system."

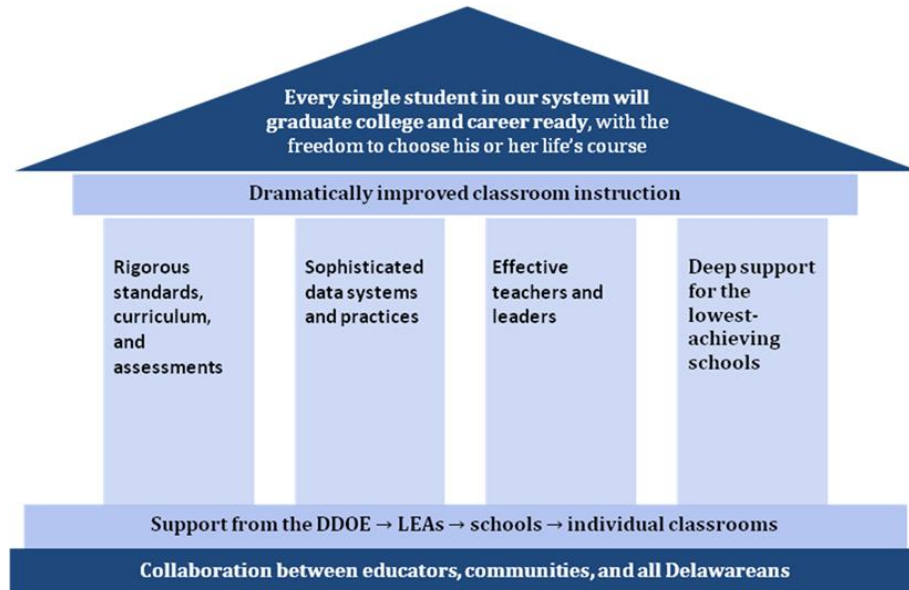
1. We must set our sights high, with challenging expectations for every child, coupled with high quality curriculum and additional instructional time to give students a good shot at meeting the higher standards.
2. We must invest in early childhood education, targeting more resources to high-need children.
3. We must develop and support great teachers in every classroom who are able to customize instruction to each and every child.
4. We must empower principals to be great school leaders, with enough knowledge, authority and flexibility to get results.
5. We must encourage instructional innovation and family involvement and require the accountability of all partners.
6. We must have a simple and fair funding system whereby resources follow individual students and are allocated based on their needs.

In 2008, current Governor Jack Markell had developed the "*Blueprint for a Better Delaware*" which includes the following: "... Delaware must insist that every child arrives at his or her first day of kindergarten ready to learn and every teenager who graduates from high school and who has the desire and ability to succeed in college has the opportunity to do so (p.64)."

Also included in this *Blueprint* and critical to this application is the following statement regarding Delawareans: "...they want schools with the resources they need to ensure their children have the tools and facilities they need to learn. But parents know that resources must come with accountability. They want an accountability system that they can understand and can make clear whether or not students are achieving at high levels. More importantly, the accountability system must enable both teachers and students to understand if the appropriate amount of learning is being achieved. Our accountability system must empower parents by giving them the choices necessary to make sure that their children are achieving their greatest potential (p.64)."

All of this converges to provide the foundational beliefs and strategies needed to move our public education system forward.

Delaware's plan is based on a clear vision and theory of action



As visually demonstrated in the DDOE vision and theory of action graphic above, this comprehensive approach will result in increasing the quality of instruction and the improvement of student achievement.

Delaware has been a leader in education reform, with over a decade of investing in bold solutions to improve student outcomes. For example, Delaware has had a statewide teacher evaluation system since the 1980's, which underwent a major improvement in 2005, based on Charlotte Danielson's "Framework for Teaching," and its current enhancement in 2010. The state has collected longitudinal data on students since 1994. And, the state's charter laws and statewide school choice are some of the oldest in the country. In 2011, Governor Markell signed a new law aimed at improving charter school oversight and governance.

The flexibility afforded within the ESEA guidance will allow Delaware to demonstrate the alignment of the current and planned work across the state with an improved differentiated recognition, accountability and support system. The state believes that the interventions, supports and requirements of LEAs and schools should be driven by the review of multiple data elements and not solely on whether the school meets the current definition of Adequate Yearly Progress (AYP) under No Child Left Behind (NCLB).

The Delaware Education Plan included many critical changes to our previous assessment system that were accelerated by receiving a Race to the Top grant. During the 2010-11 school year, Delaware instituted a new online/adaptive assessment, the Delaware Comprehensive Assessment System (DCAS). The State also raised academic performance standards by benchmarking the performance cut scores against national and international assessments, aligning them with the new assessments. The standards setting also included comparisons to the National Assessment for Educational Progress (NAEP) and Programme for International Student Assessment (PISA) impact data. This is one example of our commitment to add the rigor necessary, preparing our students to be college- and career-ready when they graduate from high school.

Today, Delaware's continued efforts to increase student achievement, eliminate achievement gaps, and increase student success in college and the workplace are supported by a strong foundation that few states can match, as follows:

- Delaware's Early Childhood Education initiatives in place support students coming prepared to enter kindergarten. Years of experience in the field confirm that inequities in program quality are leading to gaps in child outcomes – both overall and especially between children with high needs and their peers. Using Race To The Top - Early Learning Challenge (RTTT-ELC <http://www.doe.k12.de.us/rttt/files/ECCRTTTfinalapplication.PDF>) funding will allow Delaware to put into place the elements to quantify these outcomes, set goals for improvement, and monitor our progress toward those targets. With the implementation of the RTTT-ELC plan, and its inclusion of a statewide kindergarten entry assessment, Delaware will be in a better position to understand, in a more quantifiable way, the gaps that we have to close. Implicit in the organization of this strategy is a belief that – provided adequate supports for whole child needs and for workforce development – high-quality programming is the most powerful lever for improving child outcomes. Delaware's vision for the future is of a unified early childhood system in which high quality is the norm.

Delaware will expand a currently existing quality rating and improvement system, Delaware Stars for Early Success. The Delaware Stars program will drive high-quality early learning and development programming. Stars will be recognized and adopted as a framework for quality improvement across all sectors of the early learning and development system. All providers in the early childhood system will recognize Stars as the framework for defining and improving program quality. Taking this systemic approach will lead to a greater level of focus, collaboration, and support for all programs, and provide the most effective way for Delaware to accelerate dramatically improved outcomes for all children, across the early childhood and K-12 systems.

Delaware's policy framework for Stars addresses 100% of publicly-regulated programs, and covers 95%+ of all high-needs children birth-to-five. To strengthen Stars as a systemic framework for quality, Delaware is adopting a series of new policy and programmatic decisions to ensure that Stars is adopted by all types of early learning and development programs. These include: mandating participation for state-funded Pre-K (ECAP) programs; universal participation of Head Start / Early Head Start programs; and developing a new pathway for Stars participation among school-based license-exempt programs linked with the DDOE. To focus improvement efforts at the highest-need programs, Delaware is expanding an intensified technical assistance model that works closely with cohorts of programs located in high-poverty neighborhoods. To assist families in making decisions about early childhood programming for their children, Delaware will provide information about program quality through both a comprehensive communications campaign and ongoing agency-driven touch-points. Data from the early childhood work will be used in the proposed accountability system.

- Delaware's state-of-the-art data system captures longitudinal information about both students and teachers, and links them together. Today, the State can quickly analyze the performance of any teacher's students over time, can track how graduates perform in college, and can link teachers to teacher preparation programs, providing rich opportunities to use data to drive performance at the system, school, and classroom levels. This extensive longitudinal data provides the foundation for Delaware's broader reform efforts by offering real time, formative information about student, teacher, school and State performance. Delaware intends to

expand the usefulness of this data, by collaborating with stakeholders to extend the breadth and depth of the analysis of student data, and to encourage additional input from stakeholders based on this data to define potential areas of concern and identify solutions and areas best practices. Timely and extensive data allows the State to track progress, determine what is successful and swiftly adjust course at all levels of the system. DDOE is developing a series of data Dashboards to provide the relevant data to teachers and administrators so that they are able to make data informed decisions regarding supports and interventions.

- Delaware's Education Success Planning and Evaluation System provide an infrastructure for all LEAs to maintain their action plans. This is a statewide web-based system that aligns the goals, and actions to achieve those goals, across LEAs, schools and the State. A major component of this system is the Success Plan. The Success Plan is similar to a strategic plan and drives the work of the State, its LEAs, and schools. The Success Plan is based on a **dynamic** review of specific needs and identified strategies to address those needs. The Education Success Planning and Evaluation System is used by all LEAs (Education Success Planning and Evaluation System <http://www.doe.k12.de.us/dess/espes.shtml>).

- The implementation of a state-wide Data Coach system affords the teachers in every school a minimum of 90 minutes of collaborative planning time each week, working biweekly with their Data Coach to enhance their data-informed instructional planning capacity. The Teacher Dashboard, to be released Spring 2012 will afford them the opportunity to readily access their classroom, district and state level data for analysis in planning and preparation of instructional practice. As noted above, the dashboards are an infrastructure for the data sharing that undergirds the proposed accountability system.

- Each LEA has defined their Instructional Improvement System (IIS), which will guide their work toward increasing teacher and leader effectiveness and raising student achievement. They have identified elements within the four components- Professional Development, Instructional Practice, Accountability/ Monitoring and Feedback, Data Informed Culture – to be measured with status reporting provided through the Dashboard(s). Data from various sources and from the work through the Instructional Improvement System are considered as supports and interventions and are provided through the proposed accountability system.

- Delaware's rigorous statewide educator evaluation system is based on the most respected standards for teaching and leading (Danielson's "A Framework for Teaching" and the "Interstate School Leaders Licensure" Consortium's standards for leaders). The system provides a multi-measure assessment of performance that incorporates student growth as one of five components. Rather than set a specific percentage that student growth must be weighted in the evaluation, these regulations go much further. When fully implemented in 2012-2013, an educator can only be rated effective if the educator demonstrates satisfactory levels of student growth. Thus, the difference between effective and ineffective educators becomes clear - an effective educator is one that achieves satisfactory levels of student growth while an ineffective educator is one that does not. In Delaware, student growth is not one factor among many; instead satisfactory student growth is the minimum requirement for any educator to be rated effective. DDOE will continue to collaborate with all interested stakeholders representatives to ensure that the evaluation system provides not only the greatest incentive to develop and retain highly qualified educators, but also to eliminate any disincentives that exist in regard to an educator's decision in choosing to work with children with disabilities and other challenging subgroups, and to develop effective measures for non academic **student growth** areas. The law reflects a policy choice: student growth is now

considered essential to teacher and leader effectiveness. This improved evaluation system serves as the basis for building a stronger, more effective cadre of educators by driving professional development, rewards and consequences. Strengthening the teacher and leader pipeline helps to raise the bar for novice educators and a more rigorous induction and professional growth program provides support and resources to increase the effectiveness of every educator.

- Delaware's current regulatory framework for school turnaround gives the State the authority to intervene directly in the lowest performing schools. It also requires both strict adherence to the school intervention models defined in the Race to the Top guidance, and negotiation of collective bargaining agreement carve outs to secure the staffing and operational flexibility necessary for successful implementation. In cases where local negotiations fail, the State has the authority to break a stalemate. This collaborative, yet robust, approach is complemented with central supports from the State and allows the DDOE to affect change at the local level.

The state has already identified ten (10) Partnership Zone (PZ) schools. These schools are receiving additional support by the School Turnaround Office and this model is one component of the ESEA Flexibility Request under Principle 2 State-Developed Differentiated Recognition, Accountability, and Support. The regulatory framework for the Partnership Zone schools is at the following link: 14 DE Admin. Code 103

<http://regulations.delaware.gov/AdminCode/title14/100/103.shtml#TopOfPage>.

In addition to supporting the persistently low-achieving schools, the DDOE recognized ten (10) Academic Achievement Award schools over the past two years that have demonstrated success. This program was initiated as part of Delaware legislation Senate Bill No. 151 passed in June 2009 (see Appendix B – Senate Bill No. 151). The awards were supported by American Recovery and Reinvestment Act of 2009 (ARRA) funds and are being continued through the RTTT grant. Again, this program is also aligned to Principle 2.

The added flexibility around Principle 2 will allow the DDOE to better identify the LEAs and schools needing support and more intense interventions and to tailor those supports and interventions to serve those LEAs and schools in order for all students to be college- and career- ready. This will also provide for an opportunity to revise and align the Delaware Education Support System (DESS) to the differentiated needs of the LEAs and schools. The focus of the state's system of support is to build LEA capacity to appropriately support **all** schools so that **each** student is supported. The support system provides all LEAs with access to regular and on-going professional development on research-based strategies and processes that should be incorporated in all LEAs and schools. LEAs with schools demonstrating more specific needs will receive access to more focused technical assistance sessions and targeted DDOE staff support. LEAs will also receive targeted support from DDOE staff specifically trained in supporting students with specific needs such as English Learners (EL) and Students with Disabilities (SWD) as needed. Focused technical assistance sessions will cover strategies to address some of the most common challenges in struggling schools. LEAs with schools demonstrating the greatest needs will have access to more intense resources and regular one-on-one support and monitoring from the DDOE throughout the year.

Principle 4 of the ESEA Flexibility request requires the state to reduce duplication and unnecessary burden on LEAs. Delaware has already worked to eliminate redundancies across the state by establishing many statewide processes. These include, but are not limited

to, a statewide pupil accounting system, a statewide personnel system, a statewide educator evaluation system, a statewide computer adaptive assessment system, a statewide data collection system and a statewide online professional development registration system. These are just a few of the processes that are conducted on a statewide basis resulting in a reduction of local resource costs in both money and personnel. In addition, Delaware will continue to review processes to reduce duplication and unnecessary burdens.

In addition, the DDOE has streamlined the data collection from the LEAs. The DDOE maintains a Data Acquisition Calendar. This document was reviewed in 2008 by those DDOE staff responsible for the data collected to determine the reason those data were collected. Today, only data that are required by a federal law or regulation or state law or regulation is requested.

The DDOE has also streamlined and eliminated annual review of all compliance monitoring that is not required by the federal and state government entities. Where possible, monitoring is now on a three year cycle and on site monitoring has been limited to only those areas where desk auditing is not feasible. The result has been a decrease in LEA time allocated to preparing for the DDOE monitoring and the ability to focus DDOE resources on those LEAs most in need. To that end, DDOE Exceptional Children Resources staff provides direct technical assistance to LEAs with identified areas of noncompliance to guide root cause analyses and the identification of action plan activities to correct areas of noncompliance at individual student and systemic levels. State law also requires DDOE to review its regulations every five years to ensure the regulations are effective and appropriate.

Additionally the DDOE continues to develop tools accessible to the LEAs to support improvements in both teaching and learning. The Education Insight Dashboard System is an example. The purpose of Education Insight Dashboard System is to enable data-driven decision making throughout the education system that will ultimately result in improved outcomes for Delaware students.

Part of this effort is the development of web-based “Dashboards” that will provide educators access to timely and actionable information on all students to help manage academic performance and anticipate issues that could arise throughout the year. These Dashboards will aggregate data from existing sources* to show a comprehensive view of each student (including items such as student biographical information, schedule, attendance, assessment scores, grades, and credits) as well as roll-up views of the data for classrooms, schools and districts or charters.

*examples of “existing sources” include Delaware’s pupil accounting system (eSchoolPlus), the evaluation reporting system (ERS), various assessment tools (i.e. DIBELS), etc.

ESEA Flexibility and Waiver Request/Support

Delaware’s approved Race to the Top Plan will benefit by having the flexibility proposed by this ESEA initiative. The primary opportunity will be the adjustment of the goal established by the ESEA reauthorization (NCLB), stating that all students must be proficient by 2013-14.

Delaware’s intent, through this flexibility plan, is to establish ambitious and achievable goals for **all** students within the timelines of the waiver period. The goal of Delaware’s plan is to decrease the percentage of non-proficient students by 50% in each subgroup by the end of the 2017 school year, thereby reducing the achievement gaps.

Delaware will continue to work with USDOE to navigate the goals set in its Race to the Top plan as well as this ESEA Flexibility proposal. Our intent is to hold all LEAs to high performance standards and expectations while providing incentives to those who reach or exceed those highest of goals.

A second opportunity this flexibility will give Delaware is by virtue of reallocating the cost associated with schools that are under improvement. Instead of spending the same amount of money on schools regardless of how many targets they missed or by how much, Delaware can now focus the majority of funds on the schools with the lowest performance and the largest gaps. Other Title I schools will continue to receive support, but that support will be targeted to their specific needs, as there will no longer be a one-size-fits-all plan.

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)</p>	<p>Option B</p> <p><input type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)</p> <p>ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)</p>
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1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA's plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

1. A The State has selected Option A. Please see attachment 4.

1.B Transition to College- and Career-Ready Standards

Overview of Transition to College- and Career-Ready Standards

Process Goals

To ensure All educators in the State are trained and implementing the Common Core State Standards for the 2012-2013 school year.

To ensure the statewide assessments fully align with the Common Core State Standards for the 2013-2014 administration of the assessments.

Overview

The DDOE recognized early the value of the state-led initiative that would provide a common set of internationally benchmarked core standards that could serve to ensure that all students' graduate from high school college- and career- ready. Delaware's Governor Jack Markell signed on to the Common Core State Standards Initiative (CCSI), coordinated by the National Governors Association Center for Best Practice and the Council of Chief State School Officers (CCSSO), in September 2009 and served as the co-chair of the CCSI for the National Governors Association.

The DDOE had developed three revisions of statewide standards since statewide standards were adopted in 1995 and was able to prepare accordingly for the release, adoption and training of the new common core state standards using prior practices. The DDOE plans to transition **all** students, including English learners (EL) and students with disabilities (SWD), to the Common Core State Standards on the same timeline. As a matter of practice, DDOE trainings on initiatives such as Common Core include the following local representation: SWD, EL, elementary, secondary and content areas as appropriate. The DDOE plans to continue this approach to future trainings for Common Core.

The DDOE provided staff to serve as peer reviewers of the early drafts and took the opportunity to compare the preliminary drafts to the current standards in order to be able to act quickly when the final standards were released. (Note: included special education staff both internal level and national level). This included vetting the potential changes with teachers and other stakeholders. Through these ongoing reviews, gaps or sequencing issues were identified early. Through the crosswalk of the DE standards to the Common Core, it

was determined that the Delaware standards closely matched the Common Core State Standards (CCSS). This crosswalk indicated the state's current ELA standards matched 100% to the ELA CCSS and the state's current mathematics standards matched at 79% to the mathematics CCSS. The state did need to shift some benchmarks in early elementary reading and middle school math. Key to the implementation of the CCSS are the new Math Learning Progressions in mathematics and Literacy Concept Organizers in ELA that accurately align the CCSS to the appropriate grade levels.

The design and organization of the Common Core State Standards align with best evidence on college-and career- readiness expectations and were built on the best standards work of the states. The Delaware Writing Standards were used as a model. The design maintains the focus on what matters most for readiness.

Standards adoption authority lies with the DDOE with approval by the State Board of Education. This was done quickly once the final release was made on June 2, 2010. The Delaware State Board of Education approved **14 DE Admin. Code 501 State Content Standards** in August 2010, which required the Delaware Content Standards in English Language Arts (ELA) and Mathematics comprise the Common Core State Standards (CCSS) as developed through the CCSI (Attachment 4 -14 DE Admin. Code 501 <http://regulations.delaware.gov/AdminCode/title14/500/501.shtml#TopOfPage>)

Local Education Agencies began their curriculum alignment in ELA and Mathematics immediately upon the approval of the regulation with initial instructional implementation for grades K-12 during the 2011-2012 school year.

After the CCSS were adopted in August 2010, Delaware began the work of creating Grade Band Extensions (GBEs) for students with the most significant cognitive disabilities participating in the alternate assessment based on alternate achievement standards. The GBEs were developed through collaboration of special educators, general educators, and related service personnel. In addition, multiple review panels including school administrators, content specialists as well as family and community members reviewed and recommended revisions prior to the State Board adoption of the extensions. English Language Arts and Mathematics GBEs aligned to the CCSS were adopted in May 2011 and Science and Social Studies GBEs aligned to the Delaware Recommended Curriculum were adopted in February 2012. The GBEs provide rigorous standards for students with the most significant cognitive disabilities and are the basis for the new DCAS-Alt1 assessment.

Delaware PTA, primarily with volunteer efforts, supported by a grant from the Bill and Melinda Gates Foundation is currently providing parent and community training on CCSS throughout Delaware. DDOE supported the application for this grant and through an informal agreement is providing technical support to this initiative. Upon the expiration of this grant in 10/2012 DDOE will continue to work with the Delaware PTA to meet the intent of the opportunity given that we believe the expansion and improvements to the parent engagement structure in Delaware will play a critical role in providing the broadest practical dissemination of CCSS information and to support the CCSS information's practical impact that this parental knowledge has for improving the outcomes for students. The DDOE articulated the explicit commitment to partnering with the Delaware PTA with the CCSS work based on feedback during the development of this application.

Timelines and two online professional development modules were created to facilitate the training of teachers, administrators, and specialists on the new Common Core State Standards. These modules will continue to be utilized as part of the new teacher training for districts. The DDOE expected to provide training to approximately 9,000 educators by the end of August 2010. This number was larger with approximately 10,000 educators trained by the end of 2010. Training was and continues to be provided in two methods. One is an on-line component and the other is for training of LEA leadership in a face-to-face method to result in a “Train-the-Trainer” model. Additional training on the ELA and Mathematics Common Core State Standards occurred in August 2011 by Pearson titled ‘Focusing on the Mathematical Practices of the Common Core’ and ‘Digging Into the Reading Standards.’ These professional development opportunities focused on district supervisors and reading specialists as a Train-the-Trainer model within districts and charter schools. Trainers received training manuals and participant handbooks in order to conduct the training within their districts.

Professional development related to the Grade Band Extensions (GBEs) began in the fall of 2011 for educators, related service personnel, and administrators serving students with significant cognitive disabilities. Three phases of training are scheduled across the 2011-2012 school year. Phase I includes an overview of the ELA and Mathematics GBEs and is available in-person or on-line. Phase II provides a more in-depth workshop on use of the GBEs for instruction targeting academics and embedding life skills, vocational training and other access skills as needed by individual students. Phase III professional development utilizes the coaching model to provide individualized support to teachers and school staff to meaningfully apply the GBEs in lessons and create adapted materials to provide access to the general education curriculum. Delaware is committed to providing the supports necessary for all school staff to successfully implement the CCSS including the GBEs.

In response to the Part B Monitoring recommendations to strengthen this area, the DDOE highlights the current work around the activities resources, supports and monitoring for those working with the students with disabilities subgroup:

During the 11-12 and 12-13 school years, extensive professional development was provided on the ELA, Math, Science, Social Studies Grade Band Extensions including introductory training on the CCSS and extensions. During the 13-14 school year, advanced training including instructional strategies for ELA and Math was introduced statewide. In addition to professional development, general and special educators were invited to participate in implementation of model units with ongoing coaching supports (ELA & Math during the 12-13 SY and Science & Social Studies in the 13-14 SY). Additional professional development and technical assistance is offered in the following areas: adapting texts, accommodations and modifications, and communication supports. Professional development and coaching will continue through the 14-15 school year with additional focus on standards-based IEP development.

Additional support in the form of professional development, coaching and technical assistance will be provided beginning in the 2013-14 school year across the next four school years (through 2016-17) to teachers of students with disabilities through the goals of the State Personnel Development Grant (SPDG). The goals focus on improving academic and behavioral outcomes for students with disabilities. A number of the related activities are also applicable to general education teachers and students.

Standards-based Individualized Education Program (IEP) development will be the

focus of professional development, coaching, and technical assistance for a select group of LEAs in the first year of SPDG implementation. By Year 5 of the grant, these efforts will have expanded across all Delaware LEAs. In addition to standards-based IEPs, the DOE SPDG team is exploring the expansion of professional development on evidence-based instructional strategies to complement training provided on standards-based IEPs. Related to students with significant cognitive disabilities, the SPDG supports a communication initiative that seeks to provide supports to student-based teams for students with extensive communication needs.

The SPDG also established goals to promote positive student outcomes in the areas of social emotional skills and behavioral health. These efforts focus on establishing a multi-tiered system of behavioral supports with increased emphasis on advanced tiers of support for behavior, mental health, and social skills needs. Professional development and technical assistance will include training on behavioral supports in the IEP as well as behavioral-based strategies to support students with behavioral health needs.

All SPDG initiatives will emphasize building systems of support across the school, district, and state-level staff with attention paid to sustainability. In addition to school-based professional development, the Parent Information Center (PIC) of Delaware will collaborate with the DOE and SPDG partners to provide family education workshops and technical assistance.

The initial instructional implementation for the ELA and Mathematics new standards for grades K-12 will be in the 2011-2012 academic year. This includes aligning and selecting instructional resources based on the Common Core State Standards. It also includes researching and aligning scientifically-based research strategies as well as formative and benchmark assessments.

Literacy Concept Organizers and Math Learning Progressions were developed in a hybrid format using the Understanding by Design and Learning Focused frameworks. The K-12 Literacy Concept Organizers were focused on Literature and Informational Text to include the Standard(s), Essential Question, Assessment Prompts, and Academic Vocabulary. These K-12 Literacy Concept Organizers were the frameworks for the development of exemplar model lessons. These lessons were differentiated to address students various learning styles and abilities. The exemplar lessons have been developed, piloted, and edited prior to posting on the DDOE website. The K-12 Math Learning Progressions have also been completed and will be used as frameworks for the development of exemplar model lessons for districts to use to create their own based upon their adopted core math program. By the end of Spring 2012, these model differentiated lessons in Mathematics will be posted on the DDOE website. Through the Reading Cadre and Math Cadre Specialists, Delaware has built capacity around the Literacy Concept Organizers and Math Learning Progressions to support professional development within their districts and charter schools. Teams of general and special educators across the state who are collaborating to develop and pilot these model lessons support our efforts in increasing the number of highly qualified and certified EL and SWD staff; a goal within Delaware's federally supported (OSEP) five-year State Personnel Development Grant. During the last two years since accepting the Common Core State Standards, work through the University of Delaware's Center for Teacher Education and DDOE staff to develop and pilot these lessons has helped build the

capacity of staff to support the lowest achieving students, specifically students with disabilities and the English Learners, to ensure access to the general education content and environment in differentiated and accessible, specialized formats. The scope of this year's English Language Arts reading/writing project is attached. The DDOE articulated the explicit commitment to partner with key stakeholders to ensure students with disabilities and other special needs receive the supports they require during the development of this application.

Other ways in which DDOE has expanded the knowledge of general and special educators to support specialized instruction, accommodations and use scientifically, researched-based practices to scaffold learning for students with disabilities and those who are English Learners is to make professional development, webinars, resources and products available from a variety of our national centers. Some examples of our partners are:

- National Center for Educational Outcomes
- National Post-School Outcomes Center
- National Comprehensive Center on Teacher Quality
- National Community of Practice on Transitions
- National Secondary Transition Technical Assistance Center
- IDEA Partnerships
- Technical Assistance and Dissemination Network
- George Washington Center for Equity and Excellence
- Center for Applied Linguistics
- World-Class Instruction Design and Assessment Consortium
- Mid-Atlantic Equity Consortium
- National Clearinghouse for English Language Acquisition
- National Center on Universal Design for Learning
- Center for Applied Special Technology
- National Center on Accessible Instructional Materials
- Center for Implementing Technology in Education
- WestEd
- Center on Instruction
- What Works Clearinghouse: Institute of Education Services
- National Center on Response to Intervention
- National Dissemination Center for Children with Disabilities
- Educational Policy Improvement Center - EPIC
- US Education Delivery Institute - Edi
- SIGnetwork – State Personnel Development Network

Delaware is committed to and is working towards providing students with disabilities, English Learners, and members of other low achieving subgroups who have different learning styles and needs, differentiated instruction programs within the classroom. This is provided through professional development and curricular materials to support these differentiated needs. This effort will be a standard integral part of all curriculum development within DDOE and DDOE will encourage and supported strongly this initiative throughout Delaware's LEAs and schools.

DDOE in collaboration with DSEA, GACEC, State parent organizations and other interested stakeholders **will** analyze the learning factors needed to ensure student with disabilities and other special needs, have the opportunity to achieve to the college- and career- ready standards and as indicated support students in accessing the standards on the same

schedule as all students.

Through the Professional Learning Community sessions (90 minutes per week), as required by the RTTT grant, LEAs are implementing the CCSS by utilizing the trainers who received professional development by Pearson to facilitate the PLCs and manage the alignment of the lesson design, instructional practice and revision with each of the teachers. This work will continue in this forum throughout the continuum of implementation. Professional Learning Communities include teachers of English Learners as well as teachers of students with special needs. The PLCs afford the teachers time to collaborate with their colleagues regarding such things as the modification of lessons, activities and instruction.

High-quality professional development modules are being created by the Reading Specialists during 2011-2012. Five professional development modules (RTI/Secondary & Elementary – Differentiated Instruction, Literacy in the Content Area, Text Complexity, and Strategies for Struggling Readers) were selected out of sixteen as the priorities this year. The Common Core State Standards will be threaded throughout the modules to ensure deeper and richer understandings of the CCSS for content and instructional delivery in the classrooms. These modules will be reviewed by the Reading Specialists and Literacy Coalition before dissemination. The Mathematics professional development modules will begin in the summer of 2012. These professional development modules will include information, handouts, strategies, and extracts of the professional development to be used during the teachers' Professional Learning Communities (PLC) time.

In response to the Part B Monitoring recommendations to strengthen this area, the DDOE highlights the current work around the activities around resources, supports and monitoring for those working with the disabilities subgroup:

- Transition Cadre –
 - In December 2012 Exceptional Children Resources (ECR) has entered into Intensive Technical Assistance Agreements with the National Secondary Transition Technical Assistance Center (NSTTAC) and National Post School Outcomes Center (NPSO). NSTTAC and NPSO will work with ECR as an intensive technical assistance partner to build capacity within the State for the following general purposes: to (a) implement and scale-up evidence-based practices to improve academic and functional achievement of students with disabilities in preparation for college and the workforce; (b) implement policies, procedures, and practices to facilitate students with disabilities participating in programs to prepare students for college and career readiness; (c) achieve 100% compliance with Annual Performance Reporting (APR) Part B Indicator 13; and (d) review the State's Post School Outcomes (PSO) data system and identify activities to improve the State's sampling, data collection, linkage of data to the respective statewide longitudinal data systems, analysis, reporting, and improvement planning and implementation, SPP/APR development, and or coordination of activities related to Indicators 1 (graduation rates), 2 (dropout rates), 13 (transition planning in the IEP) and 14 (student post-school outcomes).

- NSTTAC and NPSO will provide this intensive level of technical assistance to DE DOE, beginning in January 2013. The level of technical assistance will include (a) the completion of a needs assessment; and (b) assistance with planning, implementing and evaluating a State transition cadre and other professional development activities aligned with the State's capacity building plan. Based on the results of the needs assessment, the work scope for the Intensive TA Plan will be developed collaboratively. The Intensive TA Plan will consist of goals, activities, intended outcomes, responsibilities, timelines, and evaluation method.
- Emphasis will be placed on working with students to create a meaningful college and career ready plan to reasonably enable them to reach their post-school goals. Educators will use age-appropriate transition data to assist students in setting post-school goals and a focus will be to ensure the student's courses of study will reasonably enable them to reach their goals.
- The DDOE will be supporting LEAs through PD/Coaching/TA by providing LEAs with best practice models of advisement and implementing student success plans. The DDOE will develop a monitoring and data collection plan; evaluate focused advisement implementation success/challenges; review and update SSP regulatory guidance, as needed; and, provide SSP Implementation Guide (including models), advisement process and online tool TA to LEAs

The DDOE will utilize Teaching and Learning Cadre meetings as vehicle for cross LEA sharing and to integrate EDi/Guskey feedback loops work with evidence of CCSS implementation; develop and disseminate a CCSS walkthrough tool; schools adopt/adapt a tool for CCSS teacher practices/feedback; schools bring evidence to evening meetings; Introduce protocols to use for evidence; all schools bring evidence in the form of lesson plans, video, assessments, and/or student work to evening meetings; enhance Common Core website with CCSS resources for school use (particularly designed with PLCs in mind); Partner groups, such as PD providers through grants, teacher professional organizations, non-profits, who are participating in Common Core implementation will be organized to know each other's roles to better collaborate their efforts; and, Teams will examine 2013-14 progress and plan for moving the implementation process into the 2014-15 school year.

DDOE is also working with the State's institutions of higher education and other educator preparation programs in an effort to integrate the CCSS with our Higher Education Institutions. The following represents Delaware's plan:

The Integration of the Common Core State Standards with Delaware Higher Education Institutions

Organization

OBJECTIVES	ACTIVITY	PERSONS RESPONSIBLE
1. Increase higher education's representation on the state's CCSS Steering Committee	1. In addition to the State's SMARTER Balanced higher education lead, invite	Linda Rogers, Delaware Department of Education

	<p>Nancy Brickhouse, Deputy Provost, University of Delaware Marshall Stevenson, Dean, College of Arts, Humanities and Social Sciences, Delaware State University Stephanie Smith, Vice President for Academic Affairs, Delaware Technical and Community College</p> <p>2. Create an operational definition of what Delaware means by “career and college ready.”</p>	
2. Establish a higher education Common Core State Standards workgroup to address teacher education preparation issues	<p>Carol Vukelich, IHE Lead Teresa Bennett, Education Associate, DDOE James Dick, Education Associate, DDOE invite John Gray, Dean, College of Education, Wilmington University –to identify elementary reading, secondary English education, middle level English education, middle level math education and secondary math education faculty members Robert Hampel, Interim Director, School of Education, University of Delaware –to identify elementary reading, middle level English education and middle level math education faculty members Kathryn Scantlebury, Director of Center for Secondary Education, University of Delaware –to identify secondary English education and secondary mathematics education faculty members Stuart Knapp, Chair, Department of Education, Wesley College –to identify elementary reading, secondary English education, middle level English education, middle level math education and secondary math education faculty members John Austin, Interim Dean, College of Education, Health, and Public Policy -- to identify elementary reading, secondary English education, middle level English education, middle level math education and secondary math education faculty members</p>	<p>Carol Vukelich, IHE Lead Teresa Bennett, Education Associate, DDOE James Dick, Education Associate, DDOE</p>
3. Establish a higher education and Common Core State Standards workgroup to address curriculum alignment and related assessment issues	<p>1. Carol Vukelich, IHE Lead Marian Wolak, Director of Curriculum, Instruction, and Professional Development DDOE Michael Stetter, Director of Accountability, DDOE, invite Randall Clack, Chair, English</p>	<p>Carol Vukelich, IHE Lead Marian Wolak, Director of Curriculum, Instruction, and Professional Development DDOE Michael Stetter, Director of Accountability, DDOE</p>

	<p>Department, Wesley College John Pelesko, Chair, Department of Mathematics, University of Delaware Iain Crawford, Chair, English Department, University of Delaware Derald Wentzien, Chair, Math Department, Wesley College Abdul-Aziz Diop, Chair, English Department, Delaware State University Hanson Umoh, Chair, Department of Mathematical Sciences, Delaware State University Kathy Vezmar, Chair, Mathematics Department, Delaware Technical and Community College Mary Doody, Chair, English Department, Delaware Technical and Community College Barry Renner, Chair, Mathematics Department, Wilmington University Katherine Cottle, Chair, English Department, Wilmington University</p> <p>2. Invite each chair to bring the faculty member responsible for teaching the first math course and first English course students meet upon enrollment at his/her IHE</p>	
4. Secure funding for a project management staff and select person	Responsible for keep the planning and implementation on track	

Engagement

GROUP	GOALS	ACTIVITIES	PERSONS RESPONSIBLE
IHE Common Core State Standards workgroup to address teacher education preparation issues	1. Define what it means for program graduates to “know” the CCSS	1. Schedule meetings of each content area faculty group to achieve the four goals. 2. Invite faculty to share their CCSS teaching activities.	Carol Vukelich, IHE Lead Teresa Bennett, Education Associate, DDOE James Dick, Education Associate, DDOE
	2. Define shared expectations for the integration of CCSS into all programs		
	3. Create a set of criteria to assess the quality of candidates’ use of instructional strategies consistent with the CCSS expectations		
	4. Create plans to ensure that all English, mathematics, and elementary/middle school faculty at each institution incorporates CCSS, as appropriate into their instruction and		

	course requirements.		
GROUP	GOALS	ACTIVITIES	PERSONS RESPONSIBLE
IHE Common Core State Standards content area workgroup	1. Align high school math and English course content with math and English IHE courses, particularly the first course high school graduates will enroll in at DE IHEs.	1. On the statewide in-service day in the fall, invite the math and English workgroup from above and representatives of DE high schools to a day-long meeting to examine the alignment between high school content and college coursework for majors and non-majors in mathematics and English at each institution 2. At the same meeting, invite the workgroup to consider the alignment between the CCSS and the high school and IHE course content. 3. Examine released assessment examples. 4. Develop a plan for using the State's assessment data in college admission or placement decisions. 5. Share information on the SMARTER Balanced time-line for implementation.	Carol Vukelich, IHE Lead Teresa Bennett, Education Associate, DDOE James Dick, Education Associate, DDOE
	2. Align CCSS with high school and IHE math and English courses		
	3. Develop a plan for using SMARTER Balanced 11 th grade assessment in placement or admission		
	4. Develop a plan for gathering research evidence on the efficacy of the proposed plan.		

Communication

GOALS	ACTIVITIES	PERSONS RESPONSIBLE
1. Set up communication network	1. Identify a person on each IHE campus who agrees to serve as the point person to distribute appropriate information from SMARTER Balanced and State policy groups to campus colleagues.	1. Carol Vukelich, Lead IHE
2. Create a communication plan.	2. Develop a communication plan that identifies target IHE audiences and the key message types to be sent to each audience (e.g., content faculty, education faculty, presidents, provost). Specify which of the following information should be sent to which audience (if any): a. Overview of Smarter Balanced system b. Smarter Balanced higher education fact sheet c. ACE paper on CCSS and	Marian Wolak, Director of Curriculum, Instruction, and Professional Development DDOE Michael Stetter, Director of Accountability, DDOE Carol Vukelich, IHE Lead Teresa Bennett, Education Associate, DDOE James Dick, Education Associate, DDOE

	Higher Education d. Videos on the CCSS e. Smarter Balanced FAQ for higher education e. Smarter Balanced English and Mathematics Content Specifications f. EPIC study on faculty views of the CCSS	
3. Organize a Statewide Conference	3. (a) Invite Bonnie Albertson to describe the work of the SMARTER Balanced workgroup on which she is serving. (b) Engage the audience in a SMARTER Balanced assessment task. (c) Share an example of a lesson that exhibits the kind of teaching expected when teachers teach to the CCSS. (d) Invite a CCSS or SMARTER Balanced speaker to keynote. (e) Invite content and teacher education faculty from all institutions.	DACTE conference planner, with support from Carol Vukelich
4. Connect IHE teacher education websites to CCSS and SMARTER Balanced resources	4. Provide suggested links to each IHE's identified communication person.	Carol Vukelich IHE Lead

A Strategic Plan for CCSS implementation for ELA is being developed (January, 2012) through the Literacy Coalition, and Mathematics through the Math Cadre Math Specialists beginning in Spring 2012. In addition, a DDOE sponsored steering committee representing DSEA, Chiefs, districts, and DDOE will meet regularly to guide the priorities of the CCSS implementation plan in Delaware. The steering committee will also work on aligning CCSS with teacher effectiveness.

In addition, Delaware is working with other states through membership in the Council of Chief State School Officers (CCSSO), Shared Learning Infrastructure, Achieve, and a regional workgroup to support the implementation of the Common Core State Standards and the development of instructional resources. The Delaware CCSSO team includes partners from the University of Delaware in this work.

Early Childhood Education

Delaware has established high-quality, inclusive, culturally and linguistically appropriate Early Learning and Development Standards for Infants/Toddlers and Preschool children, called —Early Learning Foundations (ELFs). The Early Learning Foundations provide a basis for increasing strategic coherence throughout the birth-to-eight system: they are integrated with licensing standards, workforce competencies, and program standards at the early childhood level; and they are aligned with Common Core State Standards and other core content grade level expectations in the early grades. Early care and education programs in Delaware use the ELFs to guide curricular planning and support broad-based learning opportunities for children, and the tenets of the ELFs have been embedded within Delaware's child care program licensing regulations, the state's QRIS system (Delaware Stars for Early Success) and the Delaware Competencies for Early Childhood Professionals. In 2010, the Delaware Department of Education (DDOE) led a revision of both the Infant/Toddler and Preschool ELFs, updating the content and format of the standards to improve the ELFs as a tool for educators and to insure the standards were linked to research and evidenced-based practices. Delaware is strongly committed to ensuring our children come prepared for

kindergarten in order to be on the trajectory to college- and career- readiness from the beginning of their kindergarten through grade 12 experiences.

Delaware provides extensive professional development to support programs to use the ELF's and improve educators' understanding of the tool and its use in the classroom. Although both the Infant/Toddler and Preschool ELF's were designed for professional educators, Delaware also leverages the ELF's to engage parents in their child's development. Delaware's leadership is committed to preserving the high quality of the ELF's and continues to promote their use statewide.

Delaware has made the ELF's widely available to educators and interested stakeholders as a primary means of promoting understanding and commitment. The Infant/Toddler and Preschool ELF's are accessible in both English and Spanish in print and online through multiple links. The ELF's are linked intentionally to curriculum, activities, and assessment practices in early care and education settings across the state. The state places great value on the ELF's, and provides professional development and training resources to early childhood professionals to make implementation of the ELF's cohesive and purposeful.

Assessment and the Early Learning Standards

When the Early Learning Foundations (ELF's) were initially created in 2003 (Preschool) and 2007 (Infant/Toddler), careful consideration was given to linking the ELF's with Delaware's K-12 standards and kindergarten-level expectations. Dr. Catherine Scott-Little (University of North Carolina – Greensboro) conducted an alignment analysis that demonstrated a natural and aligned pathway from birth to the K-3 academic standards due to strong alignment between the Infant/Toddler ELF's and the Preschool ELF's, and between the Preschool ELF's and Delaware's K-3 academic standards for literacy, mathematics, science, social studies, and creative arts. Following the revision of the ELF's in 2010, Dr. Scott-Little completed a second alignment analysis of the ELF's with the Delaware K-12 Standards and the Common Core. The results of the alignment demonstrated more than 90% alignment with both the Standards and the CCSS.

The ELF's are linked to early childhood assessment practices in Delaware in several ways. Across all age groups, programs licensed by the Office of Child Care Licensing (OCCL) are required to assess children at least once per year. Licensed programs are encouraged to use assessments for curriculum planning purposes and as a tool for communicating with families. The direct link from assessment to curriculum – which supports use of the ELF's by way of the Competencies for Early Childhood Professionals – helps create a bridge from assessment to the ELF's. Beyond licensed programs, Head Start programs and the state-funded ECAP are required to only use tools aligned with the state standards (i.e., the ELF's). 12 out of 12 Head Start and ECAP programs in Delaware are currently using Teaching Strategies GOLD as a formative assessment for children in their care – a tool that is directly aligned to Delaware's Preschool Standards.

School Readiness and Transition to Elementary School

The basis for facilitating an effective transition from early learning and development programs to elementary school exists in Delaware's learning standards, in which the Early Learning Foundations have been assessed to have a greater than 90% alignment with the Common Core State Standards for early grades. Some districts in Delaware have built on this alignment by sharing both sets of standards with educators. Yet much more can be done to foster alignment and support around the transition to elementary school, with a need for activities that go beyond the standards themselves.

Delaware will address this need and build on the shared infrastructure already in place with a

new initiative to develop —Readiness Teams in high-need communities. These teams, which will be anchored around low-performing elementary schools serving high concentrations of children with high needs, will be comprised of representatives of all key stakeholders that provide services across the birth-to-eight continuum within each local community. While each team will have the flexibility to define its membership, we anticipate that representatives will include, at a minimum: kindergarten and/or early grades teachers, elementary school principals, early childhood providers, parents, and community partners.

Following the framework developed by the National School Readiness Indicators Initiative, Readiness Teams will be responsible for marshaling and coordinating services that address each of these components of readiness. Key activities of these teams will include: 1. promote clear expectations regarding the successful transition to kindergarten, building on the linkages between Early Learning Foundations and the CCSS; 2. align children's learning and development experiences in the early years across early learning and development programs, elementary schools, and other service providers; and 3. assess local needs and support local capacity building to address potential barriers to academic and non-academic success.

Next Generation Science Standards

On November 18, 2011, Delaware became a Lead State in the national initiative to develop K-12 science standards. A Lead Team comprised of DDOE personnel, a district supervisor, and a science professor from Delaware State University will begin this work with other national developers. The Lead Team met in December to review and provide the first round of feedback on the Next Generation Science Standards (NGSS).

The Science Education Associate from DDOE attended a meeting in January and February 2012 to develop a communication plan for the public, policy makers, parents, and the educational community on the key messages of the frameworks in preparation for state-based dissemination and adoption of the NGSS. The Delaware Lead Team created a communication's plan for the dissemination and implementation of the NGSS in Delaware. Delaware's Communication Plan will be reviewed by other multi-state stakeholders for input.

The first statewide review of the NGSS was held on February 8, 2012. Key stakeholders were sent information by DDOE Science Education Associate to participate in this review process and to give feedback to the Delaware Science Lead Team prior to them attending the national reviewing of the NGSS. The DDOE will be reviewing the NGSS and consider for adoption.

English Language Proficiency Standards

Delaware is one of several states for which the National Clearinghouse of English Language Acquisition (NCELA) reports exponential growth in the number of English language learners during the last decade. Delaware's English learner student population increased by 249% from 1998-2008. The state now hosts almost 7,000 K-12 English learners among whom 76 languages are spoken. As a result, the influx of English learners has prompted sweeping changes to the State's English language standards, accountability and assessment practices, not only within the English language learner departments, but in virtually every aspect of K-12 district and charter programs. Delaware's education reform in regard to its English learners continues to travel on an upward trajectory of high expectations and academic achievement designed with the goal of producing internationally competitive multilingual students.

Delaware is one of the founding members of the WIDA (World-Class Instructional Design and Assessment) Consortium, and adopted their initial research-based English Language

Proficiency (ELP) Standards. Delaware implemented two new diagnostic tools for early identification of English learners: the WIDA MODEL (Measure of Developing English language) for Kindergarten students; and the W-APT for students in grades 1-12. The WIDA annual assessment instrument, the ACCESS ((Assessing Comprehension and Communication in English State-to-State for English Language Learners) replaced Delaware's previous language proficiency assessment, the LAS. The WIDA ELP Standards and annual ACCESS have been used continuously statewide since Delaware's membership in the Consortium. Delaware continues to maintain high English language proficiency standards with the subsequent iterations of WIDA's original standards in 2004, 2007, and the newest standards released in 2012.

A formal alignment study, which influenced the breadth and depth of the new 2012 edition, was conducted between the WIDA ELP standards and the Common Core State Standards. The result of that study, which demonstrates strong alignment between the two, is available at <http://wida.us/research/agenda/Alignment/index.aspx>. WIDA was recently selected as the winner of a \$10.5 million competitive grant from the U.S. Department of Education to create new assessments of English language proficiency that will measure the language demands of the common standards, and Delaware intends to adopt that newest instrument, ASSETS, and implemented it across the state as it becomes available through the Consortium.

As part of Delaware's continued emphasis on EL student achievement, the state revised its Title III Accountability Model in 2010 to include four performance indicators: participation, growth, attainment, and AYP. To ensure the annual assessment of all English learners, Delaware included the participation rate, which is the percentage of students who actually participated in the ACCESS for ELs compared to those who were eligible to be tested. Including participation rate as a performance indicator for LEAs will result in all EL students being assessed annually and their performance charted. Currently, Delaware does not plan to change the Title III AMAO Targets. It should be noted, however, that the Title III calculations AYP will be based on the revised AMO targets that are being requested in this submission for both reading and math.

The Title III Accountability model contains targets specifying incremental growth over the next 10 years which demands rigor in statewide EL programs. As a result, Delaware's high expectations for EL students will extend into the next decade and require subsequent generations of language minority student to develop college- and career- readiness. The EL students who graduate from Delaware schools will possess English skills in the four domains of reading, writing, speaking, listening, and in content area vocabulary such as mathematics as they develop critical thinking skills.

To ensure fidelity of LEA program implementation needed to meet the revised targets, professional development for English as Second Language (ESL) coordinators and teachers includes annual workshops on the WIDA English language development standards, the interpretation of language proficiency scores, instruction on selecting curriculum to align with WIDA standards, and developing academic content vocabulary. Delaware Department of Education, in conjunction with an institute of higher education, provides an intensive summer program for ESL teachers, exposing them to the latest research, pedagogy, and best practices. Previous professional development opportunities have included Response to Intervention (RtI) for general education teachers and administrators. All elementary schools are utilizing RtI to provide early intervening students including EL Students. Districts identified trainers to send to Sheltered Instruction Observation Protocol (SIOP) training.

Most recently, Delaware has partnered with George Washington University's Center for Equity and Excellence Center to conduct a comprehensive needs assessment for English learners. In the spring of 2012, the culmination of which will result in a three-year strategic plan impacting every facet of Delaware's EL teaching staff and student body. An EL Advisory Board comprised of EL teachers, district curriculum coordinators, and Title III school personnel will serve to inform GWU-CEEE throughout the study and provide leadership. Delaware's Comprehensive Needs Assessment for the Title III English learner program will include an analysis of the linguistic demands of the content standards for EL students. Although social and instructional language, the language of language arts, mathematics, science, and social studies are included within the WIDA English language proficiency standards, a plan for differentiated instruction by general education and content area teachers is intended to ensure that EL students will be successful. A plan with specific strategies by both the regular education and EL teachers will be created so that the responsibility of equipping EL students with the vocabulary and language needed in the core curriculum is shared. It is the intent of the Title III program to provide the results of that study to the EL and general education teachers, curriculum coordinators, and district stakeholders so that they may co-author a clearly articulated delivery plan with expectations for both content area teachers and EL teachers. A timeline will be established for formative progress checks throughout the academic year.

The DCAS state assessment data for ELs, ACCESS English language proficiency assessment data, EL teacher to EL student ratio and parent involvement will be analyzed for areas of needed improvement. One of the goals of the three-year plan is a transition from least-effective program models, such as ESL pull-out and push-in with limited teacher-student contact hours, to more successful research-based dual immersion program models, lower teacher to student ratio, increased contact hours, and more parent involvement. The study will also include focus on the diversity and distribution of EL students so that strategies for specific populations are established. The predominant languages and cultures of Delaware's EL students are Spanish, Haitian-Creole, Chinese, Arabic, Gujarati, Korean, Turkish, Vietnamese, Urdu, and Hindi. Other language groups with fewer than 50 students constitute less than 1% of the total EL population, but will be included so that growth trends in specific EL subgroups can be analyzed and projections made for future needs.

http://de.portal.airast.org/wp-content/uploads/2013/06/Guidelines_for_Inclusion_2013-14_V2.pdf

Delaware Data Coaches, coaching teachers in the professional learning communities held weekly in every school, will play a role in ensuring the high standards and supports are provided to EL students. The results of the Comprehensive Needs Assessment (CNA) will be used to train the data coaches to analyze the EL student data and assist district/charter teachers to develop effective strategies that are data-driven. Data Coaches work biweekly with every core content teacher in each of the LEAs across the state.

The DDOE-sponsored professional development for Delaware's EL teachers is planned in two-year cycles to provide support and continued growth among the EL educator community. Four DDOE-lead professional development trainings in conjunction with WIDA are provided annually to EL and content area teachers, focusing on understanding of the WIDA ELP standards across departments, building collaboration between EL and content area teachers, characteristics of academic language needed for grade-level content areas, and choosing instructional materials that are aligned to the WIDA Standards. Delaware's EL teachers are

members of the National Association of Bilingual Educators (NABE), the Teachers of English to Speakers of Other Languages (TESOL), and the local chapter of Penn-TESOL. The Delaware English Language Learner Teacher Association (DELLTA) is an advocacy group whose members include world language teachers, retired Title III directors, university administrators, and teachers with international experience.

Delaware partners with various agencies to enlist their support and expertise for bilingual, EL, and migrant (farm worker) students. The Center for Applied Linguistics and George Washington University's Center for Equity and Excellence have been contracted to conduct evaluations of district ESL programs. The Mid-Atlantic Equity Consortium is also utilized to increase cross-cultural understanding and improve student outcomes. ESCORT provides teaching strategies for migrant youth, EL students and assistance with service delivery plans for summer migrant projects. The National Clearinghouse of English Language Acquisition (NCELA), West Ed, and local in-state agencies form a network from which the continuous improvement of the EL program is drawn.

College- and Career-Ready Standards and Assessments

Delaware considers high-quality, comprehensive formative and summative assessments to be critical components of its reform strategy and critical to transitioning to the Common Core State Standards. Such assessments can provide teachers and leaders with essential data on student learning throughout the school year. With this data, educators can adjust instruction (particularly with the help of instructional improvement systems) and can secure additional supports (e.g., Response to Intervention) to ensure that all students meet the academic standards as delineated in the Common Core State Standards. These data, as well as classroom formative and summative assessments are being reviewed and analyzed in the schools on a weekly basis, following the Taking Action with Data Framework, facilitated by the Statewide Data Coach project. Each week, teachers participate in 90 minutes of collaborative planning, spending every other week with the data coach building capacity to use the data to drive instructional practice, meeting the needs of **each** student. This Data Coach project and the Professional Learning Communities are paramount to the reform around teacher effectiveness and improving the instructional practice in **each** classroom. From Kindergarten through 12th grade, the core content teachers are building and enhancing their data analysis skills, moving from looking at data to conducting data conversations, conduct cycles of inquiry, differentiate instruction and make data inferences based on the analysis of the student data. The Data Coaches facilitate the analysis of the statewide student assessment data following each of the testing windows.

Delaware's previous assessment, the Delaware Student Testing Program (DSTP), in use 1998 - 2010, did not meet all of these criteria in that it did not include formative assessments and multiple opportunities to show proficiency on a summative assessment. While DSTP was rigorous, when compared to the National Assessment of Educational Progress (NAEP) and other state assessments, it had the potential to be more comprehensive and include multiple formative assessments to help teachers hit progress goals. For this reason, in 2009 the Delaware General Assembly mandated the implementation of a new computer-adaptive test (the Delaware Comprehensive Assessment System – DCAS), including formative and summative assessments, by the 2010-11 school year. Delaware has met this mandate. At the same time, Delaware is fully committed to adopting a common assessment in collaboration with other states when one becomes available (expected in 2015.) The State continues to work with other states and organizations through the Common Core Consortium, the Item

Bank Collaborative (an open-source digital infrastructure for test-item storage and sharing), and SMARTER Balanced Assessment Consortium (SBAC) multi-state consortia on formative/benchmark and summative assessment systems towards this goal.

In addition, the State of Delaware has formally joined the SBAC summative assessment consortium as a governing state. (Attachment 6 – MOU for SBAC). This demonstrates compliance with *1.C Develop and Administer Annual, Statewide, Aligned, High-Quality Assessments that Measure Student Growth*.

Given that Delaware's new assessment will align with the Common Core State Standards, address college-readiness requirements, and be operational a full five years before a common assessment is expected, the State intends to make its assessment available to the SBAC as a model for the common assessment. When the common assessment is ready, Delaware will transition from DCAS to the new assessment.

As one of the first states to develop an advanced, rigorous assessment, Delaware has pursued a multi-pronged strategy to develop a high-quality portfolio of college- and career-ready assessments, and guide the development of a common assessment system as part of the national consortium. The steps initiated by Delaware since 2009 include:

- Development of the Delaware Comprehensive Assessment System (DCAS)
- Development of an Alternate Assessment Based on Alternate Achievement Standards (DCAS-Alt1)
- Adoption of the SAT and provide the PSAT as college readiness exams
- Creation of a multi-state Item Bank Collaborative
- Participating in, and upgrade to Governing State Status of the SBAC Consortium in September 2011.
- Applying and receiving the Race To The Top - Early Learning Challenge (RTTT-ELC)
<http://www.doe.k12.de.us/rttt/files/ECCRTTTfinalapplication.PDF>

Each of these activities is described in further detail below:

- **Development of the Delaware Comprehensive Assessment System (DCAS)**

Delaware's own computer-adaptive assessment system, will be used to administer up to four formative and summative assessments per year per student in core subjects, and will include end-of-course exams in English II, Algebra I, Algebra II, Integrated Mathematics I, Integrated Mathematics III, Biology, and U.S. History. In developing DCAS, Delaware uses a combination of local expertise, outside vendors, and participation in consortia that will develop and share testing items (see above) to gain access to high-quality testing items at the best possible value. As a computer-adaptive system, DCAS improves testing by allowing all test takers, including students with disabilities, to take the same exam and have testing items adjusted to their level of knowledge within a number of grade spans. In this way, this single assessment will focus questions at the upper limit of a student's knowledge, providing a nuanced assessment of aptitude and content knowledge.

DCAS also synchronizes with the State's data system, yielding immediate results that a teacher may use to improve instruction. For educators, DCAS provides a more precise measure of student growth and more timely and detailed information that may be used for planning and improving educational programs at the school, LEA and state levels. The State is using a portion of its Race to the Top funding to provide data coaches to aid in the use of

assessment data to improve instruction in school-level professional learning communities for two years.

In addition, DCAS provides multiple opportunities for students to demonstrate proficiency and provides academic achievement information to students and parents, including a measure of fall-to-spring and year-to-year individual student growth. The robust student data created from this assessment system forms the foundation for a data driven approach to education and evaluation that will affect all of education in Delaware.

As prescribed by the Delaware General Assembly, DCAS is being implemented in a cost-effective manner and, to the fullest extent possible, developed in collaboration with other states. At the current time, DDOE is developing a data warehouse module/query system which will permit local educators and administrators to create additional custom student and group reports to supplement the reports currently available through the DCAS online portal.

DDOE in collaboration with GACEC, State parent organizations and other interested stakeholders will review and adjust available accommodations related to DCAS for students with disabilities and English Learners to ensure that appropriate accommodations are available which provide the best measure of growth for those students, and limit the impact the statistical requirements of the use of DCAS as a comparative (status) tool for such purposes as DPAS-II. These accommodations will be individualized and available in a timely manner and will be consistent with the requirements of ADA 2009, Section 504 and IDEA.

- **Development of the DCAS-Alt 1**

The purpose of the Delaware Comprehensive Assessment System Alternate Assessment (DCAS-Alt1) is to maximize access to the general education curriculum for students with significant cognitive disabilities, ensure that all students with disabilities are included in Delaware's statewide assessment and accountability programs, and direct instruction in the classroom by providing important pedagogical expectations and data that guide classroom decisions. The DCAS – Alt1 is only for those students with documented significant cognitive disabilities and adaptive behavior deficits who require extensive support across multiple settings (such as home, school, and community).

The DCAS – Alt1 is designed to measure the performance of a small subpopulation of students with significant cognitive disabilities against the Delaware Content Standards Grade Band Extensions (approximately 1% of the total student population and 10% of the total number of students with disabilities). Delaware has consistently had rigorous participation criteria and has been able to keep the total percent of students participating in this alternate assessment below 1%.

The test was designed to assist educators, parents, and related service providers with determining the level of academic skill the students have attained up to the point of assessment. Reading and Mathematics will be assessed twice a year (fall and spring) for students in grades 3 through 10. Second graders will only be assessed in the spring. Science (grades 5, 8, 10) and Social Studies (grades 4, 7) will be assessed once in the spring. In an effort to prepare for the transition to the CCSS, DDOE is a member of the CCSSO sponsored State Collaborative on Assessments and Student Standards (SCASS) titled ASES – Assessing Special Education Students. This group has been working with both the PARCC and Smarter Balanced Consortium. As referenced previously, Delaware is also a governing

state of the Smarter Balanced Assessment Consortium.

Delaware is a strong proponent of Universal Design for Learning and is partnering with the Delaware Assistive Technology Initiative (DATI) from the University of Delaware to offer professional development.

- **Adoption of the SAT as a college-readiness exam**

In Fall 2010, Delaware selected the SAT as a statewide assessment of college-readiness after a competitive procurement process. In April 2011, Delaware began one of the first statewide school day administrations of the SAT to all public school 11th graders in the state. In addition, DDOE worked diligently with both ETS and LEAs to ensure that students with disabilities and those that are EL received appropriate accommodations. The State will continue to use some of its Race to the Top allocation to fund the statewide school SAT through 2014.

In addition, the PSAT will also be used as an early indicator of likelihood to succeed in rigorous, college-preparatory (e.g. AP and STEM) coursework beginning in the 2011-2012 school year. To complement this assessment of college-readiness, the State will provide services to all middle school students, particularly high-need students, to ensure they are prepared for the PSAT and SAT, and for a college-ready course-load in high school. These services, which will give students an in-depth knowledge of the required courses and levels of achievement necessary for college-readiness, will complement the State's existing initiatives, such as the Student Success Plans, to create a seamless college oriented experience. Additional targeted counseling and services will be provided to students from groups historically underrepresented in college. The SAT is common across many states in the region, and is frequently required in the college admissions process, allowing it to serve the dual purpose of assessing whether Delaware's students are college-ready, and removing a barrier to entry to college.

- **Creation of a multi-state Item Bank Collaborative (IBC) and participating in consortia working to develop common assessments**

Delaware took the lead on the founding of the IBC, a common open-source resource for storing and sharing test items that are aligned with the Common Core State Standards. The IBC was a critical first step in the move to common assessments, by allowing member states to access high-quality assessment items at a low-cost. The IBC remains a critical resource providing cost-effective access to high-quality shared test items. Active item sharing arrangements through this multi-state arrangement during 2009-2011 has produced significant numbers of viable test items for use in the DCAS, at a cost savings to Delaware. Access to these items has helped accelerate the timetable for launch of the assessment.

- **Participating in, and upgrade to Governing State Status of the SBAC Consortium in September 2011**

Delaware recognized the value of and fully committed to participating in a common assessment, and to sharing its experience with DCAS to expedite the development of that assessment. Therefore, as a number of assessment consortia were developed, Delaware joined all those that had the potential to lead to a national common assessment. There were four consortia initially and Delaware participated in all to inform the work around the development of DCAS and to prepare for the rollout of the eventual common core

assessment.

These coalitions shared resources to work towards common formative, benchmark, and summative assessments.

Delaware's commitment to common standards and high-quality assessment is not based on theory: it is proven to work. Nearly 15 years of efforts to create a unified, statewide instructional system that provides common standards, recommended curricula and common assessments have helped Delaware narrow the achievement gap and ensured that students across the State benefit from the same rigorous approach to instruction. This experience has motivated Delaware to become a leader in the movement towards Common Core State Standards and to radically reshape its assessment system, creating a computer adaptive testing system that enables multiple formative assessments, end-of-course exams, and summative assessments aligned to common standards.

As a result of early efforts, Delaware is now a governing state of the Smarter Balanced Assessment Consortium.

6. Applying for and receiving the Race To The Top - Early Learning Challenge (RTTT-ELC) and Kindergarten Assessment

Delaware's strategy for success in early learning and development calls for an aligned birth-to-eight approach to school readiness as the ultimate strategic objective, which is supported by high-quality programming, workforce development, and a whole child developmental focus. Kindergarten entry assessment is an essential component to building a system oriented around the notion of school readiness. The potential value of Kindergarten entry assessments can only be captured when it exists as part of a system of birth-to-eight supports, where the preconditions for building child readiness are addressed by tightly aligned program standards and child development standards. The selection of a statewide kindergarten entry assessment provides a unique opportunity to foster alignment throughout the early childhood system about (1) the domains and standards that are most important for defining school readiness; and (2) developmentally appropriate assessments and how to integrate them with ongoing instructional practice.

Delaware recognizes that a common, statewide kindergarten entry assessment is critical to ensure alignment and coherence across the early childhood and K12 education systems. A robust kindergarten entry assessment will enhance the state's ability to collect and utilize information regarding individual student development and skills, and will serve two primary objectives:

1. to inform individualized instruction, support services and interventions in kindergarten and the early elementary grades; and
2. to provide aggregate data for state and local policy-makers to assess the outcomes from the early childhood system, plan future policy related to closing the readiness gap, and make strategic decisions regarding resource allocation.

Delaware is steadfast in its commitment to implement a kindergarten entry assessment that is aligned with the State's Grade Level Expectations that include the Common Core, the Early Learning and Development Standards, and covers all Essential Domains of School Readiness, statewide for all teachers and students by year 4 of this grant.

The Department is currently developing an RFP for the kindergarten entry assessment. The assessment will provide information about the student in several domains including language and literacy development, cognition and general knowledge, approaches to learning, physical well-being and motor development, and social and emotional development. The observational assessment is teacher administered, based on the collection of performance data. The data will be entered into the computer based system, although hand held devices are not being provided at this time. Data will be reviewed and aggregated as appropriate to inform policy.

The kindergarten entry assessment, as noted above, will provide information and data to teachers in order to provide the individualized supports and interventions to students. A Response to Intervention type approach will be implemented.

Alignment to the Race to the Top Grant

The following information is taken from the RTTT grant application and demonstrates alignment to the requirements in Principle 1.

http://www.doe.k12.de.us/rttt/DE%20RTTT%20Narrative%20Final%20-%20100119_0116.pdf

Common Core State Standards and Assessment Transition Plan as articulated in the 2010 RTTT Grant Application

- Delaware's goal is to adopt new standards by June 2010 ¹and to train the approximately 7000 teachers affected by the new standards by the start of the 2010-11 school year.
- The State expects the curriculum refinement process to be 50% complete by the end of the 2010-11 school year, and 100% complete by the end of the 2011-12 school year.
- By the end of the 2010-11 school year, the State expects that 100% of DCAS tests will be in place, which will include at least three formative assessments.
- To support college-readiness, the State expects that 100% of (11th grade) students will be taking the SAT by the end of the 2010-11 school year.

The following graphic is from the RTTT Grant Application:

¹ Final Common Core State Standards were not finalized until June 2010: <http://www.corestandards.org/articles/8-national-governors-association-and-state-education-chiefs-launch-common-state-academic-standards>. As a result, the Delaware State Board of Education formally adopted them in August 2010.

Based on Delaware's experience, the following steps are necessary to transition effectively to common national standards

Prioritization of standards

- Delaware has employed LFS to help with prioritization
- Prioritization is primarily to increase classroom relevance of standards, and LFS is a leader at this
- Prioritization makes integration easier

Adopt common standards

- Delaware has had necessary law in place since 1995
- Delaware's common standards are hosted online with Grade Level Expectations and recommended instructional units

Integrate existing standards with the new standards

- The DDOE has prepared for integration through standards reviews with broad stakeholder engagement
- Early drafts of the standards have been compared to current standards, and likely changes have been found to be minor

Refine prioritization based on new standards and translate to GLEs

- Delaware will refine its prioritization process once the final standards are released
- Delaware will unpack the standards into Grade Level Expectations to ensure that they are used appropriately in the classroom, and to align education between grades

Training all teachers on new standards

- Delaware will train all teachers on new standards in August 2010
- Delaware will focus the training on classroom relevance and working with professional learning communities

Refine curriculum based on new standards

- The DDOE will undergo a curriculum review for refinement based on new standards
- Teachers will have the opportunity to submit and peer review excellent instructional units for inclusion into refined Delaware Recommended Curriculum

Regulation monitoring curriculum alignment

- Delaware law allows the DDOE to monitor curriculums for alignment to Delaware common standards
- Charters are reviewed in Delaware upon application and renewal

Much of the intent in Delaware's Race to the Top (RTTT) plan is to build local level capacity across our state with an initial infusion of state level resources and funding during the course of our RTTT grant. Central to our RTTT work is the expansion and scaling of best practice consistency across the state via state level RTTT programs that focus on improving our teachers and leaders. RTTT programs such as our Data Coaches, Development Coaches, School Leadership Coaches, etc. are initially a heavy human capital as well as fiscal lift as we bring our entire teacher and leader population to scale with these reforms. This lift will result in a state-wide cadre of professional educators consistently practicing their craft at the school level. Sustainability requirements provide for training of those who are new to the profession. Therefore, the fiscal needs diminish dramatically. Simultaneously, the Delaware Department of Education (DDOE) will continue to reallocate existing resources towards the goal of folding in those initiatives and activities into what will become part of the new DDOE.

To enact this strategy, Delaware has planned a series of activities over the next **five** years. The transition to common standards and high-quality assessments will happen in **three** phases –

Adoption, Implementation, and Cultural Change:

Phase I – Complete

Phase II - Complete

Phase III – IN PROGRESS

Reinforcing a college- and career- oriented culture (July 2011 and ongoing)

Delaware will focus on reinforcing a college- and career- oriented culture in its schools. Building upon the earlier phases of the plan, schools (aided by data coaches) will be expected to monitor, refine, and continuously improve instruction to help students meet high standards. In addition, the State will ensure that DCAS stands as a true measure of these high standards. To this end, the DDOE will use performance trends from 2010-12 to review and DCAS standard levels. This review will also inform DDOE decision-making regarding possible upward adjustment of the performance standards levels. The DDOE will also use assessment data to evaluate the effectiveness of curricular units, and, during 2013-14, will develop new curricular units in response to perceived weaknesses in the Delaware Recommended Curriculum.

Professional Learning Communities and the 90 minutes of weekly collaborative planning time provide the venue for this very valuable work across the schools and LEAs to align the instruction and assessment to the Common Core State Standards and ensure that **EACH** student is afforded the opportunity to improve his or her achievement. The teachers participate in rich, deep collaborative discussion and preparation of their lessons to meet the needs of the students, increase rigor and challenge and provide support and resources aligned to their content and grade level. The schools and LEAs have implemented a comprehensive Instructional Improvement System (IIS), addressing professional development, instructional practice, accountability and feedback in a data informed culture. Each of the elements in the Instructional Improvement System will provide data points for the monitoring and adjustment of each IIS, allowing the LEA to improve their system. Teachers spend their time in the Professional Learning Communities aligning their curriculum, writing and revising common assessments and developing new curricular units.

In June 2014, Delaware's vendor contract for DCAS will expire. Delaware, like other governing states in the SBAC assessment consortium will deliberate on adoption and implementation of the SBAC systems of formative, interim, and summative assessments for the 2014-2015 school year.

DDOE in collaboration with DSEA, GACEC, State parent organizations and other interested stakeholders will work to ensure that "pockets of need" are not missed for students with disabilities and English Learners.

DDOE in collaboration with DSEA, GACEC, State parent organizations and other interested stakeholders will analyze DCAS data, for subsets of subgroups, such as children with disabilities and English Learners, who are in various settings or programs, to better identify specific areas of need and to be able to develop meaningful and obtainable objectives for these subsets and to support interventions specifically focused on these subsets. Additionally use this analysis, to identify from these subsets, programs or settings which indicate exceptional success in closing achievement gaps for the purpose of identifying best practices within Delaware.

These activities will build upon the extensive work that the State has already done to reinforce a college- and career-oriented culture, for example:

- ***Ensuring students are on-track for college or careers while in middle school or high school.*** The State's Student Success Plans, a part of the Reaching Higher for Success Initiative, helps students develop personalized goals and pathways to graduate college-and career- ready. The Student Success Plans are mandated by the state's graduation and diploma regulation and requires students have a personalized plan including tracking courses

to ensure a student is on track to graduate with his or her coursework with a plan for entering into the workforce or college. The State's recently purchased Early Warning System measures students' attendance, credits, course distributions, and grades on at least an annualized basis to ensure that each student is on track to graduate. When students miss intermediate goals, parents and teachers are notified so that they can develop an appropriate response. The Student Success Plan has also assisted with IEP development for students with disabilities who are of transition age. It is one piece of information that helps guide the IEP team in decision making not only about the students high school years but also in planning on how to ensure the student is either college or career ready.

• ***Easing the transition to college.*** The State's graduation requirements are aligned with the entrance requirements for in-state public colleges and universities. The State also provides two scholarship programs (Student Excellence Equals Success – "SEED" and "Inspire") that provide tuition for three of our in-state postsecondary institutions (University of Delaware - <http://www.udel.edu/associateinarts/SEED/>; Delaware Technical and Community College <http://www.dtcc.edu/seed/>; Delaware State University - <http://www.desu.edu/inspire>)

• ***Easing the transition to careers.*** The State has technical and vocational districts in all three counties, with graduation requirements that match national certification programs (e.g. industry-based certification). Delaware also offers Jobs for Delaware's Graduates based on the national program Jobs for America's Graduates, to provide job and career training and experience to the State's high-need students.

The State of Delaware is focused on creating a culture that prepares students to be college- and career-ready upon graduation from high school. Some programs and opportunities that have evolved are as follows:

- AP and pre-AP programs
- Opportunities for dual enrollment and dual credit are being offered
- IB program
- Tech Prep
- Dual Enrollment/Dual Credit Policy

<http://regulations.delaware.gov/AdminCode/title14/500/506.shtml#TopOfPage>

In addition, LEA RTTT plans reflect the state's commitment to these goals/expectations.

Roles and Responsibilities

Transitioning to common, internationally benchmarked standards and high-quality assessments requires a coordinated approach between the State and LEAs. The State's new computer adaptive assessment system, college-readiness assessments, and consortia will be managed by the State's DCAS Adaptive Assessment Administrator. The State's efforts will be led by the DDOE's Curriculum and Instructional Support team, which will manage the rollout and implementation of the State's initiatives. The Curriculum and Instructional Support team will also coordinate the efforts of the STEM coordinating council, external vendors, non-government organizations, and institutes of higher education involved in this work. In addition, the team will aggregate best practices and oversee accountability. LEAs will be responsible for local development and implementation of new curricula, for providing advanced coursework, and for targeting and supporting high-needs students to participate in that advanced coursework. In addition, LEAs will be responsible for creating the comprehensive and aligned approach to education necessary for college- and career- success.

By thoughtfully implementing rigorous new standards and modern, high quality assessments,

Delaware will promote a college- and career- ready culture in its schools. By the 2011-12 school year, Delaware will have these standards and assessments in place, and will be poised to promote data-driven instruction across all schools. Lessons learned will be shared with other states to aid in their respective transitions.

ESEA Flex Extension: Any references to DCAS are replaced by “state assessment” since the SBAC assessments are scheduled to be ready and Delaware will be using these assessments as the “state assessments” in lieu of DCAS in 2014-15.

The following provides a more refined plan on the transition to the new DCAS and the Common Core State Standards:

**Phase-by-Phase Roll Out of Common Core State Standards for Teaching and Learning
Delaware’s Transition From Adoption to Implementation (Rev 7/6/11)**

Phase I 2010-11	Phase II 2011-12	Phase III 2012-13	Phase IV 2013-14
<p>DCAS <i>DCAS will assess existing DE Prioritized Standards in Math and ELA.</i> <i>Field testing Items/Aligned to Prioritized Curriculum</i></p> <p>Common Core</p> <ul style="list-style-type: none"> Understand the foundation of and implications for the CCSS (Component 1) Begin the local district systems shift toward the CCSS through professional development Investigate and interpret the knowledge, skills and understandings in grade level CCSS (Component 2) Plan for curriculum alignment work through state-level PD 	<p>DCAS <i>DCAS will assess existing DE Prioritized Standards in ELA and Math and the CCSS that are content and grade-level matched, and continue field testing items that will be coded to Common Core. Field testing for ALL GRADES (3-10) items aligned with the Common Core will begin.</i></p> <p>Common Core Initial Instructional Implementation for Grade-levels K-12</p> <ul style="list-style-type: none"> Align and select instructional resources based on the CCSS Begin to pilot and implement units of study and lesson plans based on CCSS Research and align scientifically-based reading strategies to CCSS Review and align formative and benchmark 	<p>DCAS <i>DCAS will continue to field test and will begin to assess CCSS in ELA and Math for grades 3-10.</i></p> <p>Common Core Full Instructional Implementation for Grade levels K-12 Initial Implementation for grade levels 6-8</p> <ul style="list-style-type: none"> Align and select instructional resources based on the CCSS Implement units of study and lesson plans based on CCSS Align scientifically-based reading strategies to CCSS Select and use high quality instructional strategies to support the CCSS in ALL classrooms Use high quality, research-based teaching practices to support student learning aligned to the CCSS 	<p>DCAS <i>DCAS will approach full alignment with the Common Core for grades 3-10.</i></p> <p>Common Core Full Instructional Implementation for Grade levels K-12</p> <ul style="list-style-type: none"> Align and select instructional resources based on the CCSS Implement units of study and lesson plans based on CCSS Select and use high quality instructional strategies to support the CCSS in ALL classrooms Use high quality, research-based teaching practices to support student learning aligned to the CCSS Continue high-quality PD aligned to the CCSS <ul style="list-style-type: none"> Refine Math

<ul style="list-style-type: none"> ○ Begin to develop Learning Math Progressions ○ Begin to develop Literacy Concept Organizers ○ Begin to develop Model Instructional Lessons and Units (Math and ELA) 	<p>assessments to CCSS</p> <ul style="list-style-type: none"> ● Continue to develop high-quality PD aligned to the CCSS <ul style="list-style-type: none"> ○ Continue to develop Math Learning Progressions ○ Continue to develop Literacy Concept Organizers ○ Continue to develop Model Instructional Lessons and Units (Math and ELA) 	<ul style="list-style-type: none"> ● Align formative and benchmark assessments to CCSS ● Continue high-quality PD aligned to the CCSS <ul style="list-style-type: none"> ○ Refine Math Learning Progressions ○ Refine Literacy Concept Organizers ○ Refine Model Instructional Lessons and Units (Math and ELA) 	<p>Learning Progressions</p> <ul style="list-style-type: none"> ○ Refine Literacy Concept Organizers ○ Refine Model Instructional Lessons and Units (Math and ELA)
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Increasing the Rigor of Assessments and Alignment to College- and Career-Ready Standards

Following House Concurrent Resolution 32 by the Delaware General Assembly in 2007 and the Governor's educational reform initiatives, the Delaware Comprehensive Assessment System (DCAS) was developed and implemented in 2010.

The goals of DCAS are to (1) provide valid and reliable scores for student's achievement toward the content standards and (2) set targets at national and international benchmarks for the 21st century learners.

To set challenging performance standards for DCAS, the following international and national benchmarks were identified:

- International Benchmarks – Programme for International Student Assessment (PISA) for reading and mathematics in grades 4, 8, and 10, and science in grade 10
- National Benchmarks – NAEP for reading and mathematics in grades 4 and 8, and science in grade 8
- Benchmarks from previous state assessments – DSTP for reading and mathematics in grades 2 through 10, and science in grade 8

A statistical linking of DCAS to PISA was then performed. Thirty PISA items were selected for each test and embedded in the DCAS item bank for field test in spring 2010. All items were calibrated using the RASCH model. The common-item, non-equivalent groups design was applied to link DCAS scores and PISA scores, therefore, yielding PISA-equivalent scores on the DCAS scale. The PISA cut scores for Levels III and IV were located on the DCAS scale to estimate the percentage of Delaware students who could achieve the PISA levels III and IV.

The linkage between NAEP scores and DCAS scores was based on Delaware student performance on the 2009 NAEP reading and mathematics in grades 4 and 8, and on the 2006 NAEP science in grade 8. The NAEP cut score for the proficiency could be located on the DCAS scale to estimate how many Delaware students may achieve this level.

A statistical procedure was conducted to link DSTP to DCAS in the spring of 2011. A common-group design was applied to link the DSTP scores to the DCAS scale. The DSTP cut scores were then located on the DCAS scale.

The results of the statistical linkages provided panelists with an opportunity for direct comparisons where the international and national benchmarks located on the DCAS scale and the percent of students could reach the corresponding levels for

- PISA Level III and Level IV
- NAEP Proficiency level
- DSTP five performance levels

The comparisons also demonstrated how far the DSTP cut scores were below the national and international benchmarks, which directed the panels to set challenging cut scores for DCAS.

Limitations of Statistical Linking:

- The accuracy of statistical linking is based on the similarity of test construct, groups used for analysis, and administration time between the two tests.
- The linking relationship is not symmetric
- The linking equivalents yielded in the study do not support score-to-score concordance

Student motivation could have an impact on test results in the stand-alone field test on which the statistical linking was performed in the study

The DCAS-Alt1 (Delaware's Alternate Assessment based on Alternate Achievement Standards) conducted standard setting during the summer of 2011. The goals of DCAS-Alt1 are to (1) provide valid and reliable scores for student's achievement toward the Grade Band Extensions (based on Common Core State Standards) and (2) set targets that are as rigorous of those for their non-disabled peers. Because there is not a national assessment in which to align scores to for the DCAS-Alt1, educators and community members on the Standard Setting Panels reviewed the Achievement Standards established for the DCAS to assist in the decision making process for the DCAS-Alt1. In August of 2011 the State Board approved the equally rigorous Achievement Standards established by the Standard Setting panels.

Defining College- and Career- Readiness

Delaware adopted the Common Core State Standards in 2010 and have established the vision within Delaware's Education Plan, that every single student in our system will graduate college- and career- ready, with the freedom to choose his or her life's course. The term "college- and career- ready" is used frequently in education reform, but the public still struggles with a true understanding of what is meant by the phrase. According to Achieve, Inc., a national leader in education reform, "college- and career- ready refers to the content knowledge and skills high school graduates must possess in English and mathematics – including, but not limited to, reading, writing, communications, teamwork, critical thinking and problem solving – to be successful in any and all future endeavors."

The P-20 Council will establish the College- and Career- Readiness subcommittee and this subcommittee will be responsible for developing Delaware's definition of College- and Career- Readiness. This subcommittee will be representative of the various subgroups of students. Using the Achieve definition as a starting point, information from Common Core State Standards, the Smarter Balanced Assessment Consortium, and stakeholders including representatives from department of education, exceptional children's council, career and technology education, institutes of higher education, business community, and the Department of Labor, the committee will develop a definition and present to the P-20 Council for adoption. The P-20 Council meets quarterly. The subcommittee will present to the full

council at its next two meetings following the subcommittee's appointment. As a result of the feedback received during the application period, the DDOE articulated the specific stakeholders that will be involved in the development of the definition of College- and Career-Readiness.

Delaware, a partner in the Harvard Strategic Data Project plans to complete a College Going Diagnostic, using historical data from Delaware students. These data could be used by LEAs and schools in order to inform decisions regarding supports and interventions to increase graduation for all students with reduced remediation rates at the postsecondary level. In addition, from this work, early indicators will help to drive the definition for College- and Career- Readiness. The College-Going Diagnostic offers a much longer view of the education pipeline than simply college enrollments directly after high school. College- and career- readiness is explored by paying special attention to two critical junctures in students' high school careers: the progression from 9th to 10th grade and the progression from 9th grade to high school graduation. From there, college enrollment patterns of graduates, including students' initial post-secondary enrollment patterns and their persistence to the second year of college are reviewed in the context of their prior preparation. Indicators that are analyzed in the diagnostic include: On Track to Graduate, Graduation, College Enrollment, College Persistence, P-20 and Remediation. The Diagnostic, due for a Summer 2012 completion will be a resource in our work in making all students college- and career- ready.

Finally, it should be noted that all activities with regards to the professional development and support needed to prepare administrators the ability to provide "strong, supportive instructional leadership based on the new standards" are offered jointly to both teachers and administrators in an effort to ensure more thorough, consistent understanding.

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.</p> <p>i. Attach the State's Memorandum of Understanding (MOU) under that competition. (Attachment 6)</p>	<p>Option B</p> <p><input type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least</p>	<p>Option C</p> <p><input type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Attach evidence that the SEA has submitted these</p>
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	<p>grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Provide the SEA’s plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.</p>	<p>assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)</p>
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1. C The State selected Option A. Please see Attachment 6.

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

- 2.A.i Provide a description of the SEA's differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA's plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA's differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Delaware's Differentiated Recognition, Accountability, and Support System

Background of the Differentiated Recognition, Accountability and Support System

The DDOE proposes to implement a single accountability system that treats Title I, Title I eligible and Non-Title I districts and schools in a similar manner, to the extent allowable by the federal ESEA law and regulation. This supports the premise behind the state's vision that every student graduate college and career ready, with the freedom to choose his or her life's course. The current practices and new initiatives, some of which are supported by the RTTT grant, provide a robust structure whereby the state can better identify the level of support and targeted assistance needed for our LEAs and schools. The goals and corresponding metrics from Delaware's Education Plan provide a framework to identify what targeted assistance is needed for LEAs and schools to support its students. The support to LEAs and schools must be varied because not all LEAs and schools have the same challenges or strengths. This plan supports this premise. Additionally, Delaware is also aware that this is a continuous improvement process and the data points developed and available today will be different and more robust in the future. The ability to revise what determines the levels of support is inherent in this plan. Although Adequate Yearly Progress (AYP) will be calculated for schools and districts, it is not the only factor that will be used to determine the types of support the school and district will receive or the requirements of which they may be subject.

The new proposed system eliminates the provisions of school improvement as currently delineated in Sec. 1116(c) of ESEA and establishes a recognition, accountability and support system aligned to the provisions of the ESEA Flexibility. As stated above, this will mean that targeted resources and support will be provided to **all** LEAs and schools based on the identified needs of the LEAs and its schools rather than a one size fits all approach. This includes the elimination of the requirement to provide choice, supplemental education services and the required funding set asides. This means eliminating the requirement for funding set asides for: 1) professional development for LEAs under improvement; 2) Choice and Supplemental Education Services (SES) for LEAs with any Title I schools under improvement; and 3) professional development for Title I schools under improvement.

Delaware is exercising the option for flexibility from the current school improvement requirements for a variety of reasons. First, the current school improvement requirements under

Section 1116 of the ESEA are prescriptive and offer a one size fits all approach to increasing student achievement. Second, the current required set-aside for Choice and SES far exceeds the level of funds necessary to support the current demand for these interventions. Third, the administrative burden for SEAs and LEAs is significant, even when participation is low.

The state is proposing to provide LEAs with the flexibility to use their Title I funds to implement strategies that more appropriately align with the individual needs of schools and their struggling students. The state will encourage LEAs to consider funding strategies that give parents options to access additional services for their struggling students such as extended day opportunities and other activities through community partnerships. The state will also encourage LEAs to continue offering school choice options for parents through Delaware's Statewide Choice program, as provided by state law. An LEA's alternative strategies and interventions for struggling schools will be reviewed and approved through the annual consolidated application and any school improvement grants for which they may be eligible. LEAs will be required to annually demonstrate how they ensure all Title I school wide schools have Success Plans that incorporate the ten requirements for school wide schools outlined in Section 1114 of the ESEA. LEAs will be required to ensure that these educationally sound and research-based school wide strategies are incorporated in each school wide school, at a minimum. LEAs will also have the option of continuing to honor previous ESEA Choice placements and use their Title I funds or local funds to pay for Choice related transportation.

LEAs with Focus Schools will be required to set aside a portion (between 5 and 20%) of their Title I, Part A funds to support state approved interventions in the school(s). The LEA must provide a justification in its annual consolidated application for the portion of funds it proposes to set aside.

This justification must take into account the following factors: 1) the number of Focus Schools the LEA is required to address; 2) total student enrollment in the school(s); 3) the total number of students in each subgroup that caused the school(s) to be identified; and, 4) the scope of the state approved intervention(s) the LEA proposes to implement in the schools. This will allow for a statewide economy of scale.

LEAs with Focus Schools will also be eligible to apply for a competitive grant to support the state approved interventions. If an LEA receives sufficient funding through the competitive grant to fully implement the selected intervention(s) the LEA may request to reallocate any remaining Title I, Part A funds its set aside in its consolidated application to support other allowable activities in its Title I schools.

LEAs with Partnership Zone (Priority schools) schools already have access to significant funding through Race to the Top and through competitive 1003(g) SIG grants. PZ funds have already been allocated based on submitted and approved LEA plans for these schools.

If, during the course of plan implementation, the LEA determines that this funding is not sufficient to fully implement their selected intervention model, the LEA may submit an amendment request to the SEA to amend their plan and to set aside a portion of their Title I, Part A funds to support Partnership Zone Schools as explained in more detail later in this document in Section 2.D.iii.

Delaware's Context

Delaware currently has nineteen school districts and twenty two charter schools. For purposes

of this application, these are considered our local education agencies (LEA). Total district and charter school enrollment for September 30, 2011, excluding Dover Air Force Base (DAFB) is 130,102. This represents an increase of 1,267 students (+0.98%) over September 30, 2010 enrollment of 128,835. Enrollment at DAFB for September 30, 2011 is 518 students. The number of students enrolled in charter schools for September 30, 2011 grew to 10,322 an increase of 797. The enrollment trend continues to show steady growth with the last two years representing increases of 1.32% and 1.10%, consistent with this year's increase.

TABLE B: DELAWARE STATE FALL ENROLLMENT (SCHOOL YEAR 2011-2012)

Gr	Stud Count	African Am	Am Indian	Asian Am	Hawaiian	Hispanic	White	Multi Racial	EL	Low Income	Special Ed
	#	%	%	%	%	%	%	%	%	%	%
Pre-K	1,702	28.3	2.3	2.2	0.1	14.6	50.4	2.2	0.0	27.0	99.6
K	10,188	28.8	0.4	3.1	0.1	16.7	47.6	3.2	12.7	44.4	7.6
Gr 1	10,278	30.2	0.5	3.7	0.1	17.1	45.2	3.2	13.7	52.5	7.9
Gr 2	10,002	32.1	0.6	3.6	0.1	15.1	46.6	1.9	10.0	52.1	9.1
Gr 3	10,235	31.0	0.6	3.7	0.0	15.7	47.3	1.7	7.6	50.8	11.6
Gr 4	9,776	31.8	0.6	3.9	0.1	14.5	47.1	2.0	4.8	50.2	13.9
Gr 5	9,988	32.6	0.4	3.4	0.1	13.0	48.4	2.1	3.5	48.7	15.0
Gr 6	9,985	32.6	0.4	3.3	0.1	12.9	48.4	2.3	2.5	48.9	14.6
Gr 7	9,861	32.1	0.4	3.0	0.0	12.3	50.4	1.7	2.5	47.5	14.7
Gr 8	9,695	33.6	0.5	3.0	0.1	11.0	50.4	1.5	2.5	46.2	14.2
Gr 9	11,337	34.9	0.4	3.1	0.0	11.1	49.6	1.0	3.2	44.2	14.5
Gr10	9,948	32.4	0.4	3.3	0.0	10.7	52.4	0.9	2.1	40.5	12.8
Gr 11	8,868	30.8	0.4	3.5	0.0	9.8	54.7	0.7	1.7	37.0	12.8
Gr12	8,747	30.9	0.4	4.0	0.0	8.4	55.6	0.7	1.6	35.2	13.8
Total	130,610	31.8	0.5	3.4	0.1	13.0	49.4	1.8	5.3	45.9	13.6

The following provides a breakdown of the schools in the 2010-2011 school year in Delaware:

- Total Number of schools = 210
- Total Number of schools rated = 206
- Total Number of elementary schools = 102
- Total Number of middle schools = 34
- Total Number of high schools = 30
- Total Number of special schools = 17
- Total Number of charter schools = 17
- Total Number of combination schools = 5*
- Total Number of other agency schools = 1
- Total Number Not Applicable/New = 4

*2 elementary/middle; 3 middle/high

Schools In School Improvement 66 (based on 2010-2011 Accountability determinations)

–Title I 35

–Non Title I 31

For the 2011-2012 school year, 32% of the state's schools were under school improvement and required to follow the provisions of Sec. 1116 (c) of ESEA.

Adequate Yearly Progress Determinations

All districts and schools will continue to be subject to the same methodology for the determination of Adequate Yearly Progress (AYP) regardless of Title I status. This will be one factor that is taken into consideration when assigning levels of support for LEAs.

The DDOE proposes to calculate and report Adequate Yearly Progress (AYP) using the required elements in the current reauthorization of ESEA. The primary change will be adjusting the Annual Measurable Objectives (AMOs) for the determination of AYP. Delaware proposes to continue to use the value table growth model currently approved in the state's Consolidated State Application Accountability Workbook.

The DDOE proposes to continue to use the current minimum “n” size of 40 for the 2011-12 school year. Beginning with the 2012-13 school year, the DDOE proposes to adjust the minimum “n” size to 30.

Using assessment data from the 2010-11 school year, DDOE ran impact data to support this decision. In the comparison, we ran the data using 40 as the minimum “n” and then 30 as the minimum “n”. The following highlights some of the results:

Indicator	Qualified cells/subgroups – 40 NCount		Qualified cells/subgroups – 30 NCount	Difference	Percent Increase
Reading	826		922	+96 cells	11.62%
Math	839		944	+105 cells	12.51%
Total	1665		1866	+201 cells	

As displayed, by changing the minimum “n” to 30, Delaware will have an approximate 12% increase in both Reading and Math, therefore, including more students in the calculations.

In addition, when taking a deeper look at the data, there is evidence that this change will significantly affect the Students with Disabilities subgroup and the English Learner subgroup.

The results for those subgroups follow:

Indicator	Qualified cells/subgroups – 40 NCount		Qualified cells/subgroups – 30 NCount	Difference	Percent Increase
SWD Reading	59		84	+25	42.37%
SWD Math	62		95	+33	53.23%
EL Reading	33		46	+13	39.39%
EL Math	34		48	+14	41.18%

By making this change effective beginning with the 2012-13 school year, DDOE intends to use the transition time for communication and professional development with our schools, districts, and stakeholders.

TABLE C: ADEQUATE YEARLY PROGRESS (AYP) CALCULATION

Current AYP Elements – Status & Growth Models	Proposed AYP – Status & Growth Models															
<p>Performance – disaggregated by 11 subgroups – 100% proficiency by 2013-2014. Performance is based on Status and/or Growth Model targets. *Growth Model targets are correlated to the Status Model targets.</p> <table><tr><th>Year</th><th>Reading</th><th>Math</th></tr><tr><td>2010-11</td><td>50</td><td>49</td></tr><tr><td>2011-12</td><td>66.5</td><td>66.3</td></tr><tr><td>2012-13</td><td>83.3</td><td>83.2</td></tr><tr><td>2013-14</td><td>100</td><td>100</td></tr></table>	Year	Reading	Math	2010-11	50	49	2011-12	66.5	66.3	2012-13	83.3	83.2	2013-14	100	100	<p>Performance – disaggregated by 11 subgroups – new annual measurable objectives (AMOS) New statewide AMOs will reflect a 50% reduction of non-proficient students by subgroups (Section 2 B in this document) Performance is based on Status and/or Growth Model targets. *Growth Model targets are correlated to the Status Model targets.</p>
Year	Reading	Math														
2010-11	50	49														
2011-12	66.5	66.3														
2012-13	83.3	83.2														
2013-14	100	100														
<p>Participation (95%) – disaggregated by 11 subgroups</p> <p>Other Academic Indicator (OAI) - Attendance (90%) for Elementary and Middle schools Graduation Rate (targets to be recalculated because of cohort reassignment) All students used for AYP; subgroups for Safe Harbor</p>	<p>Participation (95%) – disaggregated by 11 subgroups</p> <p>Other Academic Indicator (OAI) - Attendance (90%) for Elementary and Middle schools – All Students Graduation Rate (targets recalculated for ESEA Four-Year Adjusted Rate) Calculated for total school and all applicable subgroups</p>															
<p>“N” count for cells – 40</p>	<p>“N” count for cells – 40 for 2011-12 school year; 30 beginning with the 2012-13 school year</p>															
<p>Confidence Interval - 98% Status Model Only</p>	<p>Confidence Interval - 98% Status Model Only</p>															
<p>Safe Harbor including confidence interval 75% – Status Model Only</p>	<p>Safe Harbor including confidence interval 75% – Status Model Only</p>															
<p>For Growth model –points are based on growth of students performance – Fall to Spring</p>	<p>For Growth model –points are based on growth of students performance – Fall to Spring</p>															

The AYP determination of schools will continue to be reported to the Delaware State Board of Education and publicly reported on the respective school and LEA profile page as well as the state profile page.

The AYP determination is a component of the LEA assignment to a level of support within the Delaware Education Support System as further explained in **Section 2.G**.

The DDOE is in a unique position because of the current regulatory, legislative and RTTT grant framework in place that supports and is aligned to the tenets of Principle 2. The following narrative provides the detail of the system.

Reward and Recognition Schools

Overview

The DDOE will name one school as a highest performing reward school and one school as high progress reward school for 2011-12 once USDOE approves the DDOE definition of reward schools using 2010-11 assessment data. Beginning with the 2011-2012 assessment data, the DDOE proposes to continue to name one highest performing reward school and one high progress school, and to identify up to fifteen (15) additional schools as “Recognition” schools to honor the performance and/or progress of schools regardless of Title I status.

The DESS Advisory will be involved in the oversight of the Reward and Recognition Schools programs.

Delaware has been active in awarding specific Title I schools through the Title I Distinguished Schools Program and Academic Achievement Awards. The state has participated in the Title I Distinguished Schools Program for many years and recently awarded schools with the Academic Achievement Awards. The Academic Achievement Awards were established by Senate Bill 151 and funded through ARRA funds. The Academic Achievement award program provided for the identification of 5 Title I schools in each of the 2010-2011 and 2011-2012 school years. The awards were to schools that had significantly closed the achievement gap and/or schools that had exceeded their adequate yearly progress for two or more consecutive years. The RTTT grant also provides for the continuation of an awards program in the same or a changed format. (See Page D-23 of Delaware’s approved RTTT grant). Schools named under these programs for the 2011-12 school year qualify as Recognition Schools (see 2.C.i.).

Funding Structure

The financial awards for Reward and Recognition schools will come from state, Title I and RTTT funds. The DDOE will require Reward and Recognition Schools to provide a plan on the use of the funds to ensure compliance with any funding provisions, but allow the schools the latitude to use the funds as determined by the school. Further detail is provided in section 2.C of this application.

Priority/Partnership Zone Schools

Overview

The DDOE has identified 5% (8 schools) of the Title I schools as Priority Schools for this Flexibility request. Four schools were identified based on the 2010-2011 assessment data. The other four schools were identified based on 2009-2010 assessment data. The DDOE currently has a set of schools that meet the criteria for identification of the Priority Schools and the methodology for the determination of the Priority schools is described in section 2.D of this application.

Delaware is in a unique position because of the current regulatory framework that provides for the establishment of the state’s Partnership Zone. The regulation defines an approach for turning around persistently low-achieving schools that combines authority with flexibility, and that promotes rapid reform within a collective bargaining environment. This authority allows the state to intervene in its persistently-low achieving schools. The regulation that provides for this

framework defines the processes an LEA must take upon the selection of a school assigned to the Partnership Zone. The regulation was in place prior to the RTTT application. The Partnership Zone is a critical component of the ongoing work to identify what works and what will have the most profound effect on improving outcomes for these schools.

To this end, and as allowable under the ESEA Flexibility guidance, the DDOE proposes to identify eight (8) of the current Partnership Zone schools as Priority Schools since the eight schools meet the criteria outlined in the guidance. Rather than adding another classification of schools, the DDOE proposes to continue using the terminology ‘Partnership Zone’ as the classification label for these and the two other schools the state identified as Partnership Zone schools. In total ten (10) schools have been identified as Partnership Zone schools. Partnership Zone (PZ) schools are required to select an intervention that is specified in the ESEA Flexibility Turnaround Principles Guidance.

As noted in the regulation there are specific requirements, timelines, and agreements that must be in place for the PZ schools. First, the regulations give the State the ability to select persistently low achieving schools for turnaround; second, for these selected schools, the State has to sign off on the LEA’s choice of one of the four School Improvement Grant (SIG) intervention models including: School Closure Model, Restart Model, Turnaround Model and Transformational Model; the LEA must secure an agreement with the local bargaining unit for sufficient operational and staffing flexibility for the model to be implemented successfully; fourth, if the LEA and collective bargaining unit cannot agree, the Secretary of Education can break a stalemate and choose whichever side has the strongest plan for reform. To date, ten (10) schools have been assigned to the Partnership Zone. The School Turnaround Unit (STU) is responsible for technical assistance and oversight of the PZ schools. The detailed requirements for the Partnership Zone schools are found in 14 DE Admin Code 103 Accountability for Schools, District and the State <http://regulations.delaware.gov/AdminCode/title14/100/103.shtml#TopOfPage>.

Funding Structure

The funding structure for Partnership Zone schools includes funding from the RTTT grant as well as the ability to apply for the SIG 1003(g) funds. LEAs with Priority schools can also set aside a portion of their Title I, Part A allocation for activities to support Priority Schools.

If, during the course of plan implementation, the LEA determines that this funding is not sufficient to fully implement their selected intervention model, the LEA may submit an amendment request to the SEA to amend their plan and to set aside a portion (between 5 and 10%) of their Title I, Part A funds to support Partnership Zone Schools as explained in more detail later in this document.

Additional Supports for Priority Schools

The DDOE intends to conduct a comprehensive review of the schools identified in the Partnership Zone using a research-based school level diagnostic tool. The review will help identify and prioritize challenges in the areas of Leadership, Budget and Resources, Curriculum and Instruction, Assessment and Accountability, Professional Development, School Environment, and Stakeholder Engagement. The DDOE provides technical assistance to the school and its LEA in developing strategies to address identified areas of need. The school and LEA will include these needs, strategies and associated measures in their Success Plans to ensure continuous improvement. As noted earlier, the Success Plan is the action plan that aligns its goals, objectives, strategies and it is the document that guides the work.

Focus Schools

Overview

As required by the ESEA Flexibility, DDOE has identified 10% (13 schools) of the Title I schools as Focus Schools for the 2011-2012 school year based on the 2010-2011 assessment data. This is a new classification of schools for Delaware. The methodology for the determination of the Focus schools is described in **2.E**. The DDOE is proposing to identify up to an additional 5% (7 schools) of the Non-Title I schools that meet the definition of Focus Schools. The number of schools will be weighed against the amount of state school improvement funds provided in the annual state budget appropriation. The DDOE is cognizant of the need to provide funding that is compatible with the types of interventions that are being proposed for Focus Schools.

Focus Schools will be identified and remain classified as such for a period of three years beginning with the 2012-2013 school year; unless the Focus School meets the exit criteria.

The DDOE proposes to require LEAs that have an identified Focus school(s) to provide a plan that addresses the needs of the students that resulted in the identification as a Focus school. The funding for schools will not be formula driven as was the case in the past. Instead, the LEA will be required to select one or more interventions from a menu of state provided options as outlined below, or from other interventions that are demonstrated as educationally sound for the population of students the plan addresses, and identify the funding (within a DDOE determined range) to implement the plan. An LEA must outline how the intervention(s) it selects are either **new** to the school or are a significant expansion to the current practice(s) and that address the targeted identified subgroups. The LEA will be required to demonstrate teacher and parent community engagement in determining specific root causes related to identification and strategies for improvement. Additionally, DDOE intends to require local school boards to participate in the planning process and approve the final plan. Most critical is that plans are data informed and address the needs of the particular Focus school. The DDOE will be looking specifically for strategies that target the underperforming subgroups such as EL, SWD, or low income that led to its identification.

The DDOE is developing a grant application checklist and rubric that will be used to evaluate the LEA's level of commitment to the interventions, the likelihood of its positive impact on student achievement and to ensure the plan and grant include the necessary levels of detail and quality we will expect to see in approvable applications. This process is very similar to School Improvement Grant 1003(g) competition. It is important to note that the competition is not between LEAs but rather against the rubric. LEAs would have the opportunity to receive reviewer feedback and revise and resubmit their plan.

The DDOE is providing the following as a menu of options a Focus School must select (one or more) that appropriately align to the school's needs as identified through a comprehensive needs assessment:

- Extended time (day, week, year) for students with designated intervention strategies
- Partnerships with community – 21st Century Community Learning Center-like (academic + enrichment)
- Strategies to address social, emotional and health needs
- Job-embedded Professional Development
- Assignment of Leadership Coach to support administrator evaluation/improvement
- Assignment of Development Coach to support educator evaluation/improvement

- Targeted and refocused use of Data Coaches in LEA and school leadership Professional Learning Communities (PLC)
- Develop and initiate a comprehensive parent engagement plan;(This item was added as a result of stakeholder input during the application process)
- Use of external provider(s) matched to identified school needs
- Changes to LEA policy, practices, and/or procedures
- Staffing selection and assignment
- Locally developed option(s) that are research based and supported by needs assessment data

Funding Structure

The funding structure for Title I Focus Schools would include a base state school improvement fund allocation plus the competitive Title I 1003(a) grant funds. Although the DDOE currently receives \$1 million in state school improvement funds annually, we have requested additional state funding from our General Assembly to support grants to LEAs with Focus schools. Once the DDOE receives a final budget from the General Assembly, it will establish the base state school improvement allocation. After all approvable grants are awarded it is our intention to use any remaining Title I or state funds to enhance funding for Reward and Recognition schools and to provide additional state-level supports in Partnership Zone and Focus Schools.

LEAs with Focus Schools will also be required to set aside a portion (between 5 and 20%) of their Title I, Part A funds to support state approved interventions in the school(s). The LEA must provide a justification in its annual consolidated application for the portion of funds it proposes to sets aside. This justification must take into account the following factors: 1) the number of Focus Schools the LEA is required to address; 2) total student enrollment in the school(s); 3) the total number of students in each subgroup that caused the school(s) to be identified; and, 4) the scope of the state approved intervention(s) the LEA proposes to implement in the schools. This will allow for a statewide economy of scale.

If an LEA receives sufficient funding, through the competitive grant mentioned above, to fully implement the selected intervention(s) the LEA may request to reallocate any remaining Title I, Part A funds its set aside in its consolidated application to support other allowable activities in its Title I schools. The funding structure for any Non-Title I Focus Schools would include a base state school improvement allocation plus competitive state school improvement grant funds as available.

The funding structure for any Non-Title I Focus Schools would include a base state school improvement allocation plus competitive state school improvement grant funds as available.

Additional Supports for Focus Schools

The DDOE intends to conduct a comprehensive review of the Focus Schools using a research-based school level diagnostic tool. The review will help identify and prioritize challenges in the areas of Leadership, Budget and Resources, Curriculum and Instruction, Assessment and Accountability, Professional Development, School Environment, and Stakeholder Engagement. The Comprehensive Success Review process has been utilized in other schools and LEAs in Delaware. The DDOE will provide technical assistance to the school and it's LEA in developing strategies to address identified areas of need. The school and LEA will include these needs, strategies and associated measures in their Success Plans to ensure continuous improvement.

State Accountability and Ongoing Improvements - Extension

Delaware's statewide system of accountability and supports will continue to evolve, as it should, to best reflect and advance college and career ready outcomes for all students. The state is currently working on refinement of a multi-measure framework that will allow for a more nuanced and targeted method for identifying schools for intervention, support and recognition. This is critical as the state transitions to new assessments and has access to additional metrics.

The DDOE is committing to broad stakeholder engagement in this refinement process.

In addition, the DDOE has proposed changes to Priority schools that are reflected later in this document.

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

<p>Option A</p> <p><input type="checkbox"/> The SEA includes student achievement only on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.</p>	<p>Option B</p> <p><input checked="" type="checkbox"/> If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must:</p> <ul style="list-style-type: none"> i. provide the percentage of students in the “all students” group that performed at the proficient level on the State’s most recent administration of each assessment for all grades assessed; and ii. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.
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The DDOE does not propose to use student achievement on assessments other than the reading and mathematics assessments required under ESEA Section 1111(b)(3) in the differentiated recognition, accountability and support system and to identify reward, priority, and focus schools.

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

<p>Option A</p> <p><input checked="" type="checkbox"/> Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <p>1. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>Option B</p> <p><input type="checkbox"/> Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <p>• Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>Option C</p> <p><input type="checkbox"/> Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.</p> <p>1. Provide the new AMOs and an explanation of the method used to set these AMOs.</p> <p>2. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below.</p> <p>3. Provide a link to the State’s report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups. (Attachment 8)</p>
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Overview of Accountability Categories and Annual Measurable Objectives

In the 2010-11 school year, Delaware went through a significant transition when implementing new assessments (DCAS). As a result, there were many amendments to the state’s Accountability Workbook* which included the following:

- Using AYP only (DDOE previously had an integrated system using our State

Progress Determination)

- Simplify the rating “labels”
- Using Attendance for Other Academic Indicators at the Elementary/Middle Levels
- Changing the growth performance calculation to a Fall to Spring comparison
- Resetting the AMOs for performance calculations
- Using all required student subgroups

These changes required extensive communication to all stakeholders in the state. As a result of these efforts, the Committee of Practitioners considers it appropriate that the State of Delaware maintain this recently revised AYP structure. In addition, these revisions support the foundational goals in the approved RTTT grant.

Student Outcome Goals

The goal of Delaware’s plan is to decrease the percentage of non-proficient students by 50% in each subgroup by the end of the 2017 school year, thereby reducing the achievement gaps.

The goal of Delaware’s plan is to increase the percentage of students graduating from high school to 89.2% by the end of the 2017 school year.

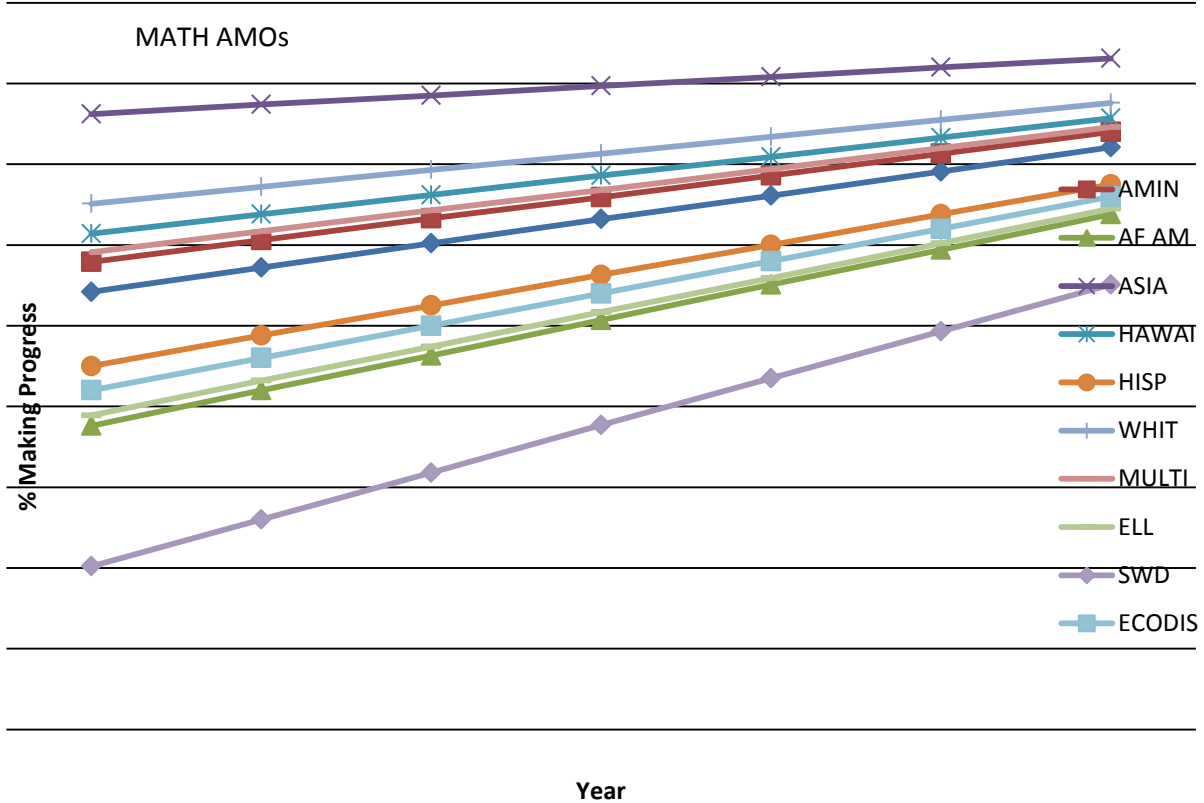
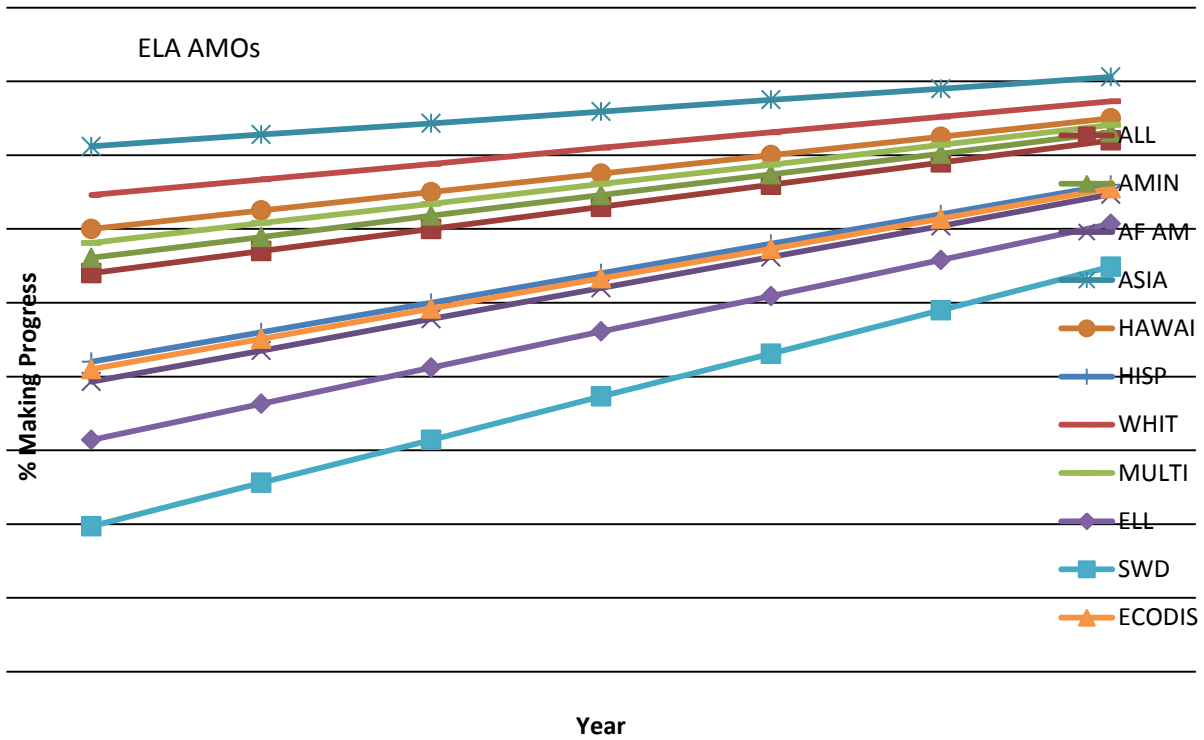
Status model AMOs were calculated using the Option A criteria. Delaware used the statewide version of Option A. Baselines for ELA and Math were calculated for all students and each subgroup using the statewide percent proficient across all schools from the 2010-11 DCAS data. Baseline percent proficient was then used to calculate the 2016-17 AMO targets that would result in a 50% reduction in the percent not proficient for each group by content area. AMO targets for 2011-12, 2012-13, 2013-14, 2014-15 and 2015-16 were determined by increasing the targets in equal increments from the baselines to the 2016-17 targets.

Delaware currently is approved to determine AYP based on the Status Model proficiency targets and Growth Model proficiency targets. DDOE has committed to reducing the achievement gaps as demonstrated through the Delaware Education Plan as well as the goals identified in the state’s Race to the Top grant. The selection of this methodology is aligned to the current goals for LEAs and schools as they implement and evaluate the effectiveness of the plans. This means that all LEAs and schools are striving to attain common objectives for their students based on the statewide baseline data.

The Option A targets below require that subgroups starting at lower baselines make greater annual progress toward meeting college and career ready standards.

**TABLE D: OPTION A WITH SUBGROUP-SPECIFIC TARGETS BASED ON 2011
STATEWIDE SUBGROUP BASELINES (50% REDUCTION IN THE PERCENT NOT
PROFICIENT BY 2017)**

Status Model Subgroup	2011 Baseline	Targets 2012	2013	2014	2015	2016	2017
ELA							
All	64.0	67.0	70.0	73.0	76.0	79.0	82.0
AMIN	66.1	68.9	71.8	74.6	77.4	80.2	83.1
AFAM	49.3	53.5	57.8	62.0	66.2	70.4	74.7
ASIA	81.2	82.8	84.3	85.9	87.5	89.0	90.6
HAWAI	70.0	72.5	75.0	77.5	80.0	82.5	85.0
HISP	52.0	56.0	60.0	64.0	68.0	72.0	76.0
WHIT	74.6	76.7	78.8	81.0	83.1	85.2	87.3
MULTI	68.1	70.8	73.4	76.1	78.7	81.4	84.1
EL	41.4	46.3	51.2	56.1	60.9	65.8	70.7
SWD	29.7	35.6	41.4	47.3	53.1	59.0	64.9
ECODIS	51.0	55.1	59.2	63.3	67.3	71.4	75.5
Math							
All	64.2	67.2	70.2	73.2	76.1	79.1	82.1
AMIN	67.9	70.6	73.3	75.9	78.6	81.3	84.0
AFAM	47.6	52.0	56.3	60.7	65.1	69.4	73.8
ASIA	86.2	87.4	88.5	89.7	90.8	92.0	93.1
HAWAI	71.4	73.8	76.2	78.6	80.9	83.3	85.7
HISP	55.0	58.8	62.5	66.3	70.0	73.8	77.5
WHIT	75.1	77.2	79.3	81.3	83.4	85.5	87.6
MULTI	69.1	71.7	74.3	76.8	79.4	82.0	84.6
EL	48.9	53.2	57.4	61.7	65.9	70.2	74.5
SWD	30.2	36.0	41.8	47.7	53.5	59.3	65.1
ECODIS	52.0	56.0	60.0	64.0	68.0	72.0	76.0



Delaware also proposes to use our previously approved value-table based growth model. Growth model AMOs were calculated by multiplying each Status model AMO expressed as a proportion by 300. For example, the ELA “All” students subgroup target is 67.0. This translates to 201 (.67 multiplied by 300) as the growth target.

TABLE E: OPTION A WITH SUBGROUP-SPECIFIC TARGETS GROWTH MODEL AMOs

Growth Model Subgroup	2011 Baseline	Targets					
		2012	2013	2014	2015	2016	2017
ELA							
All	192	201	210	219	228	237	246
AMIN	198.3	206.7	215.4	223.8	232.2	240.6	249.3
AFAM	147.9	160.5	173.4	186	198.6	211.2	224.1
ASIA	243.6	248.4	252.9	257.7	262.5	267	271.8
HAWAI	210	217.2	225	232.5	240	247.5	255
HISP	156	168	180	192	204	216	228
WHIT	223.8	230.1	236.4	243	249.3	255.6	261.9
MULTI	204.3	212.4	220.2	228.3	236.1	244.2	252.3
EL	124.2	138.9	153.6	168.3	182.7	197.4	212.1
SWD	89.1	106.8	124.2	141.9	159.3	177	194.7
ECODIS	153	165.3	177.6	189.9	201.9	214.2	226.5
Math							
All	192.6	201.6	210.6	219.6	228.3	237.3	246.3
AMIN	203.7	211.8	219.9	227.7	235.8	243.9	252
AFAM	142.8	156	168.9	182.1	195.3	208.2	221.4
ASIA	258.6	262.2	265.5	269.1	272.4	276	279.3
HAWAI	214.2	221.4	228.6	235.8	242.7	249.9	257.1
HISP	165	176.4	187.5	198.9	210	221.4	232.5
WHIT	225.3	231.6	237.9	243.9	250.2	256.5	262.8
MULTI	207.3	215.1	222.9	230.4	238.2	246	253.8
EL	146.7	159.6	172.2	185.1	197.7	210.6	223.5
SWD	90.6	108	125.4	143.1	160.5	177.9	195.3
ECODIS	156	168	180	192	204	216	228

Delaware’s Accountability System - 2012

Adequate Yearly Progress (AYP) Determinations

In 2006, Delaware was approved to use two measures in the performance calculation creating an integrated system. The following procedures are used to determine AYP:

1. Determine the number of students in each school by total school and subgroup. Each AYP cell must have at least 40 students through the 2011-12 school year. Beginning with 2012-13, each AYP cell must have at least 30 students.

2. Determine the participation rate (Full Academic Year [FAY] is not considered) for the total school and each eligible subgroup identified in Step 1 for reading and then again for

mathematics. The annual target is fixed at 95%.

3. Determine the graduation rate (high school) for the total school and all applicable subgroups (see **Table F** for targets). In order for a school/district to meet the target in the graduation rate calculation, they must either demonstrate an increase of at least 2 percentage points from the previous year's calculation, or meet (or exceed) the established graduation rate target for the current year.

4. Determine the average daily attendance rate (elementary/middle schools) for the total school (subgroups only if supporting Safe Harbor). The annual target for 2012 is 90.0%.

5. For each matched FAY student with a valid Fall 2011 and Spring 2012 DCAS Summative score in reading, calculate the performance level (PL) change and determine if the school and any eligible subgroups meet the Annual Measurable Objective (AMO). Repeat for mathematics. (see **Table E**)

6. If the school and all eligible subgroups have met the AMOs for reading and mathematics using the Growth Model (GM), including the applicable Other Academic Indicator (OAI), the school is deemed as meeting AYP. If the school misses its AMO using the GM, then the Status Model (beginning with Step 7) is calculated.

7. Determine the percent of FAY students that were “proficient” in reading on the DCAS summative (Spring, 2012). Repeat for mathematics. (see **Table D**)

8. Determine if the total school and each eligible subgroup met the AMO for reading with and without the use of a 98% confidence interval. Repeat same calculation for mathematics.

9. If the total school or an eligible subgroup did not meet the AMO, apply the Safe Harbor calculations with and without the use of a 75% confidence interval by comparing the DCAS summative (Spring 2012) results with the DSTP summative (Spring 2011).

10. If the school as a whole or any subgroup does not meet the AMOs for reading, mathematics or other academic indicator using the Status Model, the school is deemed as NOT making AYP for the given year.

11. The same process will be used for determining district AYP decisions, except the results are clustered by grade spans. The elementary school span consists of grades 3 through 5; the middle school span consists of grades 6 through 8; the high school span consists of grade 10.

The following is the link to the entire Delaware Growth Model Proposal:

<http://www.doe.k12.de.us/aab/files/Delaware-Approved-Growth-Model-110906.doc>

Updated Cut Scores when DCAS was implemented:

Growth Model Cut Score Data					
Reading DCAS Scale Score Cut Matrix					
Grade	PL 1a	PL 1b	PL 2a	PL 2b	Proficient
3	626 or less	627	651	671	690 or more
4	657 or less	658	682	702	721 or more
5	675 or less	676	700	720	739 or more
6	700 or less	701	725	742	758 or more
7	719 or less	720	744	760	776 or more
8	739 or	740	764	782	800 or more

	less				
10	750 or less	751	775	798	820 or more
Mathematics DCAS Scale Score Cut Matrix					
Grade	PL1a	PL 1b	PL 2a	PL 2b	Proficient
3	571 or less	572	593	626	659 or more
4	627 or less	628	649	675	700 or more
5	668 or less	669	690	711	732 or more
6	694 or less	695	716	737	757 or more
7	718 or less	719	740	760	779 or more
8	745 or less	746	767	784	800 or more
10	770 or less	771	792	811	830 or more

In this application, the Growth Model Targets were reset (**Table E**) to correlate with the targets established for the Status Model (**Table D**). In this way the targets parallel the traditional percent proficient targets. By calculating proficiency both ways, Delaware has more information that is useful in analyzing individual student performance and cohort performance at the school, district and state level.

Graduation Rate Calculation

In Delaware, the graduation rate has been reported by school, district and state in school and district report cards since the late 1990's. In addition, Delaware has individual student data from DELSIS and graduation/exit data; thus has been able to calculate the graduation rate by disaggregated subgroup.

When No Child Left Behind (NCLB) was enacted, Delaware requested to use the "leaver rate" method graduation rate calculations (Delaware also calculated five (5) other types of graduation calculations, including the NGA calculation).

Delaware is now prepared to implement the ESEA Four-year adjusted graduation calculation, but requests to adjust the targets to align with the performance reset. The goal is to reduce the percent of non-graduates in each subgroup by 50% over six years.

The adjusted targets were established by using three years (2009, 2010, and 2011) of data, then creating the 2010-11 baseline. On October 12, 2012, Delaware requests to amend both its approved RTTT graduation rate goals and its approved ESEA Flexibility graduation rate goals. The request, should it be approved, will result in a single set of graduation goals and targets for the State. The requested change will impact both RTTT and ESEA Flexibility, as we are requesting modifications to both previously approved sets of goals; at the core of this request is a commitment to streamlining reporting and accountability

by setting forth a single set of targets for statewide graduation rates of all students and subgroups.

In this request, we proposed to modify the previously approved ESEA targets for all students and subgroups by using the “actual” baseline data from the 2010-11 school year, rather than set targets off of a “floor-level” baseline. The modified baseline, once applied, will result in a revised set of targets for each subgroup (below). These new goals, should the request be approved, will apply to both ESEA and RTTT. In addition to shift in calculation methodology used to establish previous RTTT graduation rate targets, this request also seeks to include targets for all reported subgroups. (see Table F)

The draft of Delaware’s business rules for these calculations reads as follows:

Elementary and Secondary Education Act (ESEA) Four-Year Adjusted Graduation Rate

The purpose of this document is to provide the definitions and business rules for the determination of the ESEA Four-Year Adjusted Graduation Rate. This new methodology is required under the federal Elementary and Secondary Education Act of 1965 and any reauthorizations thereof. All states are required to report and use this graduation rate methodology beginning in the 2011-12 school year.

Definitions:

ESEA Four-Year Adjusted Graduation Rate: number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class.

Cohort adjustment: The cohort is “adjusted” by adding any students transferring into the cohort and by subtracting any students who transfer out, emigrate to another country, or die during the years covered by that cohort’s rate calculation.

Transfer into: A *transfer into* a cohort occurs when a student enrolls after the beginning of the entering cohort’s first year in high school, up to and including in grade 12. A *transfer in* may be from another public school in Delaware, a nonpublic school in Delaware or a student transferring in from another state or country.

Transfer out: A *transfer out* of a cohort occurs when a student leaves a Delaware public school and enrolls in another public or nonpublic school within Delaware or out of state or in an educational program that culminates in the award of a regular high school diploma. *Transfers out* must have appropriate documentation; otherwise the student shall be considered a drop out.

Regular High School Diploma: the standard high school diploma awarded to students that is fully aligned with the state’s academic content standards and does not include a GED credential, certificate of attendance, or any alternative award.

Business rules:

- Four year graduation rate is considered the percentage of students who graduate from secondary school *with a regular high school diploma*.

- Graduation rate =
$$\frac{\text{on-time graduates in year } x}{(\text{First-time entering ninth graders in year } x - 4) + (\text{transfers in}) - (\text{transfers out})}$$
- Cohort must be based only on students who are first time ninth graders.
- The four-year graduation rate counts a student who graduates with a regular high school diploma in four years or less as a high school graduate in his or her original cohort—that is, the cohort with which he or she started 9th grade; for instance, a student that graduates in 3 years will be counted and “banked” for a year until his/her cohort graduates.
- For AYP purposes, graduation calculations “lag” in order to include students who graduate in the summer after their fourth year of high school among the cohort members who graduate in four years. (e.g., the Class of 2011 will be used in the AYP determinations for the 2011-2012 school year.
- In order to be included in the four-year graduation rate at the school level, a student must be enrolled as a first-time 9th grader, therefore, students who drop out before beginning 9th grade are not included in the cohort
- A high school whose grade configuration is other than 9-12 shall have its calculation adjusted accordingly (calculated only for the grades included in the high school)
- In a high school with grades 10-12, a student must be enrolled as a first-time 10th grader to be included in the adjusted cohort graduation rate at the school level.
- Students who change subgroup membership are assigned to the subgroup they are in at the time they graduate.
- A student who graduates in more than four years is counted as a non-graduate in the four-year graduation rate.
- There is no reassignment for students with Individual Education Programs (IEPs) or in an English Learners (EL) situation; only students who graduate with a regular high school diploma in four years or less may be included in the numerator of the four-year graduation rate.
- eSchoolPlus codes will drive the transfer out calculation decisions
- **All coding is the responsibility of the district/school.**
- Students who transfer within the state should be recoded to the correct school.
- Unknowns will be considered dropouts if there is no exit code in eSchoolPlus and they are not in the Diploma table.
- Minimum “n” of 40 is applied for subgroup calculation purposes; beginning with the Class of 2012, the minimum “n” will be adjusted to 30
- Minimum “n” of 15 is applied for subgroup reporting purposes.
- Only a student who transfers out and enrolls in another school or in an educational program that culminates in the award of a regular high school diploma, emigrates to another country, or dies may be removed from a high school's or LEA's cohort; before removing a student from a cohort, a school or LEA must obtain confirmation in writing that the student transferred out, emigrated, or is deceased. No other students may be removed from the cohort.
- If a student who has repeated a grade transfers into a school, the student should be assigned to the cohort in which the student started 9th grade for the first time.
- A student who is retained in a grade, enrolls in a GED program, or leaves school for any other reason may not be counted in the four-year graduation rate as a transfer and must remain in the adjusted cohort (must be included in the denominator of the graduation rate for that cohort).
- If a student re-enrolls before the State determines the four-year graduation rate for that student's cohort, the student would no longer be recorded as a drop out and the student

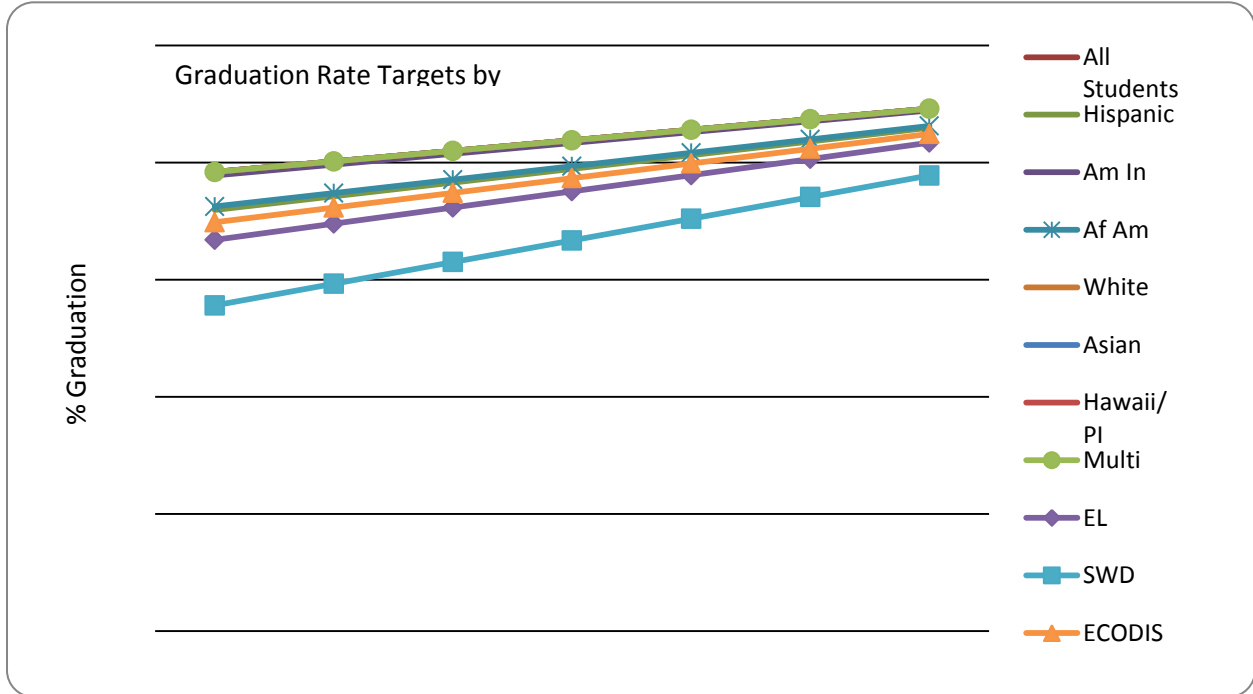
record system (eSchoolPlus) is adjusted

- If a student leaves a public high school to enroll in a private school (in-state or out of state), that student would be considered to be a transfer out
- If a student leaves a public high school and enrolled in a registered home school in Delaware, that student would be considered a transfer out
- An incarcerated student may be considered a transfer only if the prison or juvenile facility to which the student is confined has a school (as defined under State law) or provides an educational program that culminates in the award of a regular high school diploma; otherwise the student remains in the denominator of the calculation
- In order for a school, district or state to meet the graduation rate calculation, they must either demonstrate an increase of at least two percentage points from the previous year's calculations, or they must meet the established graduation rate target for the current year
- The goal is to reduce the percent of non-graduates in each subgroup by 50% over six years. (see table below)
- The adjusted targets were established by using three years (2009, 2010, and 2011) of data, then creating the 2010-11 baseline. Delaware set a single graduation rate goal that represents the graduation rate it expects all high schools in the State to meet
- Beginning with the 2011-12 school year, Delaware will use the ESEA Four-Year Adjusted Graduation Rate Calculation for Adequate Yearly Progress calculations using assessment results from the 2010-11 school year
- Delaware will calculate both the aggregate and the disaggregated graduation rates for each school, district and the state using the targets in the table below
- Full Academic Year does not apply to these calculations

Delaware will revise its ESEA Flexibility Request, Accountability Workbook and Accountability Technical Manual to reflect these business rules. Delaware proposes, therefore, to use the following targets for the graduation rate calculations:

TABLE F : GRADUATION RATE TARGETS

Group Name	2011	2012	2013	2014	2015	2016	2017
All Students	78.4	80.2	82	83.8	85.6	87.4	89.2
Hispanic	71.9	74.24	76.58	78.92	81.26	83.6	85.95
Am In	77.8	79.65	81.5	83.35	85.2	87.05	88.9
Af Am	72.5	74.79	77.08	79.37	81.66	83.95	86.25
White	82.4	83.86	85.32	86.78	88.24	89.7	91.2
Asian	89.9	90.74	91.58	92.42	93.26	94.1	94.94
Hawaii/PI	100	100	100	100	100	100	100
Multi	95.1	95.5	95.91	96.32	96.73	97.14	97.55
EL	66.8	69.56	72.32	75.08	77.84	80.6	83.4
SWD	55.6	59.3	63	66.7	70.4	74.1	77.8
ECODIS	69.8	72.31	74.82	77.33	79.84	82.35	84.9



When calculating Adequate Yearly Progress (AYP), in order for a school or district to meet the target in the graduation rate calculation, they must either demonstrate an increase of at least 2 percentage points from the previous year's calculation, or meet, or exceed the established graduation rate target for the current year.

With regards to Race to the Top, the only way that subgroups can “meet” graduation rate targets is by meeting the targets listed in Table F above.

As previously stated, by using the opportunity through this Flexibility request, Delaware is committed to creating a system that will provide meaningful information and provide educators with the ability to enable all students become college- and career-ready.

English Language AMAO Process

Delaware has established both short-term objectives and long-term goals based on current performance and future expectations for Title III sub grantees and for ELL students' annual performance. DDOE recalibrated its goals and objectives in SY 2009-10 based on a combination of empirical models, professional judgment, and stakeholder input. The long-term goals are projections from SY 2009-10 to SY 2019-20. A summary of long-term goals and short-term objectives is presented in Table G.

TABLE G: TITLE III GOALS AND OBJECTIVES

Performance Indicators	Long-Term Goal	AYP Objective 2010-11	Short-Term Objective SY 2009-10
Participation Rates	95.0%		95.0%
Proficiency Progress-AMAO I	80.0%		60.0%
Proficiency Rates-AMAO II	30.0%		17.5%
AYP EL Proficiency-Reading-AMAO III*	70.7 (2017)	41.4	79.0%
AYP EL Proficiency-Mathematics-AMAO III*	74.5 (2017)	48.9	67.0%

- Title III AYP calculations will be based on the revised AMO targets requested in this submission for both reading and math

AMAO I Targets

In the spring of 2010, the DDOE asked World Class Instructional Design and Assessment (WIDA) researchers to create a series of empirical simulations to evaluate the state's current design. The findings were presented to a group of stakeholders in April 2010. For AMAO II, the preliminary analysis defined "proficiency" as achieving a Composite Proficiency Level of 5.0 or above on the ACCESS for ELs assessment. The group recommended that AMAO I be based on a 0.5 improvement in the Composite Proficiency Level from one year to the next for no less than sixty percent (60.0%) of the students in order to demonstrate adequate progress. After 2010, the AMAO I targets annually increase by two percentage points until reaching the long-term goal of 80.0% in SY 2019-20. The following figure shows the initial results of the stakeholder group's recommendation.

AMAO II Targets

The passage of *NCLB* in 2001 required that districts and the state be held accountable for EL performance. As a result, the DDOE developed policies defining a specific, time-bound method to evaluate Title III's long-term goal attainment. This method applies annual short-term objectives that are continuous and significant, thus leading to an overall long-term goal. For AMAOs I and II, data from the ACCESS for EL's assessment's composite proficiency level is used to create unique variables for use in making Title III accountability determinations. The DDOE created its final AMAO I and II goals and objectives in SY 2009-10 after the agency revisited its Title III performance indicators to improve the system's design. This "recalibration" impacted both the long-term goals and annual objectives.

AMAO III Targets

Delaware's AMAO III is based on AYP determinations made in accordance with the DDOE's Title I *Consolidated State Application Accountability Workbook*. To meet AMAO III, a district must meet the annual AYP targets for the EL subgroup in both reading and mathematics.

The revised Title III Accountability Model, coupled with the Comprehensive Needs Assessment study, the analysis of linguistic demands and implementation plans for regular and EL teachers, the data coaches equipped to assist district/charter professional learning communities, the use of international teachers to bolster the human capital needed, the international student mentorships of EL students, and will redirect and refocus efforts to positively impact EL student

achievement.

In response to the Part B Monitoring recommendation to strengthen activities, supports and monitoring of EL students, the DDOE highlights the following changes:

DDOE has revised the alternating three-year monitoring cycle used previously and has implemented a needs-based monitoring system based on the annual analyses of EL student data in each LEA. The risk analysis for English as a Second Language programs per district/charter will be based not only upon progress in English language development as evidenced through the four indicators of Annual Measurable Achievement Objectives (AMAOs), but also on academic accountability of the percentage of EL students meeting the State DCAS targets in reading, math, science, and social studies.

The DDOE Title III office will introduce within the 2013-14 academic year the English Language Acquisition Plan (ELAP), which is an individualized plan for each ELL student. The district/charter completion of and documentation of the use of the ELAP will be a part of the SEA's on-site monitoring.

Within the Title III subgrantees DDOE now has additional requirements related to the two years of federally-required monitoring of EL students who have transitioned from ESL services. The DDOE Title III office requires that all Title III subgrantees conduct three district ESL committee meetings within the first year of exited EL student monitoring to review student progress and two ESL committee meetings during the second year. The DDOE's EL database has been revised to contain a monitoring section for each EL student that districts/charters must complete for each of the two years. The LEA's data entries related to the two-years of required student monitoring will be reviewed as part of the DDOE's risk analysis under the needs-based system.

2.C REWARD SCHOOLS

2.C.i Describe the SEA's methodology for identifying highest-performing and high-progress schools as reward schools . If the SEA's methodology is not based on the definition of reward schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

Reward and Recognition Schools

Reward Schools

DDOE proposes the following criteria for identification of Reward schools for 2011-2012 (using 2010-2011 assessment data).

- Highest Performing
 - Made AYP based on the 2011 assessment
 - Is among the top 10% of schools for the "All Students" group on the combined ELA and Math percent proficient on the 2011 assessment
 - Is among the top 25% of schools for the "All Students" group on the combined

- ELA and Math percent proficient on the 2009 and 2010 assessments
- Is among the top 10% of schools for each subgroup for which the school meets the minimum ‘N’ on the combined ELA and Math percent proficient on the 2011 assessment
 - Is among the top 25% of schools for each subgroup for which the school meets the minimum ‘N’ on the combined ELA and Math percent proficient on the 2009 and 2010 assessments
 - The gap for each subgroup for which the school meets the minimum ‘N’ has been reduced as measured by the slope of the trend line between 2008 and 2010 if the 2011 gap is greater than the state gap for each subgroup, respectively (i.e., when there is a significant gap)

Please note that a preliminary run of data indicates that 4 schools meet the criteria above. DDOE will select one of these schools for Reward when USDOE approves the DDOE methodology. Also, note that since Delaware changed its assessment in 2010-11, trends cannot be calculated between previous years’ assessment data and 2011 assessment data. Therefore, the trend will be based on 2008 through 2010. A masked list of the schools is shown below.

School	Made AYP	Top 10% All -- 2011	Actual Percentile Rank All - 2011	Top 25% All – 2009 and 2010	Top 10% Subgroups -- 2011	Top 25% Subgroups – 2009 and 2010	Reduced Significant Gaps between 2008-2010
School A	Yes	Yes	100.00	Yes	Yes	Yes	Yes
School B	Yes	Yes	99.22	Yes	Yes	Yes	Yes
School C	Yes	Yes	98.44	Yes	Yes	Yes	Yes
School D	Yes	Yes	96.88	Yes	Yes	Yes	Yes

- High Progress
 - Have shown a average annual growth of 2% or more as measured by the slope of the trend line for the “All Students” group in on the combined ELA and Math percent proficient from 2008-2010.
 - The gap for each subgroup for which the school meets the minimum ‘N’ has been reduced as measured by the slope of the trend line between 2008 and 2010 regardless of whether 2011 gap is greater than the state gap for each subgroup, respectively (i.e., even if there is not a significant gap). This ensures that all high progress schools must have reduced their gaps regardless of the size of the gaps.

Please note that a preliminary run of data indicates that 14 schools meet the criteria above. DDOE will select one of these schools for Reward when USDOE approves the DDOE methodology. Also, note that since Delaware changed its assessment in 2010-11, trends cannot be calculated between previous years’ assessment data and 2011 assessment data. Therefore, the trend will be based on 2008 through 2010. A masked list of schools is shown below.

School	2% or more Annual Growth All	% Annual Growth for All	Reduced Any Gaps between 2008-2010
School E	Yes	7.34	Yes
School F	Yes	5.48	Yes
School G	Yes	4.13	Yes
School H	Yes	4.04	Yes
School I	Yes	4.04	Yes
School J	Yes	3.75	Yes
School K	Yes	3.62	Yes
School L	Yes	3.41	Yes
School M	Yes	2.95	Yes
School NI	Yes	2.92	Yes
School O	Yes	2.51	Yes
School P	Yes	2.48	Yes
School Q	Yes	2.13	Yes
School R	Yes	2.02	Yes

DDOE proposes the following criteria for identification of Reward schools for 2012-13 (using 2011-2012 assessment data).

- Highest Performing
 - Made AYP based on the 2012 assessment
 - Is among the top 10% of schools for the “All Students” group on the combined ELA and Math percent proficient on the 2012 assessment
 - Is among the top 25% of schools for the “All Students” group on the combined ELA and Math percent proficient on the 2010 and 2011 assessments
 - Is among the top 10% of schools for each subgroup for which the school meets the minimum ‘N’ on the combined ELA and Math percent proficient on the 2012 assessment
 - Is among the top 25% of schools for each subgroup for which the school meets the minimum ‘N’ on the combined ELA and Math percent proficient on the 2010 and 2011 assessments
 - The gap for each subgroup for which the school meets the minimum ‘N’ has been reduced as measured by the slope of the trend line between 2011 and 2012 if the 2012 gap is greater than the state gap for each subgroup, respectively (i.e., when there is a significant gap)

Please note that since Delaware changed its assessment in 2010-11, trends cannot be calculated between previous years’ assessment data and 2011 assessment data. Therefore, the trend will be based on 2011 and 2012 only.

- High Progress
 - Have shown a average annual growth of 2% or more as measured by the slope of the trend line for the “All Students” group in on the combined ELA and Math percent proficient from 2011-2012.
 - The gap for each subgroup for which the school meets the minimum ‘N’ has been reduced as measured by the slope of the trend line between 2011 and 2012 regardless of whether 2012 gap is greater than the state gap for each subgroup, respectively (i.e., even if there is not a significant gap). This ensures that all high progress schools must have reduced their gaps

regardless of the size of the gaps.

Please note that since Delaware changed its assessment in 2010-11, trends cannot be calculated between previous year's assessment data and 2011 assessment data. Therefore, the trend will be based on 2011 and 2012 only.

DDOE proposes the following criteria for identification of Reward schools for 2013-14 (using 2012-2013 assessment data).

- Highest Performing
 - Made AYP based on the 2013 assessment
 - Is among the top 10% of schools for the “All Students” group on the combined ELA and Math percent proficient on the 2013 assessment
 - Is among the top 25% of schools for the “All Students” group on the combined ELA and Math percent proficient on the 2011 and 2012 assessments
 - Is among the top 10% of schools for each subgroup for which the school meets the minimum ‘N’ on the combined ELA and Math percent proficient on the 2013 assessment
 - Is among the top 25% of schools for each subgroup for which the school meets the minimum ‘N’ on the combined ELA and Math percent proficient on the 2011 and 2012 assessments
 - The gap for each subgroup for which the school meets the minimum ‘N’ has been reduced as measured by the slope of the trend line between 2011 and 2013 if the 2013 gap is greater than the state gap for each subgroup, respectively (i.e., when there is a significant gap)
- High Progress
 - Have shown a average annual growth of 2% or more as measured by the slope of the trend line for the “All Students” group in on the combined ELA and Math percent proficient from 2011-2012.
 - The gap for each subgroup for which the school meets the minimum ‘N’ has been reduced as measured by the slope of the trend line between 2011 and 2012 regardless of whether 2012 gap is greater than the state gap for each subgroup, respectively (i.e., even if there is not a significant gap). This ensures that all high progress schools must have reduced their gaps regardless of the size of the gaps.

Recognition Schools

Beginning in 2012-13, Delaware also intends to modify its definition of Recognition Schools. Recognition schools would be similar to Reward schools but they will be selected in a way that aligns with the Title I Distinguished school criteria with the categories of Exceptional Performance and Closing the Gap. Unlike Reward schools, Recognition schools could be Title or non-Title I. Delaware intends to identify up to 15 such schools using the criteria below.

Beginning with the 2012-13 school year using 2011-2012 assessment data, Delaware proposes the following method for identifying Recognition (Title I or non-Title I) schools:

Exceptional Performance

- Any school that met AYP for each of the most recent two years

- Schools are ranked based on a weighted score of Percent Proficient in ELA in the most recent year (40%), Percent Proficient in Math in the most recent year (40%) and Percent of Population in At-risk Groups (combined African American, Hispanic, Students with Disabilities, ELLs and Free/Reduced Lunch) in the most recent year (20%)
- The Delaware DOE will recognize between 3 – 12 of the top ranked schools in this category with the total not to exceed 15 schools between the Exceptional Performance and Closing the Gap categories combined.
- One of the selected schools in this category will be named as a Title I Distinguished school following the additional criteria required by the National Association of Title I Directors.

Closing the Gap

- Any school that met AYP for each of the most recent two years
- School Percent Proficient in ELA and Math for the All Students group has stayed the same or improved in the current year as compared to the prior year
- School Percent Proficient in ELA and Math for the combined At-risk group (combined African American, Hispanic, Students with Disabilities, ELLs and Free/Reduced Lunch) has improved in the current year as compared to the prior year
- School has closed the gap for Percent Proficient in ELA and Math for the combined At-risk group compared to the All Students group in the current year as compared to the prior year
- Schools are ranked based on a weighted score of the scaled difference in the achievement gap in Percent Proficient in ELA and Math for the At-risk group and the All Students group in the current year as compared to two years prior (80%) and the Percent of Population in At-risk Groups (20%)
- The Delaware DOE will recognize between 3 – 12 of the top ranked schools in this category with the total not to exceed 15 schools between the Exceptional Performance and Closing the Gap categories combined.
- One of the selected schools in this category will be named as a Title I Distinguished school following the additional criteria required by the National Association of Title I Directors.

2.C.ii Provide the SEA's list of reward schools in Table 2.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

The DDOE plans to publicly recognize and provide other incentives for schools that are awarded the designation of Reward or Recognition school. Financial awards will be provided using, state, Title I and/or RTTT funds. The state values the work of our schools and the Governor and/or Lt Governor as well as other dignitaries will attend the celebrations of success. The following chart reflects past practices as well as the proposed activities and incentives:

TABLE H: REWARD AND RECOGNITION INCENTIVES

Award	Reward School	Recognition School	
	Title I	Title I	
Financial Award	Yes – State, Title I, and RTTT funds	Yes – State, Title I and RTTT funds	Financial Award
Banner	Yes – State, Title I, and RTTT funds	Yes – State Title I, and RTTT funds	Banner
Certificate	Yes	Yes	Certificate
Visit/Ceremony	Yes	Yes	Visit/Ceremony

The state’s intention is for these awards to be from \$10,000 or higher, but this will be dependent on the availability of both Title I state administration funds and state school improvement funds.

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA’s methodology for identifying a number of lowest-performing schools equal to at least five percent of the State’s Title I schools as priority schools. If the SEA’s methodology is not based on the definition of priority schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

Delaware’s regulatory framework already provides for the identification of schools that meet the definition of Priority Schools under Delaware Regulation 103

<http://regulations.delaware.gov/AdminCode/title14/100/103.shtml#TopOfPage>. The Priority schools are a subset of the Partnership Zone (PZ) schools. This framework is aligned with the criteria for SIG 1003(g) school identification. That is, Title I schools under improvement and Title I eligible secondary schools that are not participating in Title I. DDOE had already named PZ schools for 2011-12 using this methodology. The 6 schools that were identified included the following:

- Three schools that were Title I in 2010-11 and continued as Title I in 2011-12 (Lewis Dual Language, Marbrook Elementary, Bancroft Elementary)
- One school that was Title I in 2010-11 but did not continue as Title I in 2011-12 (Dover High)
- One school that was not Title I in 2010-11 but became Title I in 2011-12 (Stanton Middle)
- One school that was not Title I in 2010-11 or 2011-12 (Laurel Middle)

Since only schools participating in Title I in 2010-11 are eligible under this flexibility, DDOE ran a new list of schools using the flexibility guidance. The new list was based on all Title I participating schools in 2010-11 regardless of school improvement status. Four of the schools listed above also appeared in the top 5% in the new list (Lewis Dual Language, Marbrook Elementary, Bancroft Elementary, and Dover High). Therefore, these four schools were included as Priority schools under this flexibility application. The remaining four schools selected for Priority were named as PZ schools in 2010-11 (Positive Outcomes, Glasgow High, Stubbs Elementary, and Howard High). All are Title I schools in 2011-12 and all received SIG 1003(g) funds in 2010-11.

Clarification for the Identification of Priority Schools

In Delaware, the eight (8) Priority schools are a subset of Partnership Zone (PZ) schools. The reason all PZ schools are not Priority is because a non-Title I school may be selected as a PZ school. The definition of Partnership Zone schools is provided in 14 **DE Admin Code** 103 Accountability for Schools, District and the State:

“7.6 Partnership Zone Schools - A school that is a Persistently Low-Achieving School and that is determined by the Secretary as likely to benefit from assignment to Partnership Zone Schools status shall be designated as a Partnership Zone School by the Secretary. The Secretary shall determine which Persistently Low-Achieving Schools would benefit from Partnership Zone School status through consideration of the academic achievement of the "all students" group in a school in terms of proficiency on the State's assessments under section 1111(b)(3) of the ESEA in reading and mathematics combined, (ii) the school's lack of progress on those assessments over a number of years and qualitative measures as determined by the Secretary, in consultation with the State Board of Education, Chief School Officers Association, and Delaware State Education Association.”

The first step in the determination of assignment to the Partnership Zone is whether the school meets the definition of “Persistently Low- Achieving” pursuant to the definition in DDOE Administrative Code.

The following is from 14 DE Admin Code 103 Accountability for Schools, District and the State:

“Persistently low-achieving school” means

- (i) Any Title I school in improvement, corrective action, or restructuring that:**
 - (a) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or**
 - (b) Is a high school that has had a graduation rate as defined in 34 C.F.R. 200.19(b) that is less than 60 percent for two of the last three years; and**
- (ii) Any secondary school that is eligible for, but does not receive, Title I funds that:**
 - (a) is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do**

not receive, Title I funds, whichever number of schools is greater; or

(b) Is a high school that has had a graduation rate as defined in 34 C.F.R. 200.19(b) that is less than 60 percent for two of the last three years; and

(iii) Any non-Title I eligible secondary school that would be considered a persistently low-achieving school pursuant to one or more of the aforementioned requirements if it were eligible to receive Title I funds.

The determination shall be based on the academic achievement of the "all students" subgroup in the school in terms of proficiency on the assessments under section 1111(b)(3) of the ESEA in reading and mathematics combined; and the school's lack of progress on those assessments over a period of multiple school years in the "all students" subgroup. Proficiency and lack of progress shall be weighted equally.'

The schools that have been identified as Priority (i.e. a subset of Partnership Zone) are the same schools that fall within the SIG 1003(g) Tier I and Tier II schools since the “persistently low achieving” definition for purposes of SIG 1003(g) funds is the same as the (i) and (ii) of the “Persistently low achieving” definition for PZ schools.

The following are links that provide the information in a graphic display from DDOE’s website:

Persistently Low-achieving Schools

- [Delaware Regulation 103 Category 1, 2, and 3 Schools - 2011](#)
- [Delaware Regulation 103 Category 1, 2, and 3 Schools - 2010](#)
- [SIG List with small school waiver SIG application - 2011](#)
- [SIG List with small school waiver SIG application - 2010](#)

Amendment 2014- Additional Priority/Partnership Zone schools and Improvements to Process

Additional Priority/Partnership Zone Schools will be identified for 2014-15. Prior to the opportunity for states to apply for ESEA Flexibility, Delaware had existing regulation and requirements for school improvement in the lowest performing Title I schools. Delaware referred to these schools as Partnership Zone schools. USED refers to these schools as “Priority” schools. DDOE seeks to clarify that it will use the USED terminology of Priority schools in place of Partnership Zone.

This amendment builds on Delaware’s existing Priority school requirements and seeks to codify the system for identification and support of Priority schools based on lessons learned, emerging federal flexibility, and upcoming federal requirements.

Modifications to areas of the current language in this ESEA Flexibility Request include:

- 1) Additional Priority schools for 2014-15;
- 2) Method for identification;
- 3) Memorandum of Understanding (MOU)
- 4) Modification of the exit criteria; and,
- 5) Funding structure.

The DDOE plans to identify additional Priority schools from its Title I district schools as new Priority Schools by September 1, 2014. The 2014-15 school year will be the planning year,

with implementation beginning 2015-16. A newly named school will be a Priority school for a minimum of 4 years, with year 1 as a planning year. A school may remain as a Priority school for longer than 4 years, as explained later in the exit criteria.

The schools will be selected from the lowest performing Title I schools as described on page 85 and may also include any Title I participating or Title I eligible secondary schools, with a graduation rate of less than 60% for the *All Students* category over a number of years, a Tier I or Tier II school under the SIG program that is using SIG funds to implement a school intervention model. The order in which schools are selected as a Priority school remains the decision of the Secretary.

These newly identified schools will be required to follow the processes outlined in current regulation [here](#), as well as any other process outlined in 2.D. that may be in addition to or in lieu of the regulation as currently promulgated.

The regulation provides an approach for turning around low-achieving schools that combines authority with flexibility, and that promotes rapid reform within a collective bargaining environment. This authority allows the state to intervene in its low-achieving schools. The regulation describes the processes an LEA must take when one of its schools is selected as a Priority school. This is a critical component of the ongoing work to identify what works and what will have the most profound effect on improving outcomes for these schools.

The DDOE has reviewed the delineated processes over the past several years, and found areas that can be improved. The processes that will be improved include: 1) the interaction between the DDOE and the LEAs in the execution of an approved Memorandum of Understanding; 2) clear identification of roles and responsibilities of the DDOE, LEAs and schools in the implementation of the approved MOU and the Priority school's plan; 3) modifications that strengthen the exit criteria; and 4) further actions if exit criteria are not met.

A school that had been previously named a PZ school or a Focus school may be selected as one of these additional Priority schools.

The School Turnaround Unit (STU) will continue to be responsible for technical assistance and oversight of the Priority schools.

Funding Structure

LEAs with Priority schools can set aside a portion of their regular Title I, Part A allocations and may be eligible for State School Improvement funds, Title I 1003(a) School Improvement funds or Title 1003(g) School Improvement funds, as allowable by federal guidance, for activities to support Priority schools. The LEAs will also be provided a planning grant for the first year (2014-15) of approximately \$15,000. Approximately, \$10,000 of this will be used for the Comprehensive Success Review (CSR) in the fall. The remaining funds will be used for other planning activities.

Supports for Priority Schools

The DDOE intends to conduct a Comprehensive Success Review (CSR) of the identified Priority schools using a research-based school level diagnostic tool. This is a process that DDOE has used for all current Priority schools and focus schools. This review identifies and

prioritizes challenges in the areas of Leadership, Budget and Resources, Curriculum and Instruction, Assessment and Accountability, Professional Development, School Environment, and Stakeholder Engagement. The DDOE provides technical assistance to the school and its LEA in developing strategies to address identified areas of need. An alternative research-based school level diagnostic tool may be used if agreed upon by both the district and DDOE.

Specific Requirements, Timelines, Memorandum of Understanding and Agreements

LEAs that have Priority schools must, in partnership with the State, select one of the four intervention models. The regulation requires that the DDOE and the LEA enter a Memorandum of Understanding (MOU) regarding the selection of the model – closure, restart, turnaround, or transformation – as well as regarding the details of the implementation of the plan. For each of the four options, certain elements are mandated by regulation.

In addition, no matter which model is chosen, the requirements establish a shared reporting structure whereby the school leadership reports to the district and the state, and DDOE will be establishing clear protocols in this regard to ensure appropriate state reporting and support as part of the revised MOU that each Priority school, its district, and the state must complete. Further, under any model, the Priority school strategy must be based on solid evidence of what critical elements must be addressed to ensure the greatest likelihood of success to dramatically improve student achievement, exit Priority school status, and become a high-performing school. This includes, for example, implementing such strategies as recruitment, induction, and coaching of teachers and school leaders; increasing opportunities for promotion and career growth; establishing schedules and implementing strategies that provide increased learning time that is student centered; giving the school sufficient operational flexibility; and other elements as determined by the Secretary that evidence shows supports great teaching and leading and dramatically improving student achievement toward college and career-ready outcomes, particularly with regard to high-poverty students and schools. As our experience and evidence in school turnaround improves – both in Delaware and nationwide – so, too, must our expectations and requirements for evidenced-based actions. In particular, Delaware will expect all Priority schools to have a leadership team with experience and evidence of success in turning around underperforming schools, including through an Education Management Organization (EMO), Charter Management Organization (CMO), or principal leader. This is particularly true for Priority schools that have not improved over time or are in districts that are themselves underperforming.

Exit Criteria

For purposes of the additional Priority schools selected in 2014, the exit criteria can be found on pages 91.

Schools remain as Priority schools for the full three years of implementation, regardless of achievement during earlier years. A district that has a school that does not meet its exit criteria at the end of the 3rd year of implementation will be required to renegotiate the MOU with the Secretary.

Identification of additional Priority Schools

The following methodology will be used for the additional Priority schools selected in the

summer of 2014:

Step 1: Identify any Title I participating schools in the 2013-14 school year with proficiency less than 50% for at least two of the past three years (ELA and Math average). *Rationale: Priority schools should be the lowest performing schools in the state based on proficiency.*

Step 2: A school from Step 1 is exempt from selection as a Priority school if the school had growth in the top quartile (traditional public schools only) AND the school improved proficiency to more than 45% for ELA and Math average. *Rationale: Schools that are demonstrating rapid growth compared to statewide peers, and who have achieved a minimum level of proficiency are not subject to Priority school status.*

2.D.ii Provide the SEA's list of priority schools in Table 2.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

Amendment 2014- The following is applicable for the additional Priority schools identified in 2014, unless specifically addressed on pages 82 through 85. Language from those pages are provided within the body of this section.

The DDOE currently has the regulatory framework in place that provides for the processes and actions an LEA must take if one of its schools is determined to be a Priority/Partnership Zone (PZ) school. (14 DE Admin. Code 103 Accountability for Schools, Districts and the State <http://regulations.delaware.gov/AdminCode/title14/100/103.shtml#TopOfPage>)

The regulation outlines specific requirements, timelines, and agreements that must be in place for the PZ schools.

First, the regulations give the State the ability to select persistently low achieving schools for turnaround; second, for these selected schools, the State has to sign off on the LEA's choice of one of the four SIG intervention models including: School Closure Model, Restart Model, Turnaround Model and Transformational Model; the LEA must secure an agreement with the local bargaining unit for sufficient operational and staffing flexibility for the model to be implemented successfully; fourth, if the LEA and collective bargaining unit cannot agree, the Secretary of Education can break a stalemate and support the strongest plan for reform.

Schools remain in the Partnership Zone as Priority Schools for three years. Priority Schools will implement their approved Partnership Zone plan for three years and will continue to be monitored through Race to the Top and/or the 1003g School Improvement Grant.

At the end of the 3 year period, it will be determined whether or not schools have met their targets. At that time, if schools have met their targets (AYP or Priority Exit Target), they will not experience further consequences and will no longer be considered priority or in the partnership zone. On the other hand, if they have not met the specified targets, they will remain in priority status and be required to implement a new school turnaround model.

Amendment 2014 - As noted on page 82-83 the DDOE plans to identify additional Title I district schools as new Priority Schools by September 1, 2014. The 2014-15 school year will be the

planning year, with implementation beginning 2015-16. A newly named school will be a Priority school for a minimum of 4 years, with year 1 as a planning year. A school may remain as a Priority school for longer than 4 years, as explained later in section 2.D.v. Specifically, the regulations prescribe the following:

LEAs that have schools that are part of the Partnership Zone must, in partnership with the State, select one of the four intervention models. The regulations require that the DDOE and the LEA enter an MOU regarding the selection of the model – closure, restart, turnaround, or transformation – as well as regarding the details of the implementation of the plan. For each of the four options, certain elements are mandated by regulation (the elements are the same as those described in the Race to the Top guidance). No matter which model is selected, the MOU must provide for regular oversight of the school by the DDOE. If the school has not made AYP for two years, they must change the intervention model per [regulation 103 §7.6.1.7 \(http://regulations.delaware.gov/AdminCode/title14/100/103.shtml#TopOfPage \)](http://regulations.delaware.gov/AdminCode/title14/100/103.shtml#TopOfPage)

Amendment 2014- As noted, the regulation as currently written provides that if, after two years of operations, the school has not made AYP, the Memorandum of Understanding (MOU) process will be repeated. For purposes of the additional Priority schools selected in 2014, schools are subject to the exit criteria as noted on page 91.

The State's authority to impact the model selected and the details of its implementation is significant. If the State does not agree with the LEA's proposal, the State can refuse to agree to the MOU. The regulations provide that if an MOU is not agreed to within 120 days, the LEA's options are then limited to closure, reopening the school as a charter, or contracting with a private management organization to operate the school. The limited options available as alternatives to the MOU provide strong incentive for a meaningful agreement to be reached.

The regulations require the LEA and the local bargaining unit to secure an agreement that provides sufficient operational and staffing flexibility for the model to be implemented successfully. As with the MOU, the assurance that the LEA and the local bargaining unit will negotiate meaningful change at this point is provided by a combination of the parties' interest in rapidly turning around the school, the limited alternative choices available, and the authority granted to the DDOE in the regulation, described below.

The regulations provide that if the LEA and the collective bargaining unit cannot reach agreement with respect to necessary changes to the collective bargaining agreement within 75 days, the LEA and the collective bargaining unit must each provide their last offer to the Delaware Secretary of Education, who will then have final authority to select one of those options for implementation. If the Secretary does not find that either of the options is satisfactory, she may send the parties back to continue negotiations for an additional 30 days. If agreement is not reached in that timeframe, the LEA will be forced to enter an MOU selecting a different model. If no MOU is entered within 120 days from the date of notification that the school was selected for the Partnership Zone, the LEA's options are limited to choosing between closure, reopening the school as a charter, or contracting with a private management organization to operate the school.

Once a plan is agreed upon and implemented, the regulations again provide the State with the authority to intervene to ensure rapid improvements in performance. In addition to regular monitoring of progress, the regulations provide that if, after two years of operations, the school has not made AYP, and the MOU process will be repeated. The school will again have the need

to pursue further reform, secure additional flexibilities in staffing and operations, and, if necessary, narrow the set of options further to exclude the failed option. Thus, the law puts the State in a very strong position to support bold approaches to turnaround. When combined with strong central supports from the State that provides access to expertise, training, and resources, this flexible yet rigorous approach has the potential to be a national model for school turnaround.

Amendment 2014 – As noted on page 84 LEAs that have Priority schools must, in partnership with the State, select one of the four intervention models. The regulation requires that the DDOE and the LEA enter a Memorandum of Understanding (MOU) regarding the selection of the model – closure, restart, turnaround, or transformation – as well as regarding the details of the implementation of the plan. For each of the four options, certain elements are mandated by regulation.

In addition, no matter which model is chosen, the requirements establish a shared reporting structure whereby the school leadership reports to the district and the state, and DDOE will be establishing clear protocols in this regard to ensure appropriate state reporting and support as part of the revised MOU that each Priority school, its district, and the state must complete. Further, under any model, the Priority school strategy must be based on solid evidence of what critical elements must be addressed to ensure the greatest likelihood of success to dramatically improve student achievement, exit Priority school status, and become a high-performing school. This includes, for example, implementing such strategies as recruitment, induction, and coaching of teachers and school leaders; increasing opportunities for promotion and career growth; establishing schedules and implementing strategies that provide increased learning time that is student centered; giving the school sufficient operational flexibility; and other elements as determined by the Secretary that evidence shows supports great teaching and leading and dramatically improving student achievement toward college and career-ready outcomes, particularly with regard to high-poverty students and schools. As our experience and evidence in school turnaround improves – both in Delaware and nationwide – so, too, must our expectations and requirements for evidenced-based actions. In particular, Delaware will expect all Priority schools to have a leadership team with experience and evidence of success in turning around underperforming schools, including through an Education Management Organization (EMO), Charter Management Organization (CMO), or principal leader. This is particularly true for Priority schools that have not improved over time or are in districts that are themselves underperforming.

To date, ten (10) schools have been assigned to the Partnership Zone. The School Turnaround Unit (STU) is responsible for technical assistance and oversight of the PZ schools.

The detailed requirement for the Partnership Zone schools are found in 14 DE Admin Code 103 Accountability for Schools, District and the State (14 DE Admin Code 103 <http://regulations.delaware.gov/AdminCode/title14/100/103.shtml#TopOfPage>)

- 2.D.iv Provide the timeline the SEA will use to ensure that it's LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA's choice of timeline.

Monitoring

The School Turnaround Office's monitoring plan for the Partnership Zone schools is outlined in the Memorandum of Understand (MOU) used in all Partnership Zone schools below:

The following table lists the state's 10 Partnership Zone schools, their implementation timelines, monitoring frequency, and interventions. The schools that are being submitted as Priority schools through this ESEA Flexibility are noted with an asterisk:

TABLE I: PARTNERSHIP ZONE/PRIORITY SCHOOLS' TIMELINES AND INTERVENTIONS

Partnership Zone Schools	ID date	Planning Year	Implementation Year 1	Implementation Year 2	SIG 1003G Monitoring	Intervention Model
Glasgow High School*	Sept, 2010	January, 2011 – July 2011	August, 2011 – July 2012	August, 2012 – July 2013	August, 2013 - July, 2014	Transformation
Howard High School*	Sept, 2010	January, 2011 – July 2011	August, 2011 – July 2012	August, 2012 – July 2013	August, 2013 - July, 2014	Transformation
Stubbs Elementary School*	Sept, 2010	January, 2011 – July 2011	August, 2011 – July 2012	August, 2012 – July 2013	August, 2013 - July, 2014	Transformation
Positive Outcome Charter School*	Sept, 2010	January, 2011 – July 2011	August, 2011 – July 2012	August, 2012 – July 2013	August, 2013 - July, 2014	Transformation
Lewis Dual Language Elem. School*	Sept, 2011	January, 2012 – July 2012	August, 2012 – July 2013	August, 2013 - July 2014	August 2014- July, 2015	Transformation
Marbrook Elem.*	Sept, 2011	January, 2012 – July 2012	August, 2012 – July 2013	August, 2013 - July 2014	August 2014- July, 2015	Transformation
Stanton Middle School	Sept, 2011	January, 2012 – July 2012	August, 2012 – July 2013	August, 2013 - July 2014	August 2014- July, 2015	Transformation
Bancroft Elementary School*	Sept, 2011	January, 2012 – July 2012	August, 2012 – July 2013	August, 2013 - July 2014	August 2014- July, 2015	Transformation
Dover High School*	Sept, 2011	January, 2012 – July 2012	August, 2012 – July 2013	August, 2013 - July 2014	August 2014- July, 2015	Transformation
Laurel Middle School	October, 2011	February, 2012 – August, 2012	September 2012 – July 2013	August, 2013 – July 2014	August 2014- July, 2015	Transformation

Amendment 2014- Additional Priority Schools (for 2014-15)

Priority School	ID Date	Planning Year	Implement Year 1	Implement Year 2	Implement Year 3	Intervention Model
	Sept, 2014	Sept 2014- August 2015	Sept, 2015 – August 2016	Sept, 2016- August 2017	Sept 2017- August 2018	

Amendment 2014- Monitoring and Support for the 2014 Priority Schools

As noted on page 83-84, the DDOE intends to conduct a Comprehensive Success Review (CSR) of the identified Priority schools using a research-based school level diagnostic tool. This is a process that DDOE has used for all current Priority schools and focus schools. This review identifies and prioritizes challenges in the areas of Leadership, Budget and Resources, Curriculum and Instruction, Assessment and Accountability, Professional Development, School Environment, and Stakeholder Engagement. The DDOE provides technical assistance to the school and it's LEA in developing strategies to address identified areas of need. As noted on page 84, an alternative research-based diagnostic tool may be used if agreed upon by both the district and DDOE.

The School Turnaround Unit will continue to provide the technical assistance and monitoring of the current Partnership Zone/Priority schools, including any new schools selected for the 2014-15 school year. The Memorandum of Understanding will be developed based on the needs of the Priority School and LEA. As noted, the roles and responsibilities will be clearly articulated.

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

Partnership Zone schools can exit partnership zone status through the following avenues:

Option 1: Achievement of Adequate Yearly Progress (AYP) at least once by the of the Implementation Year 2

As indicated in Delaware Race to the Top plan, the measure for schools to exit the Partnership Zone include meeting Adequate Yearly Progress (AYP) at least once by the end of their second implementation year as well as not exhibiting any major regressions in student performance. In order to maintain consistency under which the schools are currently operating, this ESEA Flexibility application proposes to keep AYP as one measure, while providing an alternative measure to determine potential exit status.

OR

Option 2: Achievement of Exit Targets for Reading and Math by the end of Implementation Year 2

Partnership Zone exit targets will be established for each school using the same methodology to determine the new AMO targets set forth in this application for ESEA flexibility. Using the school's identification year as baseline data, the targets will be calculated using the following steps:

- 1.) Determine the year by year targets for the school in order to reduce the percent non-proficiency by 2017 for both Reading and Math.
- 2.) Use the target for Implementation Year 2 as the exit target for partnership zone status.

The establishment of the Partnership Zone (PZ) exit targets provides an additional measure other than AYP for Partnership Zone schools to demonstrate that they are making significant progress in raising student achievement. The methodology used to identify Partnership Zone schools included using 50% trend data (negative slope) and 50% static data from the most recent school year in both Reading and Math. In order to demonstrate that the schools have improved, they should be able to exhibit a positive trend or slope which will be necessary in order to achieve the partnership zone exit targets.

DDOE will only set and apply targets for the all students group to determine exit status, due to the fact that this calculation is how the Partnership Zone schools were identified; however, the DDOE school turnaround unit will set internal targets in partnership with the schools to monitor and track progress in all areas for all students.

* If the number of students proficient declines by more than 10 percent, that would be considered a major regression. This determination is the direct opposite of safe harbor.

All Partnership Zone schools will remain in the zone for three full years. In order to not incur additional consequences at the end of Year 3, Partnership Zone schools must meet the accountability measures for academic growth through at least one of the following avenues: Current: Achievement of Adequate Yearly Progress (AYP) at least once by the end of Year 3

As indicated in Delaware Race to the Top plan, the measure for schools to exit the Partnership Zone include meeting Adequate Yearly Progress (AYP) at least once by the end of their third year as well as not exhibiting any major regressions in student performance.

In Delaware, a school can make AYP through 1. Meeting the AMO targets for either status or growth, or by making safe harbor; 2. Meeting participation; and 3. Meeting the other academic indicator for all students.

In order to maintain consistency under which the schools are currently operating, this ESEA Flexibility application proposes to keep AYP as one measure while providing an alternative measure to determine potential exit status.

Proposed Alternative Measure: Achievement of Exit Targets for Reading and Math by the end of Year 3

Partnership Zone exit targets will be established for each school using the same methodology to determine the new AMO targets set forth in this application for ESEA flexibility. Using the school's identification year as the baseline data, the targets will be calculated using the following steps:

- 1.) Determine the year by year targets for the school in order to reduce the percent

non-proficiency by 50% by 2017 for both Reading and Math.

2.) Use the target for Year 3 as the exit target for partnership zone status.

The establishment of the Partnership Zone (PZ) exit targets provides an additional measure other than AYP for Partnership Zone schools to demonstrate that they are making significant progress in raising student achievement consistently over time which is aligned to the methodology used to designate them as Partnership Zone schools. The methodology used to identify Partnership Zone schools included using 50% trend data (negative slope) and 50% static data from the most recent school year in both Reading and Math for all students. In order to demonstrate that the schools have improved, they should be able to exhibit a positive trend or slope which will be necessary in order to achieve the partnership zone exit targets.

Schools can exit priority status through two avenues. The chart below depicts a draft of the results based on the schools outcomes at the end of year 3. The level of consequence and monitoring depends on the ability to meet the exit targets and/or meet AYP. *(The notation of consequence indicates whether or not schools will have to select another intervention model as detailed in Delaware Regulation 103)*

	Does not Meet Year 3 Exit Targets	Meets 2013 Year 3 Exit Targets
Meets AYP 2 Years	Consequence: NO	Consequence: NO
	Implementation and Monitoring: Implementation and Quarterly monitoring of grants continues	Implementation and Monitoring: Implementation and Quarterly monitoring of grants continues
Meets AYP 1 Year	Consequence: NO	Consequence: NO
	Implementation and Monitoring: : Implementation and Intense monitoring and support continues	Implementation and Monitoring: Implementation and Quarterly monitoring of grants continues
Does not Meet AYP	Consequence: YES	Consequence: NO
	Support: Remains in Intense Support; LEA/School selects a new school turnaround model; institutes a new plan.	Implementation and Monitoring: Implementation and Quarterly monitoring of grants continues

Amendment 2014- As noted on page 82 the exit criteria for the schools identified in 2014 will be different from previous Partnership Zone or Priority schools. The regulation as currently written provides that if, after two years of operations, the school has not made AYP, the Memorandum of Understanding (MOU) process will be repeated. For purposes of the additional Priority schools selected in 2014, the exit criteria will be as indicated below and any additional criteria established by the Secretary that are appropriate given the needs of the school. In addition, if there are changes to the exit criteria for future Priority school cohorts, the school may elect to follow those criteria instead.

EXIT CRITERIA:

In order to exit Priority school status, the school must meet the approved state Annual Measurable Objectives (AMOs) for the ALL students subgroup as well as all other subgroups in the final year of implementation.

Schools remain as Priority schools for the full three years of implementation, regardless of achievement during earlier years. A district that has a school that does not meet its exit criteria at the end of the 3rd year of implementation, with year 1 as the planning year, will be required to renegotiate the MOU with the Secretary.

Continued Monitoring and Support

The school turnaround office provides technical assistance to the PZ schools to ensure the turnaround model selected is implemented with fidelity.

All identified PZ schools will still remain in Intense Support until June 2013. Their level of monitoring may decrease based on meeting interim targets. (Example: Monitoring may be reduced to quarterly instead of monthly in order to fulfill the regulatory guidelines to monitor PZ RTTT grants as well as 1003g SIG grants.)

Levels of Support

A school designated as a Partnership Zone school remains in the zone for three full years. The level of monitoring and the level of consequence for not making progress may fluctuate based on the school's progress on the above two accountability measures. For example, when a Partnership Zone school meets one of the above stated accountability benchmarks, the onsite monitoring of the implementation of their plan will potentially decrease from a monthly monitoring visit to a quarterly monitoring visit at the discretion of the School Turnaround Unit based on plan implementation and progress on other data points such as school climate. Furthermore, if one of the above accountability benchmarks is met, the school will remain in the Partnership Zone until the end of the grant, but will be relieved of the consequences for not making academic progress by the end of year 3, meaning that the school will NOT have to choose another model (Turnaround, Restart, Closure) as currently stated in State regulation 103.

2.E FOCUS SCHOOLS

2.E.i Describe the SEA's methodology for identifying a number of low-performing schools equal to at least 10 percent of the State's Title I schools as "focus schools." If the SEA's methodology is not based on the definition of focus schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

Focus Schools were identified based on gap and subgroup performance.

The DDOE has identified 10% of the state's low-performing Title I schools as "Focus Schools." First, DDOE focused on achievement gaps. Eligible schools were ranked on the two dimensions of the combined 2010-11 ELA and Math achievement gap between low income versus non-low income students (70% weight) and combined ELA and Math 5-year (2006-2010) performance gap slope trend for low income versus non-low income students (30% weight).

Second, individual student groups were examined. Schools eligible for Focus based on low subgroup performance were ranked on the 2010-11 combined ELA and Math percent proficient on each of the following subgroups: Free/Reduced Lunch, African American,

Hispanic, English Learner, and Student with Disabilities.

The top six (6) Title I schools from the low income versus non-low income achievement gap list that were not already on the Priority/PZ list were selected as Focus Schools. The remaining eight (8) Title I schools were selected based on their appearance in two (2) or more of the top 10 Title I schools listed in the achievement gap list or any of the lists for the low performing subgroups that were not already on the Priority/PZ list. The selected schools also had to have a gap or subgroup performance that was poorer than the state average.

If state funding is available, Delaware also intends to identify non-Title I Focus schools using a ranking method as described for Title I schools above and the identification criteria in the paragraph below.

Five (5) to seven (7) non-Title I schools will be selected for Focus based on their appearance in 3 or more of the top 10 non-Title I schools listed in the achievement gap list or any of the lists for the low performing subgroups that were not already on the Priority/PZ list. The selected schools also had to have a gap or subgroup performance that was poorer than the state average.

The method described above captures large gaps in heterogeneous schools, and capture lowest performance in subpopulations in homogeneous schools.

The DDOE plans to meet with those LEAs that have Focus Schools identified below (Table 2).

2.E.ii Provide the SEA's list of focus schools in Table 2.

2.E.iii Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more focus schools will identify the specific needs of the SEA's focus schools and their students and provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

Process and Timeline

LEAs with Focus schools will be required to conduct a comprehensive needs assessment of the schools, including an intense focus on the reason(s) the schools was identified as a Focus school. LEAs will be required to develop a three year plan to address prioritized areas of need identified through the comprehensive needs assessment. The LEA will be required to identify interventions from a menu of state provided options, or from other interventions that are demonstrated as educationally sound for the population of students the plan addresses, and incorporate the intervention(s) into the three year plan.

LEA plans for Focus Schools must be submitted to and approved by DDOE prior to implementation. LEAs with Focus Schools will also be eligible to apply for funds to support the implementation of their plans. LEAs applying for funds for Title I Focus schools will be eligible to apply for 1003(a) and state funding. If the department names non-Title I Focus Schools, LEAs will only be able to apply for state funding (if available) for these schools. All applications will be reviewed based on whether they meet department defined plan and grant requirements and individual intervention criteria, as applicable. At a minimum, all intervention

options selected must be researched based and directly tied to the Focus School's needs assessment and targeted to address the achievement of students in the cells that caused the schools to be identified as a Focus School. In addition, the intervention should also have a proven record of effectiveness with the subpopulation(s) being addressed. All eligible LEAs will receive technical assistance training on the plan and grant requirements and individual intervention criteria.

DDOE will fully fund approvable LEA grants so long as DDOE determines that: 1) the LEA has met the plan and grant requirements and individual intervention criteria, as applicable; 2) the funding requested is necessary and reasonable to fully and effectively implement the selected intervention(s); and 3) sufficient funding exists to fully fund all grant awards. If the funding requested is not deemed to be necessary or reasonable by the department or if the department has insufficient funds to fully fund all approvable applications, the department will take into account the overall quality of the LEA's application, the LEA and school(s) level of need and the LEA's capacity to implement the selected intervention(s) in order to determine final allocations.

The intervention(s) the LEA selects for the schools must directly address the reason the school was identified as a Focus school. The DDOE's plan for Focus schools intentionally provides LEAs the flexibility to choose the option(s) that best suits the unique needs of its identified schools. For example, an LEA may choose to implement extended time programs in a school identified as demonstrating low performance for specific subgroups in reading and math. The LEA might implement extended time programs that occur after school and during the summer to assist these struggling students in meeting the state standards. Alternatively, the LEA may propose that the students be provided with accelerated instruction and academic previewing on topics and prerequisite skills required of them the following week, marking period or semester. The same LEA may choose to implement strategies to address social, emotional and health needs in another one of its Focus schools that is identified for a large achievement gap. Through the comprehensive needs assessment the LEA may determine that a specific subgroup, for example low income students, are also incurring the highest rates of disciplinary referrals and are demonstrating the highest dropout rates. The LEA may choose to implement the state supported Positive Behavior Support Program (PBS) in the school including additional training modules that are available through a partnership with a local university. The LEA may also choose to partner with an outside organization specializing in family and community engagement strategies to generate a plan to engage the parents of these children, who are typically hard to reach. An LEA must outline in its plan and grant application how the selected intervention(s) are either new to the school or are a significant targeted expansion of services to identified subgroups. The DDOE is developing a grant application checklist and rubric that will be used to evaluate the LEAs level of commitment to the interventions and the likelihood that interventions will have a positive impact on student achievement. The checklist and rubric will also be used to ensure the plan and grant includes the necessary levels of detail and quality for an approvable applications.

LEAs with Focus schools will be directed to begin developing their plans and grants requests immediately upon USDOE's approval of this application. The DDOE intends to review and approve all LEA plans prior to the beginning of the 2012-2013 school year. It is DDOE's intention to require LEAs to begin implementing their Focus School plans at the beginning of the 2012-2013 school year. Please note that a delay in DDOE's approved ESEA Flexibility application may not allow LEAs sufficient time to conduct the required needs assessment(s) and develop meaningful plan(s) in time for implementation during the 2012-2013 school year.

Monitoring

Each Focus school will have onsite monitoring visits by DDOE staff on an every other month schedule through the duration of the school's designation as a Focus school. Focus schools will be required to identify an individual at the LEA that will be responsible for monitoring the implementation of the school's plan. The DDOE's School Improvement Team as well as the School Turnaround Unit will be responsible for providing technical assistance. The School Turnaround Unit was put in place as a result of the RTTT application and is explained further under the Priority Schools section 2.D.

In response to the Part B Monitoring report, the DDOE highlights the improvements that have been made. The revised Focus School Monitoring protocol and process document "Focus School Maintenance Plan" can be found [here](#). The new protocol identifies how the Focus schools will be monitored, beginning in 2013-2014, by the School Turnaround Unit to ensure the interventions implemented by each Focus school are addressing the reason the school was identified.

- 2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

Focus School Exit Criteria

Schools can exit Focus status by meeting specified targets for two consecutive years. Baselines for each Focus School will be established using Spring 2011 ELA and Math DCAS data for each subgroup for which the school was identified. Each school will have its own unique set of targets for each subgroup for it was identified that require a trajectory toward reducing by 50% the number students who are not proficient by 2016-17. A Focus school must meet the targets for each subgroup for which it was identified for two consecutive years to exit Focus status.

DDOE intends to follow future guidance from USDOE on how to address Focus Schools that have not met their targets after the term of our approved ESEA Flexibility application expires. In the absence of such guidance, DDOE will require LEAs to conduct another comprehensive needs assessment for the school and select a new intervention option(s) to address the identified needs. DDOE also intends to continue to support the LEA in addressing school specific needs through its School Turnaround Office and Statewide System of Support.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

Provide the SEA's list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
<i>Indian River</i>	<i>Long Neck Elementary</i>	<i>100068000074</i>	A		
<i>Lake Forest</i>	<i>Lake Forest South Elementary</i>	<i>100079000097</i>	B		
<i>Capital</i>	<i>Dover High</i>	<i>100019000050</i>		C.	
<i>Capital</i>	<i>Fairview Elementary</i>	<i>100019000052</i>			V.
<i>Capital</i>	<i>Washington Elementary</i>	<i>100019000057</i>			V.
<i>Christina</i>	<i>Bancroft Elementary</i>	<i>100020000233</i>		C.	
<i>Christina</i>	<i>Bayard Middle</i>	<i>100020000232</i>			VI.
<i>Christina</i>	<i>Stubbs Elementary</i>	<i>100020000217</i>		IV.	
<i>Christina</i>	<i>Glasgow High</i>	<i>100020000239</i>		IV.	
<i>Christina</i>	<i>Kirk Middle</i>	<i>100020000235</i>			VI.
<i>Christina</i>	<i>Newark High</i>	<i>100020000238</i>			V.
<i>Christina</i>	<i>Oberle Elementary</i>	<i>100020000343</i>			VI.
<i>Milford</i>	<i>Banneker Elementary</i>	<i>100108000107</i>			V., VI.
<i>Moyer Academy Charter</i>	<i>Moyer Academy Charter</i>	<i>100002300253</i>			VI.
<i>New Castle County Votech</i>	<i>Howard High School of Technology</i>	<i>100128000297</i>		IV.	
<i>Positive Outcomes Charter</i>	<i>Positive Outcomes Charter</i>	<i>100000500013</i>		IV.	
<i>Red Clay</i>	<i>A I duPont Middle</i>	<i>100130000272</i>			VI.
<i>Red Clay</i>	<i>Baltz Elementary</i>	<i>100130000264</i>			VI.

<i>Red Clay</i>	<i>Lewis Dual Language Elementary</i>	<i>100130000258</i>		C.	
<i>Red Clay</i>	<i>Marbrook Elementary</i>	<i>100130000255</i>		C.	
<i>Red Clay</i>	<i>Warner Elementary</i>	<i>100130000250</i>			VI.
<i>Seaford</i>	<i>Fred Douglass Elementary</i>	<i>100153000157</i>			V., VI.
<i>Seaford</i>	<i>West Seaford Elementary</i>	<i>100153000160</i>			V.

Total # of Reward Schools: 2

Total # of Priority Schools: 8

Total # of Focus Schools: 13

Total # of Title I schools in the State: 132

Total # of Title I-participating high schools in the State with graduation rates less than 60%: 0

Key	
<u>Reward School Criteria:</u> A. Highest-performing school B. High-progress school <u>Priority School Criteria:</u> C. Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the “all students” group D-1. Title I-participating high school with graduation rate less than 60% over a number of years D-2. Title I-eligible high school with graduation rate less than 60% over a number of years I. Tier I or Tier II SIG school implementing a school intervention model	<u>Focus School Criteria:</u> II. Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate III. Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate IV. A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school

2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS

- 2.F Describe how the SEA’s differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA’s new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

As part of Delaware’s differentiated recognition, accountability, and support program, the DDOE intends to create additional incentives for continuous improvement by identifying an additional category of schools call “Recognition” schools. Recognition schools would be similar to “Reward” schools in that they could qualify by demonstrating high performance or high progress (narrowing achievement gaps). Unlike Reward schools, Recognition schools could be Title or non-Title I. Delaware intends to identify up to 15 such schools per year through the duration of the ESEA Flexibility Waiver. Further detail on how recognition schools will be selected is provided in section **2.C** of this application. Recognition schools will receive financial awards, certificates and banners presented by DDOE personnel or other high ranking state officials. The DDOE intends to use RTTT Academic Achievement Award funds and other Title I and state schools improvement funds to provide the financial incentives. This Program will ensure schools that are making progress, or schools who are demonstrating high level of performance, are appropriately rewarded and recognized for their achievements. The program provides other schools and LEAs with goals they can strive to achieve.

In addition to the Recognition Program, the DDOE intends to provide differentiated and targeted supports to all of its LEAs through its Statewide System of Support as described in section **2.G**. Delaware’s Statewide System of Support is designed to build the capacity of all LEAs across the state. Under this system, the Department will provide LEAs with the differentiated levels of monitoring and support through performance evaluations and progress reviews, technical assistance and resources based on the performance and needs of the LEAs individual Title I and non-Title I schools. The DDOE’s deeper levels of support and technical assistance will be designed to specifically address the factors contributing to low student performance and achievement gaps. This system of support is designed to ensure that LEAs have the capacity and resources they need to help their schools make progress in improving student achievement and narrow achievement gaps to ensure all students graduate college- and career- ready. The support system will also ensure that LEAs address in their annual Success Plans any Title I or non-Title I school with one or more low performing subgroups.

It is important to note that subgroup performance against AMOs will continue to be reported and used as one measure in determining supports and incentives for other Title I schools.

These data will be analyzed during the progress reviews and performance evaluation routines. Appropriate supports will then be provided based on these data. For example, if a school misses its AMOs for the performance of the students with disabilities group, support will be provided for addressing the needs of this group of students.

In response to the Part B monitoring report, the following provides the updates to process related to other Title I schools:

Process for Other Title I schools during the 2013-14 school year:

- DDOE will identify Title I schools that missed State AMOs in same subgroup and same content area for two consecutive years (2011-2012 and 2012-2013) and those who missed the graduation rate target for the same subgroup for two consecutive years. All subgroups that apply to that school will be analyzed.
- DDOE will provide the list of schools to the impacted LEAs in January 2014
- LEAs will need to respond to the questions noted below* within 30 calendar days
- DDOE will include this list of schools as an “Action List” item on the district memo used during the monitoring routines
- DDOE will include a list of schools that missed in 2012-2013 only (that is, only 1 year) as a “Watch List” item on the district memo used during the monitoring routines
- DDOE will review the responses and will address any issues during winter/spring ESEA Routines and request revisions as necessary
- LEAs will implement their plans upon approval by DDOE

For the 2014-2015 school year:

- DDOE will identify Title I schools that missed State AMOs in same subgroup and same content area for two consecutive years (2012-2013 and 2013-2014) those who missed the graduation rate target for the same subgroup for two consecutive years. All subgroups that apply to that school will be analyzed.
- DDOE will provide the list of schools to the impacted no later than October 15
- LEAs will need to respond to the questions as noted below* within 30 calendar days
- DDOE will include this list of schools as an “Action List” item on the district memo used during the monitoring routines
- DDOE will include a list of schools that missed in 2013-2014 only (that is, only 1 year) as a “Watch List” item on the district memo used during the monitoring routines
- DDOE will review the responses and will address any issues during fall/winter monitoring routines and request revisions as necessary
- LEAs will implement their plans upon approval by DDOE
- DDOE will monitor implementation of the plans during Title I compliance monitoring in the winter of 2015

*The following delineates the questions that will be posed to the districts and charter schools for any of the schools identified above:

Districts

Describe the process the LEA will put in place to work with the identified Title I schools to address the AMOs that were missed in the same content area over the last two years. This description of the process must include:

1. The specific steps the LEA will take to work with the identified Title I schools including, but not limited to, requiring the Title I schools to update their schoolwide plan to include strategies that have reasonable promise of positively impacting the specific areas of concern.
2. A list of the LEA staff who will be involved in the process and their specific roles.

3. The process by which the LEA will monitor the school's implementation of the plan.
4. The LEA's timeline for implementing its plan.

Charter Schools

Describe the process the school will put in place to address the AMOs that were missed in the same content area over the last two years. This description of the process must include:

1. The specific steps the school will take to address the areas of missed AMOs including, but not limited to, updating the school's Schoolwide plan to include strategies that have reasonable promise of positively impacting the specific areas of concern.
2. A list of the school staff who will be involved in the process and their specific roles.
3. The process by which the school will monitor the implementation of its plan.
4. The school's timeline for implementing its plan.

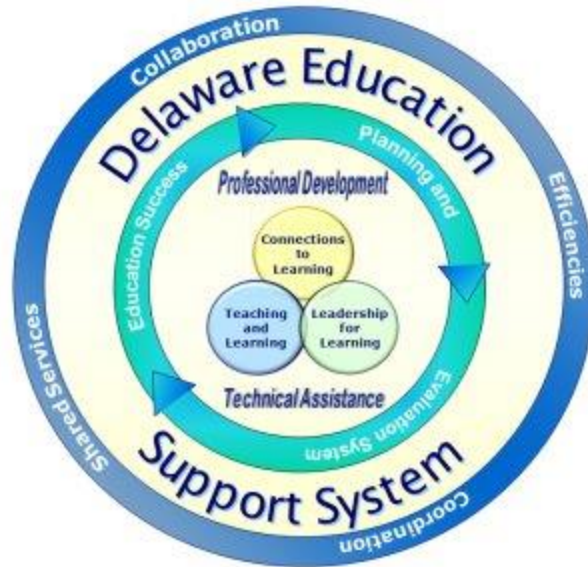
In addition, a formal amendment process exists that allows for reallocation of funds to support the schools identified subgroup needs.

2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

- 2.G Describe the SEA's process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:
7. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;
 8. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and
 9. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

Delaware Education Support System (DESS)



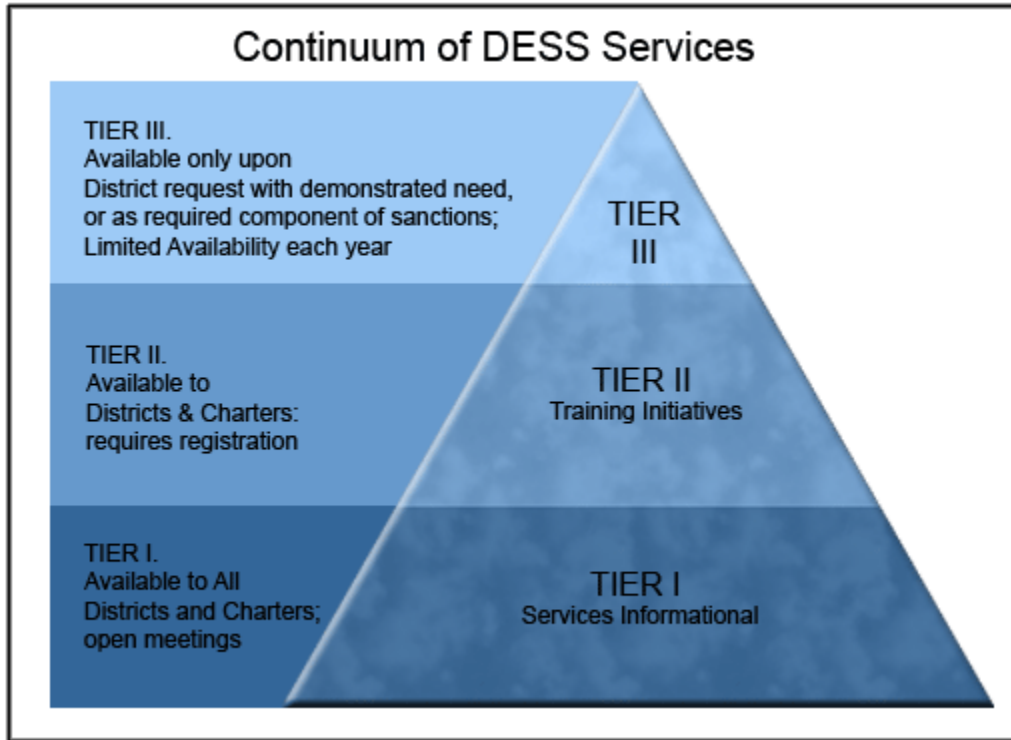
Overview

DDOE is proposing to revise its statewide system of support for all LEAs and schools. The added flexibility around Principle 2 will allow the DDOE and LEAs to better identify the schools and LEAs needing support and more intense interventions and to tailor those supports and interventions to serve those LEAs and schools in order for all students to be college- and career- ready.

Throughout the development of our application we received feedback from our stakeholders, including the DESS Advisory Council (Delaware's Committee of Practitioners), on the classification and support system. One notable recommendation from our stakeholders was to minimize the number of classifications or "labels" for schools. Our stakeholders felt that the required classifications of Reward, Recognition, Focus and Priority were sufficient to help identify the highest and lowest achieving schools in the state. They preferred a statewide system of support that was built to ensure the LEAs received differentiated supports and resources based on the individual needs of the LEA and its schools. As such, DDOE intends to implement a statewide system of differentiated monitoring and support that focuses on building LEA capacity to appropriately support **all** schools.

The current DESS includes three tiers of services as indicated below. The DDOE is proposing to revise the statewide system of support to accommodate the new accountability, recognition, monitoring, and support system.

The current continuum of services is provided below:



Tier I Services include information dissemination and short-term technical assistance. All districts and schools have access to Tier I services. Examples of Tier I services are regularly scheduled meetings conducted by the DDOE staff such as DESS, Teaching and Learning Cadre (inclusive of Curriculum, Assessment and Special Education), Special Education Leadership, Literacy Coalition, Science Coalition, Social Studies Coalition, and Mathematics Coalition; district/school limited information requests such as consultation regarding program services; and one-time presentations regarding specific information or target groups such as parents or faculty. Specifically, these types of services are provided to LEAs and their schools in all levels (Minimal, Moderate, Advanced and Intense.)

Tier II Services include professional development and multi-session technical assistance programs open to all districts and schools. Programs may focus on school wide implementation strategies such as behavior supports and school climate initiatives, or focus on specific populations such as students at risk for failure due to increased incidence of problem behaviors or instructional and learning strategies for students with and without disabilities. An example of professional development is lead mentor training and an example of technical assistance is the extended time frame planning/development committees for transition to the Common Core Standards. As noted, these services are available to all LEAs and their schools in all levels (Minimal, Moderate, Advanced and Intense); however, the LEA data through the monitoring protocols will drive the technical assistance and professional development provided by the Department.

Tier III Services are the most intense. They are provided to districts and schools based on demonstrated need. Priority is given to districts and schools that are assigned as Intense and Advanced per section 2G. Examples of intensive professional development projects offered by the DDOE are Response to Intervention, Targeted and Individual Positive Behavior

Supports, Instructional Support Team, Reading First, Improving Inclusionary Practices, Differentiation and Universal Design for Learning, Accessible Instructional Materials, Learning Focused Strategies, Social Skills Instruction, and Success for Secondary Struggling Readers. . The LEA data through the monitoring protocols will drive the technical assistance and professional development provided by the Department and required by the LEAs.

Identify and differentiate support for LEAs and Schools

The DDOE with stakeholders including the DESS Advisory Council will revise the current tiers of support to reflect this new proposed model of support. This revised model is designed to build the capacity of all LEAs across the state to better support their schools. Under this revised system of support, the Department will provide LEAs with differentiated levels of monitoring and support through performance evaluations and progress reviews, technical assistance, and resources based on the performance and needs of the LEAs individual schools. DESS is consistent with the differentiated monitoring and support given to our LEA's through Race to the Top. It is also currently being employed to some degree by our Title I office through risk based service and support provisions.

To that end, DDOE's current Race to the Top differentiated routines will become DDOE's statewide system of differentiated and monitoring support. Those differentiated routines, which are already familiar to our districts* as they have been in place for over a year, include, but are not limited to:

- Fall progress reviews
- Mid-Year performance evaluations
- Mid-Year follow-up calls
- Mid-Year follow up meetings
- Spring progress reviews
- End-of-Year performance evaluations

*For our 22 charter schools, this structure of monitoring will be new.

The Progress Reviews and the Performance Evaluations are the most comprehensive routines. Below is an example of how those routines currently work and who is included:

Routine	Purpose	DDOE Staff Involved	LEA Staff Involved	Location	Frequency
Progress Reviews	Assess LEA progress on plan activities and identify opportunities to improve	<ul style="list-style-type: none"> • Delivery Unit (DU) Chief Performance Officer • DU Deputy Officer • LEA Liaison 	<ul style="list-style-type: none"> • Chief • RTT manager • Others as desired by the Chief/Charter Director 	On-site at LEA	1-3 times a year, depending on grant size and performance
Performance Evaluations	Assess LEA performance on plan measures and identify opportunities to improve	<ul style="list-style-type: none"> • Secretary of Education • Deputy Secretary • Chief Performance Officer • LEA Liaison 	<ul style="list-style-type: none"> • Chief/Charter director • Board Rep. • Teacher Rep • RTTT manager • Others as desired by the Chief/Charter Director 	DDOE Cabinet Room	1-2 times a year, depending on grant size and performance

DDOE is on the ground in all LEAs for Fall Progress Reviews to assess the LEA's progress on plan activities and identify opportunities to improve. This is differentiated support in that the LEA's

performance will determine if it will receive any additional Progress Reviews during the year. Below is an example of an agenda for a LEA Progress Review:

Progress Review Component	Description	Options for LEAs – Select One Option for each Component
School Visit	Visit to a district school or the charter school to observe at least one PLC and one LEA-specific initiative. <i>The purpose of the visit is to better understand implementation to date and to identify opportunities for support.</i>	The Delivery Unit and LEA liaison will visit a school the morning of the progress review (from 9AM -12PM) The Delivery Unit and LEA liaison will join other DDOE staff during a previously scheduled visit , pending suggestion by the Chief/Charter Director and confirmation by the DU (e.g., Comprehensive Success Review, STU or SIG monitoring, DPAS II monitoring, etc.) The Delivery Unit and LEA liaison will visit a school unannounced at another time between April-M
Teacher Discussion	Discussion with 3-7 LEA teachers	The LEA will schedule the meeting with teachers from 1-2PM the day of the Progress Review The LEA will schedule a 30-60 minute discussion with teachers at the LEA's preferred time and location on the day of the Progress Review: a. Time: _____ b. Location: _____ The Delivery Unit and LEA liaison will speak with teachers during the PLC that is visited
Administrator Discussion	Discussion with 2-4 school administrators	The LEA will schedule the meeting with administrators from 2-3PM the day of the Progress Review The LEA will schedule a 60 minute discussion with administrators at the LEA's preferred time and location on the day of the Progress Review: a. Time: _____ b. Location: _____
RTTT Leadership Discussion	Discussion with the Chief/Charter Director and RTTT manager (and other personnel as desired by the Chief/Charter Director)	The LEA will schedule the meeting with RTTT Leadership from 3-4:30PM the day of the Progress Review The LEA will schedule the 90 minute discussion with RTTT Leadership at the LEA's preferred time and location on the day of the Progress Review, provided it comes after all of the components above: a. Time: _____ b. Location: _____

Below is an example of how this differentiated system of support was implemented this year (2011-2012):

During the school year, a total of **82 routines** occurred:

- **Fall progress reviews:** All 19 districts participated; 5 districts had specific follow-up/support
- **Mid-Year performance evaluations:** 12 Group 1 mid-year performance evaluations based on performance and grant size; 2 Group 2 mid-year evaluations due to concerning mid-year performance trends
- **Mid-Year follow-up calls:** 9 districts were asked to complete corrective action plans following a one-on-one call with the Secretary, based on relative rankings following mid-year evaluations

- **Mid-Year follow up meetings:** 3 lowest-performing districts had individual meetings with DOE following call
- **Spring progress reviews:** 13 districts (all but those in highest category) participated in on-site visit and focus group discussions
- **End-of-Year performance evaluations:** All 19 districts participated; subset will have specific “expectations” and follow-up

For the 2012-2013 school year and subsequent years, LEAs will be split into the monitoring matrix which will drive the differentiation. The differentiation equates as a heavier or lighter touch with the above routines. Modifications to the routines will be made, as needed, based on Department and LEA need and feedback. The differentiation will be based on the LEA’s progress towards our ESEA Flexibility and Race to the Top student achievement goals using the data from the most recent school year.

Below is an example of this monitoring matrix with the varying levels of support:

LEA Support Matrix

Size of LEA ↓	Large	1PRs, 2PEs (3 total annually)	2 PRs, 2PEs (4 total annually)	3 PRs, 2PEs (5 total annually)	3 PRs, 2PEs (5 total annually)
	Medium-Large	1PRs, 2PEs (3 total annually)	1PRs, 2PEs (3 total annually)	2 PRs, 2PEs (4 total annually)	3 PRs, 2PEs (5 total annually)
	Small-Medium	1PR, 1PE (2 total annually)	1PRs, 2PEs (3 total annually)	1PRs, 2PEs (3 total annually)	2PRs, 2PEs (4 total annually)
	Small	1PR, 1PE (2 total annually)	1PR, 1PE (2 total annually)	1PRs, 2PEs (3 total annually)	1PRs, 2PEs (3 total annually)
		On-track	Somewhat On-track	Somewhat Off-track	Off-track
		Performance →			

Support Levels

- Intense
- Advanced
- Moderate
- Minimal

PR= Progress Review

PE= Performance Evaluation

1

Data collection and transparency is central to the efficacy of DDOE’s statewide system of differentiated support. To that end, DDOE will use dashboards and other reporting tools to track and share the LEA’s data. Those data will be used to determine how DDOE will differentiate among the LEAs for the frequency and type of support routines.

Here is additional information regarding the dashboards

Purpose of the Dashboards:

- The dashboards were the primary focus of districts’ end-of-year performance evaluations.

- Broadly, performance evaluation dashboards provide a snapshot of districts' performance against their Race to the Top goals, key state performance measures, and LEA-specific performance measures. In addition, the dashboards will highlight district level performance of Title I schools or a charter school that is a Title I school.
- End-of-year dashboards focused on DCAS performance in reading, math, science, and social studies, for all students and by subgroup and grade band. The dashboard will also focus on district level performance of Title I schools or a charter school that is a Title I school.

Status and Use of the Dashboards:


- End-of-year performance evaluation data are summative, and tracked performance against 2012 RTTT goals, as well as progress towards final 2015 targets. The future dashboards will track against the revised ESEA Flexibility targets as well as RTTT goals.
- All 19 districts had performance evaluations in June; 14 of the districts had a prior mid-year performance evaluation at the end of February (based on grant size and/or performance to date).
- Final dashboards, along with a district-specific performance overview, have been shared with districts and posted publicly on the DOE website along with the statewide dashboard.
- School-level dashboards were made available to districts for use internally and with building administrators.
- LEAs must specifically address in their annual Success Plans any Title I or non-Title I school with one or more low performing subgroups based on the annual measureable objectives for reading and mathematics.

Example of an End of Year Dashboard:

District: Page 2	Spring (SY '12)	Δ in Spring (SY '11 to SY '12)	Fall to Spring Growth (SY '12)	Δ in Fall to Spring Growth (SY '11 to SY '12)	Goal for Spring 2012	Distance from 2012 Goal	Goal for Spring 2015
African-American Student Reading Proficiency – Grades 3-5	74	↑15	40	↑19	64	10	80
African-American Student Reading Proficiency – Grades 6-8	76	↑14	28	↑6	67	9	81
African-American Student Reading Proficiency – Grades 9-10	68	↑19	21	↑5	56	12	75
African-American Student Math Proficiency – Grades 3-5	69	↑13	51	↑14	61	7	78
African-American Student Math Proficiency – Grades 6-8	74	↑11	44	↑13	68	6	82
African-American Student Math Proficiency – Grades 9-10	72	↑18	31	↑9	59	12	77
Hispanic Student Reading Proficiency – Grades 3-5	85	↑26	39	↑28	65	20	80
Hispanic Student Reading Proficiency – Grades 6-8	81	↑14	28	→2	71	10	83
Hispanic Student Reading Proficiency – Grades 9-10	83	↑19	27	↑14	68	14	82
Hispanic Student Math Proficiency – Grades 3-5	73	↑11	54	↑15	67	6	81
Hispanic Student Math Proficiency – Grades 6-8	78	↑10	25	↓-11	72	6	84
Hispanic Student Math Proficiency – Grades 9-10 School	77	↑8	30	↑16	73	4	85
Non-Hispanic White Student Reading Proficiency – Grades 3-5	89	↑15	33	↑15	77	12	87
Non-Hispanic White Student Reading Proficiency – Grades 6-8	89	↑9	23	↑5	82	7	90
Non-Hispanic White Student Reading Proficiency – Grades 9-10	87	↑13	12	→1	77	10	87
Non-Hispanic White Student Math Proficiency – Grades 3-5	86	↑9	47	↑13	80	6	88
Non-Hispanic White Student Math Proficiency – Grades 6-8	88	↑8	36	↑8	83	6	90
Non-Hispanic White Student Math Proficiency – Grades 9-10 School	88	↑12	24	↑5	80	9	88

Guide to Understanding the Dashboard:

District Example



District: Page 1	Spring (SY '12)	Δ in Spring (SY '11 to SY '12)	Fall to Spring Growth (SY '12)	Δ in Fall to Spring Growth (SY '11 to SY '12)	Goal for Spring 2012	Distance from 2012 Goal	Goal for Spring 2015
Reading Proficiency - Grades 3-5	85	↑ 15	34	↑ 16	74	11	85

Colors are based on district performance vs. the state (*green = above the state; red = below the state; yellow = within 3 points of the state*)

“Distance from goal” cells reflect whether a district has or has not met its 2012 goal (*green = met or exceeded goal, red = did not meet goal*)

Arrows are based on district performance this year vs. the previous year (*up = performance has improved; neutral = performance has stayed within 3 percentage points; down = performance has declined*)

Dashboards were created for all districts, their schools and all charter schools.

The Dashboards and Progress Review findings will be used to produce the performance overviews. For example, each district this year received an overview with the following components:

- Plan highlights (*from the plan submitted in June 2011*)
- Progress and performance strengths (*from the reviews conducted in 2011-12 and dashboard generated in June 2012*)
- Opportunities to strengthen implementation and performance (*from the reviews conducted in 2011-12 and dashboard generated in June 2012*)
- Additional relevant trends/data points (*from the reviews conducted in 2011-12 and dashboard generated in June 2012*)

All district-specific overviews were shared with districts in advance of their performance evaluation and used as discussion document during the meeting.

Below is a summary example of the type of information shared for performance strengths and opportunities to strengthen implementation and performance:

Strengths:

- *As identified by districts:* Professional Learning Communities; new assessment and use of results to drive instruction; Leadership and Development Coaches; additional district-specific initiatives

Challenges:

- *As identified by DDOE:* Data-driven decision-making; awareness and ownership of challenges at the district and school level; focus on instruction; willingness to engage in continuous improvement in partnership with DDOE
- *As identified by districts:* Educator evaluations (DPAS II), in particular the time required; sustainability of major investments; volume of student testing required
- *As identified by DDOE:* District capacity; use of DPAS II to inform human capital decisions (such as equitable distribution and career ladders); ensuring rigorous instruction is available to all students

Regardless of where a LEA falls on the DDOE differentiated system of support monitoring matrix, all LEAs will receive regular statewide technical assistance sessions covering a variety of research-based best practices that apply to all LEAs and schools. Topics may include, but will not be limited to, Universal Access to General Curriculum, Curriculum Alignment and Differentiation, Universal Design for Learning (UDL), success planning, goal setting and alignment, monitoring, resource allocation, building leadership capacity (including building collaboration between general education, special education, and English Learner education), school climate and DPAS II. The types of support will be driven by the needs of the LEA and its schools.

As a response to the Part B Monitoring report, the DDOE would like to highlight the changes made to the monitoring routines. As stated, districts are assigned to a level of support and this drives the number of touchpoints or routines with the district. The routines continue to be improved based on feedback from internal staff as well as district staff. For example, the DDOE has continued to have the pre-routine meetings with internal cross agency staff (e.g., federal programs, EL, SWD, climate, CTE, curriculum, assessment, etc) but is also having those staff attend the district monitoring meetings to discuss areas of challenge or priority. This creates a culture that there is shared ownership across DDOE and at the district level.

In addition, DDOE has improved the “dashboard,” now referred to as the “End-of-Year Performance Evaluation Report.” This had been done through Excel and manually, but is now automated. Data are provided for **all** subgroups for Reading and Mathematics at the district level, by grade spans and then at the school level by **all** subgroups, including grade span and grade level. This report also includes graduation rate, by subgroup; AP enrollment and success information, SAT, PSAT, Science and Social Studies information.

The DDOE has created a new memo template for the Progress Reviews that identifies “Priority Issues” and “Watch List” issues. As noted earlier, this memo template will capture those “Other Title I schools” that are missing the state AMOs by subgroup in the same content for two consecutive years. Any Title I school that misses for 1 year will also be highlighted on the memo.

As part of the routines, the DDOE will be monitoring the districts progress or challenges with transitioning to the college- and career-ready standards. (Information related to the monitoring for transition to college- and career-ready standards can also be found under 1.B.)

These memos are two way communication documents with the district that provides a monitoring trail for the school year. After the meetings, any follow ups or information requested by the district of DDOE or DDOE of the district are noted and brought forward to the DDOE leadership team. Again, this provides messaging to both DDOE staff and to district personnel that follow up is critical.

Amendment 2014- District Interactions - Assignment to Levels of Support, Schedule of Formal Performance Routines, and Transitions

The DDOE is modifying the formal interaction process with the districts for support and accountability. The first year of the modification will be in the 2014-15 school year and based on the 2013-14 data. The formal process is generally referred to as “district routines” and is the process the DDOE and the

districts engage to discuss data, programmatic updates, and development of strategies at the various levels to meet goals.

The modifications are based on the feedback and operation of the district performance routines over the 2012-13 and 2013-14 school years and includes streamlining the number and format of the performance routines. This is also reducing burden on the districts.

Current Level of Support – Assignment and Transition

For the last two years (2012-13 and 2013-14), the DDOE has assigned districts to one of **four** levels of differentiated support – **Intense, Advanced, Moderate** and **Minimal**. Within each of these levels, there is an associated set of routines by which DDOE monitors districts and charter schools. The following is a graphical representation of both assignment and number of performance routines with the districts. The performance routines consist of either a Progress Review or a Performance Evaluation.

Proposed District Levels of Support

As a response to the Part B Monitoring report, the DDOE highlighted changes made to the monitoring routines for the 2013-14 school year. The performance routines continue to be improved based on feedback from internal staff as well as district staff. For example, the DDOE has continued to have the pre-routine meetings with internal cross-agency staff (e.g., federal programs, English Learners (EL), Students with Disabilities (SWD), climate, career and technical education (CTE), curriculum, assessment, etc.) but is also having those staff attend the district monitoring meetings to discuss areas of challenge or priority. This creates a culture that there is shared ownership across DDOE and at the district level. This allows conversations to occur that did not necessarily occur in the past. This also provides the opportunity to align initiatives to ensure the greatest impact on student outcomes.

The DDOE is also using other, supplementary metrics as part of the performance routines. These metrics, while not all specifically academic in nature, are also critical for better student achievement and outcomes. For example, the percentage of students suspended or expelled; the percentage of educators who rate the school positively based on a school culture survey; the percentage of students seamlessly enrolling in college; and percentage of students with chronic absences.

Beginning in 2014-15, each district will be assigned to one of **three** levels of differentiated support **Intense, Moderate** and **Minimal**. Within each of these levels, there is an associated set of performance routines by which DDOE will monitor the districts and charter schools. The following is a graphical representation of the number of routines with the districts based on the assignment to one of the three levels of support. The routines consist of either a Progress Review or a Performance Evaluation.

District Level of Support and Corresponding Routine Schedule – 2014-15

LEVEL	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Minimal					PR (optional)					PE
Moderate				PR			PR (optional)			PE
Intense			PR			PR				PE

PR = Progress Review

PE= Performance Evaluation

For Districts:

- The Minimal level of support will have 2 performance routines.
 - The first of these is an optional/ discretionary Progress Review that takes place in January; this review is formative. Upon reviewing the district's status and progress, the DDOE team can choose to exercise or forego the January routine.
 - The second, summative routine is the mandatory Performance Evaluation that takes place in June.
- The Moderate level of support will have 3 routines.
 - The first of these is a mandatory Progress Review that takes place in November or December; this review is formative.
 - The second is an optional/ discretionary Progress Review that takes place in March; this review is formative. Upon reviewing the district's status and progress, the DDOE team can choose to exercise or forego the March routine.
 - The third and summative routine is the mandatory Performance Evaluation that takes place in June.
- The Intense level of support will have 3 routines.
 - The first of these is a mandatory Progress Review that takes place in October; this review is formative.
 - The second is a mandatory Progress Review that takes place in February; this review is formative.
 - The third and summative routine is the mandatory Performance Evaluation that takes place in June.

All routines consist of both formal and informal documentation and a meeting; documentation is

prepared by both the DDOE and the District and varies depending on the level of support and specific routine.

For Charters:

The Charter School Office is in the process of building tiered monitoring systems for all of its charter schools. All charter schools are bound by Performance Agreements wherein they promise to meet levels of performance outlined in the Performance Framework. The Charter School Office engages in ongoing reviews of charter school compliance, using its own data and data gathered by other departments across DDOE. There is collaboration among staff at DDOE to provide support and technical assistance. Charter schools are also required to provide an annual performance report to the DDOE, which in turn leads to a State Annual Report that is published on the DDOE website.

Charter schools are subject to more intense monitoring during the period leading up to renewal and during formal review, when each school's performance record is reviewed in detail.

Charter School Differentiated Support and Performance Schedule – 2014-15

LEVEL	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
All Charters	CA	PR	CA	CA	CA	CA	CA	RR	CA	CA

PR = Performance Review: Academic, Financial and Organizational (desk audits)

CA = Comprehensive Analysis (desk audit)

Optional Routines

- All DOE-discretionary: dependent on internal review by DOE Charter Office
- Only for Organizational and Financial components

RR = Renewal Review

- Every 4 years for new charter schools
- Every 5 years for existing charter schools

Revised System of Support to align with three Levels of Support

The following is the new graphical representation of the Supports that is based on three levels rather than four levels. None of the services or supports have been eliminated:

Delaware Education Support System (DESS) of Monitoring and Supports

Minimal	Moderate	Intense
Tier I Services These services are provided to all LEAs in all levels (Minimal, Moderate, and Intense)		
Tier II Services These services are available to all LEAs in all levels; however, the LEA data through monitoring protocols will drive the technical assistance and support provided.		
Tier III Services These services are available to all LEAs in all levels; however, priority given to LEAs identified as Intense.		

The following are specific examples, in more detail, of interventions or strategies an LEA may be employing or may need to employ and need further technical assistance:

Response to Intervention

Response to Intervention (RTI) is the practice of providing research-based scientifically validated interventions and high quality instruction matched to student need, using learning rate over time and level of performance to make important educational decisions. It is a general education initiative which requires collaborative efforts from district staff, general educators, special educators and bilingual/EL staff. Research states that the identification of students at-risk, through documented student performance data, who receive early intervening services with increased time, intensity, and the appropriate instructional match, can close achievement gaps and reduce referrals for special education. IDEA 2004 states that local educational agencies can use up to 15% of special education funds to develop and implement coordinated early intervention education services for children in grades K-12 who are not receiving special education services but require additional academic and behavioral support to succeed in the general education classroom. (Only those LEAs determined to have significant disproportionality based on race/ethnicity in the identification, placement or discipline of students with disabilities are required to use 15% of their funds for this purpose - Title 14 DE Administration Code 927.46). The core principles of RTI include using a multi-tiered instruction and data from monitoring of student progress to inform necessary changes in instruction/intervention. Grade, content level and instructional support teams use problem-solving methods to make decisions to define need based on data from universal screening tools, analyze to build a tiered delivery system, develop and implement an LEA and school plan to address needs (scheduling, resources, approved core/supplemental intervention resources and instructional delivery), and evaluate individual progress monitoring data according to prescribed decision cut points, dates, and benchmark trajectories. According to state regulations in Delaware, information acquired from response to intervention processes is a source of evaluation data (Title 14 DE Administration Code 925.6.3.1) in eligibility determination for special education. Regulations further state that written documentation is required that a child's response to scientific, research-based intervention was assessed as a part of evaluation procedures and eligibility criteria for Mild Intellectual Disability (Title 14 DE Administration Code 925.6.12.3) and for a learning disability in reading (Title 14 DE Administration Code 925.6.11.3.1). Since 2007, professional development, resources and technical assistance have been provided to superintendents, district and charter-wide teams, as well as general and special educators who strive to understand how RTI affects the complexity of students who are learning English as a second language. It is our intention to continue providing technical assistance as this initiative moves into our secondary schools.

Universal Design for Learning

Universal Design for Learning is a scientifically valid framework for guiding education practice to eliminate barriers and make the curriculum accessible for all students, including students with disabilities and the English Learners, by providing: flexibility in acquiring information, alternatives in demonstrating what they have learned, and strategies for engaging diverse learners and motivating them to learn by providing challenges and supports. The Center for Applied Special Technology states that “UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.” It is the design of multiple, flexible instructional and assessment materials and curricular activities that allows learning goals to be achievable by individuals of wide variability, inclusive of cultural and linguistic backgrounds, differing abilities, and preferred learning tools and methods. These differentiated options or alternatives with multiple means of representation, action, expression and engagement are built into curricular planning and delivery through the instructional design of a lesson and unit for efficiency and minimize potential barriers of the learners. It is strategic in nature and often employs wide use of media for communication, accessible technology for customizing the display, providing alternatives for auditory or visual information, and guiding information processing, as well as managing systems for resources and monitoring progress. As we face rapid, global movements through digital learning, UDL offers insight on learning and new applications of technology that provide access to the general curriculum for ALL students and equal opportunities for them to demonstrate successful outcomes. In Delaware, we have partnered with the Delaware Assistive Technology Initiative (DATI) from the University of Delaware to offer professional development for curriculum leaders, teachers and technology personnel in regards to UDL practices. Our model lesson/unit template is consistent across curricular content subjects as directed in RTTT, Section B, and encourages the principles of universal design for learning and differentiating instruction. Those who are building model lessons and units have had professional development in UDL and will continue to receive technical assistance when needed.

Accessible Instructional Materials to Close the Achievement Gaps

Students cannot learn if they cannot access the curriculum. Because current educational approaches are heavily dependent on textbooks and other print materials, students who cannot efficiently and effectively use such materials are at a striking disadvantage. IDEA 2004 mandates that students with print disabilities must have alternative ways to access the information contained in textbooks and other core curricular materials (Title 14 DE Administration Code 924.10.2). Educators need to consider students who struggle with print because of physical disabilities, learning disabilities, English Learners, language disorders, attention difficulties, and visual processing disorders. In some cases this means bypassing print completely—using Braille or audio formats, for example—and in other cases it means supporting the student’s uptake and use of print through various means such as large print, customized page layouts, or supported reading software that highlights print while the text is read aloud by the computer. The use of accessible instructional materials (AIM) enables educators to provide grade level content to students who would otherwise be unable to access the curriculum due to print disabilities. To ensure that all students who qualify for accessible instructional materials can get them in a timely manner, the Delaware Department of Education has created a centralized service for the creation and distribution of such materials. The Delaware AIM Center manages the materials acquisition and distribution process for the entire state, alleviating the burden on individual schools and districts to find, procure and, in some cases, produce accessible materials. A Digital Rights Manager was designated by each district superintendent/charter director to request, receive, and track usage of copyrighted accessible instructional materials for students with print disabilities. Professional development and technical assistance is on-going.

Positive Behavior Supports

The DE-PBS Project provides professional development, technical assistance, and resources such as curriculum materials and progress monitoring tools to guide school teams’ implementation and evaluation of targeted behavior supports for students with and without disabilities. Targeted supports are provided to students who demonstrate increased incidence of behavior problems or specific social skills deficits. Efforts are focused on integration of instructional and behavioral assessment and

intervention for seamless delivery systems. Schools' participation in these implementation efforts will be determined by level of need.

Instructional Improvement System (IIS)

Instructional improvement systems are defined as technology-based tools and other strategies that provide teachers, principals, and administrators with meaningful support and actionable data to systemically manage continuous instructional improvement, including such activities as: instructional planning; gathering information (e.g., through formative assessments, interim assessments, summative assessments, and looking at student work and other student data); analyzing information with the support of rapid-time reporting; using this information to inform decisions on appropriate next instructional steps; and evaluating the effectiveness of the actions taken. Such systems promote collaborative problem-solving and action planning; they may also integrate instructional data with student-level data such as attendance, discipline, grades, credit accumulation, and student survey results to provide early warning indicators of a student's risk of educational failure.

Delaware Instructional Improvement System Components:

Delaware Performance Appraisal System II

Implement state evaluation system with fidelity; align professional development to observations and improvement plans.

- Continuous Improvement
- Professional Development (aligned to formative feedback and summative evaluation)
- Quality Assurance

Data Driven Culture

Increase the statewide use of data to improve instruction. Delaware is taking advantage of its existing longitudinal data system, education results reporting, and DCAS system to move from a “data-rich” environment to a truly “data-driven” culture.

- Data Coach Project implementation – 29 Data Coaches working in 41 LEAs and with nearly 7000 teachers. Coaching teachers in Data analysis to drive instructional planning and practice- PLCs identify strategies & instructional activities and incorporate these in to lesson plans/instructional practice; participate in continuous improvement through review of student data
- Utilizing Longitudinal Data System, Teacher & Administrator Dashboard will enable easy access to data and indicators of success and challenge.

Professional Development

- **Professional Learning Community** -Schedule for each Core Content PLC in each building in the District/LEA. Professional Development Management System affords each LEA the opportunity to track and monitor participation, effectiveness and implementation of professional development opportunities.
- **Comprehensive Professional Development Management System** – Data management and analysis of Professional Development across the state, with alignment to the licensure and certification system.

Instructional Practice

- Implementation of Common Core Standards with Model Units and Lessons
- Compilation and cataloguing of Instructional Materials in the Learning Registry, with meta data analysis tagging enabling easy access within the state as well as across states for selected materials
- Tracking and monitoring tool implemented to measure and provide feedback on teacher actions/ instructional practice in the classroom, evidence from PD / PLCs, implementation of Common Core, alignment to curriculum. Demonstration of the concepts and skills in Taking Action with Data Framework, from Data Coached PLCs

Accountability

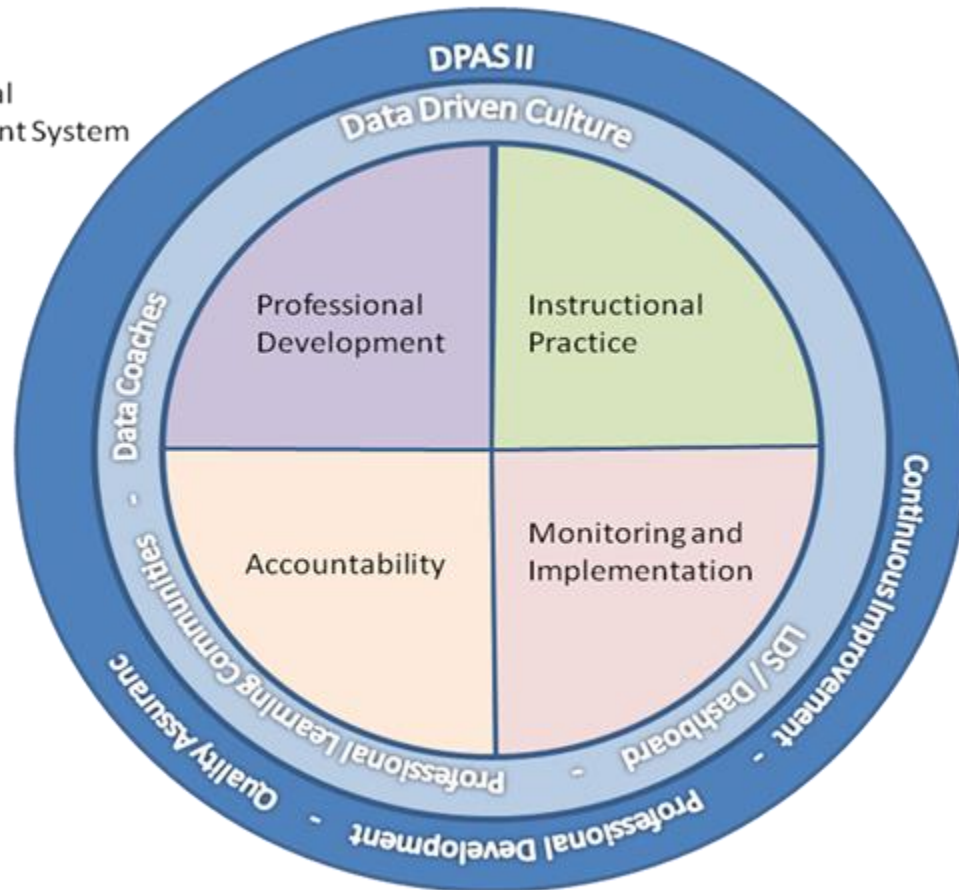
- Conducting walkthroughs and providing feedback to teachers by Administrators, Instructional Leaders and Coaches to improve instructional practice.
- Compliance – State and Federal Programs

- Implementation of Legislation and Policy

Monitoring and implementation of Support Services and Resources

- Participation in state support systems, such as Development Coaches, Leadership Coaches, Vision Network, SAMs, Alternative Pipeline for Talent, Comprehensive School Review, etc.
- Monitor IIS Status – Administrator Dashboard will indicate “Check Engine” light (Red Indicator) if any of the input data points registers less than the acceptable input.
- Establish the Data Points, collection and criteria for acceptable input around LEA programs and procedures in the Instructional Improvement System. This is done in collaboration with Building and LEA partnership.
- Customized to their RTTT Action Plan (i.e. implementation of Learning Focus Solutions Model)

Delaware
Instructional
Improvement System
IIS



Job embedded Professional Development

Each School has implemented a minimum of 90 minute Professional Learning Community Collaborative Planning time for teachers. This time is spent collaborating on instructional alignment of the written and taught curriculum, data analysis skill building and strategic planning for differentiated instruction. In addition, schools and LEAs are providing professional development aligned to individual teacher needs. These PD needs are identified through learning walks, in which administrators conduct walkthroughs of each classroom providing feedback to teachers. Trends and patterns in “look fors”

help to develop the Professional Development needs across the school.

Development Coaches

Development coaches are provided in 30% of the Schools, affording the Principal the opportunity to receive coaching resources aligned to effectively implementing the Delaware Performance Appraisal System II (DPAS II), our statewide teacher and leader evaluation system. The coaches' work with the building administration to ensure that teachers are effectively evaluated and beneficial feedback is provided to the teachers and leaders, ensuring continuous improvement.

Data Coaches

Each academic core content teacher participates in a professional learning community in the school. Each School has been assigned a Data Coach who will work with the Professional Learning Communities (PLCs) every other week, analyzing formative and summative data to improve instructional planning, preparation and practice. The coaches work with the teachers either through direct facilitation or through a Coach the Coach model. Ultimately, the coaches will work to build a data informed culture of data conversations, differentiated instruction, cycles of inquiry and data inference. Between PLCs, building administration and coaches conduct walkthroughs and provide feedback to the teachers on observed instructional practice as a result of the action plan established in each of the sessions.

English Learners Supports

Delaware is initiating in the spring of 2012 a Comprehensive Needs Assessment for the Title III English learner program. George Washington University's Center for Equity and Excellence will conduct the CNA in conjunction with the Title III program office, district/charter school EL educators, Delaware Department of Education EL data team members, and professional learning community data coaches. George Washington University's own researchers, linguists, and second language acquisition experts will form a part of the team. As a part of the process, it is the intention of the Title III program to include an analysis of the linguistic demands of the content standards for EL students. Although social and instructional language, the language of language arts, mathematics, science, and social studies are included within the WIDA English language proficiency standards, a plan for differentiated instruction by general education and content area teachers is needed to ensure that EL students will be successful in acquiring academic language. The linguistic demands analysis will result in a plan with specific strategies for both the regular education and EL teachers with a shared responsibility for equipping EL students with vocabulary and language needed in the core curriculum. It is the intent of the Title III program to share the results of the linguistic study to the EL and general education teachers, curriculum coordinators, and district staff to generate support and commitment of EL students. A clearly articulated delivery with expectations for both content area teachers and EL teachers will be developed with a timeline established for formative progress checks throughout the academic year.

To provide the international teaching staff required for strong immersion programs, it is the intent of the Title III program to recruit additional teachers through the Bi-national Migrant Education Program (BMEP) and through Delaware's initiative with Spain in conjunction with the World Language program. Through the teacher exchange program, it is intended that visiting international teachers will work within districts assisting students from their home country and serve to inform Delaware educators of their country's education system. In reciprocity, it is the intent for Delaware educators traveling to the exchange country to also benefit from exposure to international education systems and gain understanding of the cultural and academic challenges the at-risk EL students face. Delaware intends to prepare its EL students to be competitive in a global job market, and to represent both the state and the U.S. in the international arena. To make use of and acknowledge the multilingual competencies that EL students arrive with, Delaware intends to support and promote the retention of native language, while ensuring the acquisition of new languages needed to represent the U.S. EL students' literacy and proficiency in their native language, English as a second language, and foreign/world language is intended to assist them and complement their pursuit of business, science, engineering and technology in college.

The various factors that impact the performance of EL students will be identified within the CNA so that appropriate interventions can be determined. Recently arrived immigrant and refugee students who are at risk may require newcomer program enrollment to facilitate language acquisition. One of the Delaware districts has created a parent information center and newcomer program to assist the EL population to make the transition into the community and school. The Title III program intends to model successful newcomer programs for districts with large EL populations. Additional student demographics will be reviewed such as being over/under age for grade, educational history with interrupted or insufficient schooling, and incidents of low or no literacy in the native language. Students with limited or no education may require specific remediation above and beyond the scope of the EL classroom. Delaware recently revised its policy on immigrant students to allow for reclassification. The EL students which attend U.S. schools and then return to their home country for more than 90 days within the academic year lose their second language as a result of re-immersion into their native language. Students who remain out of the U.S. and re-enroll in international education systems require additional time to adjust upon return and may need support to resume learning and using English again, which has prompted the reclassification and retesting of English language proficiency. Students with bi-national status, i.e., those who live part of the year within the U.S. and part of it in their home country, may have a regular migration pattern into and out of Delaware schools that requires advanced planning for their educational success.

The Title III program is working to create mentorships between international students enrolled in Delaware's institutes of higher education and K-12 English language learners. The intent is to forge an alliance with international student organizations and to increase college enrollment among EL students with shared international origins. The Title III program office is creating a partnership with local community colleges and universities and plans to host an annual series of informational meetings with international student advisors, students, parents, and K-12 EL students. The initial meeting is intended to provide a general orientation and to motivate secondary EL students and his/her parents prior to high school graduation by providing information regarding academic requirements.

It is the intention of the Title III program to ensure that EL students not pursuing college will be equipped to enter the workforce and use their multilingual competencies to their employer's advantage. It should be noted that all students included in EL will have the same access to college readiness courses and activities as all other students in Delaware.

As the U.S. economy and market continues to expand both domestically and abroad, EL students may be used to fill jobs requiring international communications skills, perhaps to supervise the growing number of employees who are either non-English speaking or who have limited English. The Title III program office intends to develop collaboration and coordination with the Career and Technology department, and the state's workforce and economic development agencies to ensure EL students not entering college are prepared for technical/vocational training, community college, apprenticeships or other job training.

The Title III Department of DDOE works in collaboration with local institutes of high education to provide professional development to Delaware's EL teachers through the University of Delaware's annual ESL Institute offered during the summer term. To ensure the achievement of Delaware's EL students with disabilities, the Alternative ACCESS assessment will be piloted during the Spring 2012 test administration. Training for EL and Special Education departments began in the fall of 2011 to ensure implementation of the Alternative ACCESS. Upon review of the Alternative ACCESS assessment results, the DDOE will draft a revised Title III Accountability Model to include the alternative assessment for continued use annually.

The DDOE-sponsored professional development for Delaware's EL teachers is planned in two-year cycles to provide support and continued growth among the EL educator community. Four SEA-lead professional development trainings in conjunction with WIDA are provided annually to EL and content area teachers, focusing on understanding of the WIDA ELD standards across departments, building

collaboration between EL and content area teachers, characteristics of academic language needed for grade-level content areas, and choosing instructional materials that are aligned to the WIDA Standards. Delaware's EL teachers are members of the National Association of Bilingual Educators (NABE), the Teachers of English to Speakers of Other Languages (TESOL), and the local chapter of Penn-TESOL. The Delaware English Language Learner Teacher Association (DELLTA) is an advocacy group whose members include world language teachers, retired Title III directors, university administrators, and teachers with international experience.

Delaware partners with various agencies to enlist their support and expertise for bilingual, EL, and migrant (farm worker) students. The Center for Applied Linguistics and George Washington University's Center for Equity and Excellence have been contracted to conduct evaluations of district ESL programs. The Mid-Atlantic Equity Consortium is also utilized to increase cross-cultural understanding and improve student outcomes. ESCORT provides teaching strategies for migrant youth, EL students and assistance with service delivery plans for summer migrant projects. The National Clearinghouse of English Language Acquisition (NCELA), West Ed, and local in-state agencies form a network from which the continuous improvement of the EL program is drawn.

It should be noted, this request for flexibility does NOT request Title I money to be used for Non-Title I purposes and there are no intentions to give Title I money to Non-Title I schools. Any Non-Title I schools receiving financial rewards, technical supports through DDOE, and/or grant opportunities will be funded out of non-Title I funds

Transitions for LEAs

LEAs will have the opportunity to transition through the DDOE differentiated system of support matrix based on their performance each year towards the ESEA Flexibility and RTTT goals as summarized each year following their Performance Evaluation conference.

DDOE also intends to establish a process of evaluating the timeliness and value of the support system through formal and informal feedback from our LEAs.

In summary, the DDOE is committed to ensuring LEAs and their schools receive the appropriate level of support to meet the goal of college- and career- readiness for EACH student.

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

<p>Option A</p> <p><input type="checkbox"/> If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> i. the SEA’s plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14). 	<p>Option B</p> <p><input checked="" type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> • a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; • evidence of the adoption of the guidelines (Attachment 11); and • a description of the process the SEA used to involve teachers and principals in the development of these guidelines.
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Delaware has selected Option C above.

Overview of the Development and Adoption of the Statewide Educator Evaluation and Support Systems

One of the pillars of the current Delaware Education Plan is “Effective Teachers and Leaders.” This has been a common thread throughout this gubernatorial and legislative administration as well as preceding administrations. In 2000, there was sweeping state legislation that codified a new era of accountability for schools, students and educators. This legislation, Senate Bill No. 260 Professional Development and Educator Accountability Act of 2000, signed by then Governor Thomas Carper, provided for a tiered licensure and certification system and a set of consequences for students on the statewide assessments. This legislation also provided for a statewide educator evaluation system requiring student improvement as one component weighted at least as high as any other component.

There are other prominent initiatives that have driven the support for stronger educator accountability. In 2006 a plan was published by Vision 2015, an initiative that brought together a 28-member Steering Committee, composed of educators, community leaders, business representatives, and leading public officials that outlined six building blocks that would result in Delaware becoming a “world class education system.” In addition, about 500 teachers, principals, parents and community representatives participated in work groups and focus group meetings throughout Delaware to help the Steering Committee develop the plan. This plan was written by Delawareans, for Delaware. The plan (<http://www.vision2015delaware.org/wp-content/uploads/2011/08/Vision-Plan-Summary.pdf>) articulated the need that the state “must develop and support great teachers in every classroom who are able to customize instruction to each and every child.” One piece included “advancement based on skills and performance, not seniority, with student achievement as one measure of performance.”

Delaware has been ahead of many states by having a multi-faceted annual statewide evaluation system for teachers, specialists, and administrators since 1987. The DDOE has embraced the charge for effective teachers and leaders through the varied activities and projects delineated in the Race to the Top (RTTT) grant. These include revisions to the Delaware Performance Appraisal System II (DPAS II) regulations; establishing new pathways for individuals to become teachers and principals; putting in place data coaches and development coaches to ensure administrators are effective instructional leaders. The goal then and today is to ensure all students are prepared for the global and competitive environment in which we live.

Detailed Narrative of the Development and Adoption of the Statewide Educator Evaluation and Support Systems

The DDOE first implemented a statewide appraisal system (DPAS I) in 1987, long before Race to the Top or ESEA Flexibility. Subsequently, and as noted above, it was revised as a result of the 2000 state law **requiring** the development of a statewide educator evaluation system. This new system required many of the elements that are consistent with ESEA Flexibility Principle 3. This system required student improvement as an explicit component; the establishment of “patterns of ineffective teaching” and “patterns of ineffective administration” with input from the DPAS II Advisory Committee. This committee, a requirement of the Delaware law, has a primary responsibility to consider regulation changes around DPAS II. This committee consists of the varied constituency groups including teachers, administrators, local board members, higher education, parents and legislators who focus upon requirements for improvement plans and professional development; an evaluator credentialing process and monitoring of the system. A DPAS II Review Committee convenes to review, discuss, and revise any necessary changes to the guide and the process of the DPAS II evaluation system. This committee is a subset of the Advisory Committee, and is comprised of LEA administration, DDOE Staff, DSEA representation, DASA, and Higher Education representation.

From the time of this initial legislation, there have been revisions to the system through the regulatory process. This regulatory process requires input from the DPAS II Advisory Committee as well as formal publication and comment periods.

Several revisions occurred in 2010 Regulation, however one of the more significant revisions occurred in 2010 with regulation requiring an educator must demonstrate sufficient student

growth in order to be rated as Effective or Highly Effective.

Today, the statewide educator evaluation system is being implemented and is consistent and aligned to the requirements of Principle 3, **Option C**. The following provides a visual crosswalk:

TABLE J: PRINCIPLE 3, OPTION C CROSSWALK

Principle 3	DDOE Regulation	Resources	State Law
Develop, adopt, pilot, and implement a statewide educator evaluation system	14 DE Admin Code 106 14 DE Admin Code 106A 14 DE Admin Code 107 14 DE Admin Code 107A 14 DE Admin Code 108 14 DE Admin Code 108A	DPAS II Guides, Non-Regulatory Guidance Documents, FAQ's, and other resource materials (links below)	14 Del. C. Chapter 12, Subchapter VII
Used for Continual improvement of Instruction	Regulations and framework based on Charlotte Danielson's work	Companion Guides; online trainings, data coach project, development coach project	14 Del. C. Chapter 12, Subchapter VII
Meaningfully differentiate levels of performance	Regulations include four levels of performance: "Highly Effective" "Effective" "Needs Improvement" "Ineffective"	<u>DPAS II Teacher, Administrator, and Specialist Frameworks</u>	14 Del. C. Chapter 12, Subchapter VII Requires regulations to establish parameters for "pattern of ineffective teaching" and "pattern of ineffective administration"
Use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students	Regulations require multiple measures for the determination of the Student Improvement Component	Ongoing work with RIA (Research in Action) in development of valid and reliable measures for all teachers, specialists and administrators. This includes EL and Students with Disability measures. DETAG established as technical advisory for development of measures.	14 Del. C. Chapter 12, Subchapter VII Requires regulations to have no more than 5 components with one dedicated exclusively to student improvement and weighted at least as high as any other component. Measure of improvement to include off grade assessments align with other measures determined by DDOE and State Board of Education.
Observe and evaluate teachers and principals on a regular basis, as prescribed in state	Regulations delineate appraisal cycles. "Highly Effective" and	DPASII Guides; Non-Regulatory Guides online trainings, development coach	14 Del. C. Chapter 12, Subchapter VII Requires annual

regulation	“Effective” educators are not required to have an annual evaluation; however, the Student Improvement Component 5 is reviewed annually	project, Regional Trainings on evaluation techniques, Expert Evaluator training and support to principals, ERS (Evaluation Reporting System)	observations with formative feedback and annual summative evaluation. However, allows the minimum annual evaluation requirement for educators to be waived for proficient performance on prior evaluations, but the educator may not receive 2 consecutive evaluation waivers.
Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development	Regulations delineate criteria to be included in any improvement plan that is required, including professional development	DPASII Guides; Non-Regulatory Guides online trainings, development coach project, Regional Trainings on evaluation techniques, Expert Evaluator training and support to principals, ERS (Evaluation Reporting System)	14 Del. C. Chapter 12, Subchapter VII Requires improvement plans including professional development activities if the overall rating of a formative observation or any one component of a summative evaluation is unsatisfactory.
Will be used to inform personnel decisions	Regulations delineate rating criteria and “pattern of ineffective teaching” and “ineffective administration”. (links below)The ratings are used to inform personnel decisions including advancement and financial opportunities and termination.	DPASII Guides; Non-Regulatory Guides online trainings, development coach project, Regional Trainings on evaluation techniques, Expert Evaluator training and support to principals, ERS (Evaluation Reporting System)	14 Del. C. Chapter 12, Subchapter VII A local school LEA may move to terminate a teacher when a pattern of ineffective teaching is established.
All teachers, principals and evaluators must be trained on the evaluation system and their responsibilities in the evaluation system.	Regulations define a “credentialed evaluator” which includes training on the system and their responsibilities. Regulations require monitoring of local school LEA and charter school implementation of DPAS II Revised and also delineate a challenge process.	Online training was required for all evaluators and regional in person training was made available to all evaluators (add participation rate data); online training and coach to coach training has been provided for teachers and specialist (those that are not	14 Del. C. Chapter 12, Subchapter VII Requires regulations to credential professional evaluators including appropriate training for all evaluators.

Student Growth data on current students and the students taught in the previous year, to at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs.	Regulations require multiple measures of student achievement data to be used in the determination of student growth. One measure used in this determination is the DCAS test which allows for multiple testing periods and immediate scoring. Additional internal measures are being developed by approximately 500 educators across the state.	evaluators). Ongoing work with RIA (Research in Action) in development of valid and reliable measures for all teachers and specialists. This includes EL and Students with Disability measures. DETAG established as technical advisory for development of measures.	14 Del. C. Chapter 12, Subchapter VII Requires regulations to have no more than 5 components with one dedicated exclusively to student improvement and weighted at least as high as any other component. However, component 5 becomes the gatekeeper because without a “satisfactory” rating a teacher or specialist will not be considered effective. All measures must be reviewed by DETAG and approved by the Secretary of Education.
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Develop, adopt, pilot, and implement a statewide educator evaluation system

As noted, current law (14 Del. Code, Chapter 12, Subchapter VII

<http://delcode.delaware.gov/title14/c012/sc07/index.shtml>) required the DDOE to develop, adopt, pilot and implement a statewide evaluator system. The DPAS II regulations for teachers and specialists are based on the Charlotte Danielson “Framework for Teaching,” while the administrator regulations are grounded in the Interstate School Leaders Licensure Consortium (ISSLC) Standards for Educational Administration.

The DDOE was legislatively charged with the development of the new educator evaluation system in 2003. All regulations promulgated by the DDOE are subject to the State’s Administrative Procedures Act. This Act establishes a process that ensures public comment. All regulations are published for thirty days and noticed in the two primary newspapers. The DPAS II regulations also require State Board of Education approval and as such are an agenda item for discussion during the month of comment and during the following month for action. This process allows for public feedback. The Governors Advisory Council for Exceptional Citizens (GACEC), the State Council for Persons with Disabilities (SCPD), and the Delaware State Education Association (DSEA) have been supportive of the new system, while also providing critical feedback. The DDOE and State Board of Education takes into consideration all comments received.

The initial regulations approved in 2005 required six of the nineteen LEAs and three charter schools to pilot the new system during the 2007-08 school year, with all LEAs and charter schools subject to DPAS II beginning in the 2008-09 school year.

DPAS II has been subject to annual evaluations by an outside entity, which includes input by **teachers, administrators and specialists**. This feedback includes surveys, focus groups and interviews. Based on the feedback, the DPAS II Review Committee recommends annual changes to improve the DPAS II process and its implementation.

Regulatory Revisions

Substantial revisions to the regulations were made in early 2010. The changes were vetted by the DPAS II Advisory Committee as required by law and were subject to the same open regulatory process as described above.

The major revisions were consistent with the Delaware Education Plan that was developed during the summer and fall of 2009. The **major revisions** included:

- Redefining the Student Improvement Component to require student growth data
- Adding a new rating of “Highly Effective” to the current three ratings of “Effective,” “Needs Improvement” and “Ineffective”
- Educators must demonstrate satisfactory growth in the Student Improvement component in order to earn a rating of “Highly Effective” or “Effective”
- Requiring an educator demonstrate high student growth in order to earn the rating of “Highly Effective”

To be rated “Effective,” educators must demonstrate satisfactory levels of student growth.

To be rated “Highly Effective,” educators must demonstrate high (exceeds) levels of student growth.

“Highly Effective” educators are eligible for talent retention/talent transfer incentives (page D-33

http://www.doe.k12.de.us/rttt/DE%20RTTT%20Narrative%20Final%20-%20100119_0116.pdf)

One of the legal requirements includes the provision that the system “have no more than 5 components and must have a strong focus on student improvement, with one component dedicated exclusively to student improvement and weighted at least as high as any other component (14 Del. Code, Chapter 12, Subchapter VII

<http://delcode.delaware.gov/title14/c012/sc07/index.shtml>).”

All LEAs are required to use the statewide evaluation system or a locally developed evaluation system approved by the DDOE that, at a minimum, meets the definition of a qualifying educator evaluation system pursuant to ESEA Flexibility and Delaware State law. This is currently allowable under Delaware’s state law. The DDOE is responsible for monitoring implementation compliance

Documentation of Regulation Adoption

In January 2010, the State Board of Education voted to approve 14 DE Admin. Code 106A Teacher Appraisal Process Delaware Performance Appraisal System (DPAS II) Revised and 14 DE Admin. Code 108A Administrator Appraisal System Process Delaware Performance Appraisal System (DPAS II) Revised. The minutes from the January 14, 2010 State Board of Education meeting can be found on the DDOE website under State Board of Education. Additionally, excerpts from the minutes from this meeting are found as Attachment 11A.

In April 2010, the State Board of Education voted to approve 14 DE Admin. Code 107A Specialist Appraisal Process Delaware Performance Appraisal System (DPAS II) Revised. The minutes from the April 15, 2010 State Board of Education meeting can be found on the DDOE website under State Board of Education. Additionally, excerpts from the minutes from this meeting are found as Attachment 11B.

In November 2011, the State Board of Education voted to approve 14 DE Admin. Code 106A Teacher Appraisal Process Delaware Performance Appraisal System (DPAS II) Revised, 14

DE Admin. Code 107A Specialist Appraisal Process Delaware Performance Appraisal System (DPAS II) Revised and 14 DE Admin. Code 108A Administrator Appraisal System Process Delaware Performance Appraisal System (DPAS II) Revised to reflect changes for the interim year of 2011-2012. (Attachment 10)

<http://regulations.delaware.gov/AdminCode/title14/100/106A.shtml#TopOfPage>

<http://regulations.delaware.gov/AdminCode/title14/100/107A.shtml#TopOfPage>

<http://regulations.delaware.gov/AdminCode/title14/100/108A.shtml#TopOfPage>

Student growth is a critical factor in determining teacher, specialist and administrator effectiveness, to the extent that an educator cannot be rated “Effective” or “Highly Effective” without earning a satisfactory rating in the Student Improvement Component.

The 2011-12 school year is an interim year providing discrete relief by not requiring improvement plans for the Student Improvement Component and not requiring the use of this year’s summative rating toward a “pattern of ineffectiveness” for teachers, specialists and administrators when the “pattern of ineffectiveness” would be based solely on the Student Improvement Component 5. This is because not all multiple measures of student growth have been identified, validated by the Delaware Technical Advisory Group (DETAG) and approved by the Secretary for **all** teachers, specialists and administrators. The expectation is that multiple measures for all teachers, specialists and administrators will be identified and approved for the 2012-2013 school year and that the system will be implemented fully during that year. The DDOE has worked very closely with USDOE for additional time for the 2011-12 school year that required the Student Improvement (Component 5) to be used for negative consequences for educators.

Documentation of Stakeholder Involvement, including Teachers and Principals

DPAS II was designed and developed with teacher and principal involvement, and requires by law, that the DPAS II Advisory Committee of stakeholders review any proposed changes to the implementing regulations.

The DPAS II Advisory Committee consists of the following members:

1. Two public school teachers appointed by the Delaware State Education Association;
2. Two public school administrators appointed by the Delaware Association for School Administrators;
3. A member of a local school board appointed by the Delaware State School Board Association;
4. A parent with a child or children in public school selected by the Delaware Congress of Parents and Teachers;
5. A representative of higher education appointed by the Council of Presidents;
6. A representative from the Office of the Governor;
7. The Chair of the Education Committee of the Delaware House of Representatives, or the Chair’s designee; and
8. The Chair of the Education Committee of the Delaware Senate, or the Chair’s designee.

This committee met several times over the two years as the changes to the regulations were proposed and finalized

Evaluations of DPAS II have been conducted by a third party vendor since 2008 (Annual DPAS II Evaluation Reports: <http://www.doe.k12.de.us/csa/dpasii/default.shtml>). These evaluations use various methods for ascertaining teachers', administrators' and specialists' views on DPAS II, including focus groups, online surveys, and interviews and this information has been used to make changes to how DPAS II is implemented. For example, in the 2008 evaluation of the DPAS II process, recommendations were made regarding clarifying the educator's goals in the evaluation process. They also requested a process for reviewing and updating their goals throughout the school year. These adjustments have been made in subsequent administrations of DPAS II.

The DPAS II Review Committee provides guidance for changes to the guides, supporting materials, and process. Changes made during the 2011-2012 school year include process enhancement as a result of the annual evaluation and process adjustments to accommodate new regulations.

The DPAS II Review Committee is made up of representatives of the Delaware Association of School Administrators (DASA) and the Delaware State Education Association (DSEA), as required in state regulations 106A, and 107A, and 108A. In addition, DDOE staff related to DPAS II implementation and one representative from the IHEs sits on this committee.

The committee meets at least every other month and uses recommendations from the Annual Evaluation of DPAS II (referenced in the Delaware application) to recommend changes to the guides and process. The Annual Evaluation of DPAS II uses surveys of all educators (we have a 50-60% response rate), focus groups and interviews to collect information on the efficacy of DPAS II for improving educator performance.

Beginning with the summer of 2012 the DPAS II Review Committee will also use data from the Evaluation Reporting System (ERS) and DPAS II monitoring to guide improvements to DPAS II. The 2011-2012 school year is the first year that all LEAs are required to report evaluation results through ERS and also the first year the state has implemented monitoring for the revised DPAS II process. Baseline (2011-2012) ERS and monitoring data reporting will be compiled for the committee's July 2012 convening.

Annual DPAS II Evaluation Reports:

- **June 2008 - Year 1 (2007/2008)**
http://www.doe.k12.de.us/csa/dpasii/DPAS_II_Year_2007-2008_Report.pdf
- **June 2009 - Year 2 (2008/2009)**
<http://www.doe.k12.de.us/csa/dpasii/files/DPASIIYear2FinalReport.pdf>
- **June 2010 - Year 3 (2009/2010)**
<http://www.doe.k12.de.us/csa/dpasii/files/DPAS%20II%20Year%2020092010.pdf>
- **June 2011 - Year 4 (2010/2011)**
<http://www.doe.k12.de.us/csa/dpasii/new/DPASIIYear20102011Final-8-4-11.pdf>

Guides and Support Materials

The DDOE has developed and fine tuned the resource guides that are a companion to the regulations. These can be found at <http://www.doe.k12.de.us/csa/dpasii/default.shtml>. These guides provide the forms, processes, rubrics and relevant information for both the evaluator and individual being evaluated. Additionally, there have been online training for all teachers, administrators. Please see below for critical elements of the guides, processes,

resources and training:

1. Continual Improvement of Instruction

DPAS II is Delaware's statewide educator evaluation system. As a statewide system, DPAS II was developed to establish consistent educator and student performance expectations across all school. The main purposes of DPAS II are to assure and support:

- Educators' professional growth
- Continuous improvement of student outcome
- Quality educators in every school building and classroom

DPAS II for educators supports continuous improvement of instructional practice and student outcomes by helping evaluators and teachers monitor professional growth and student improvement. Teaching is a complex and ever-changing profession requiring a teacher's commitment to continuously improve his or her practice and, in turn, student performance. Teachers need opportunities to try new tools, methods, and approaches for instruction. At the same time, these opportunities must be monitored to ensure that students are reaping the intended benefits.

The DDOE has developed detailed and rigorous rubrics which are used during the evaluation process. These rubrics provide immediate feedback and can be used to make adjustments to the educator's practice if necessary. In addition, the DPAS II process includes the requirement that improvement plans are developed and appropriate professional development opportunities are identified as needed.

2. Differentiated Performance Levels

DPAS II is based on Charlotte Danielson's "Frameworks for Teaching." Delaware has used many of the resources provided within this framework that allow for discrete differentiation of performance levels. The first version of DPAS II included three performance levels – "Effective," "Needs Improvement," and "Ineffective." With the DPAS II –Revised an additional performance level was added. The new performance level is "Highly Effective" and requires a rating of "Exceeds" in the Student Improvement Component, meaning the students have shown a higher rate of student growth.

The DDOE has developed robust DPAS II Guides that include rubrics for the determination of the performance levels. These rubrics detail what evidence is needed in order for a teacher, specialist or administrator to receive satisfactory in the appraisal criteria and components. This provides for common language across all LEAs and schools to ensure consistent and fairness across the state.

The DPAS Guides can be found at <http://www.doe.k12.de.us/csa/dpasii/default.shtml>.

3. Multiple Valid Measures

There has been a great deal of work on the Student Improvement (Component 5) of the evaluation system. The following provides highlights around this component.

- The new regulations that were adopted in January 2010 for 106A and 107A require that Component 5 of the DPAS II evaluation system have "multiple" measures that are rigorous and comparable across schools, LEAs, or the state. These measures could include student's score on the Delaware Comprehensive Assessment System (DCAS). The DCAS assesses the ESEA required grades and content.

- A comparable system of external and internal rubrics were developed using a common strand of eight principles (i.e., standards-based) to ensure that both internal and external measures are comparable and rigorous.
- Last year (2010-11), over 400 teachers identified “external” assessments that they believed would meet this requirement. Those measures are now being reviewed by the Delaware Technical Advisory Group (DETAG) for validity, reliability and rigor. Once approved, they will be recommended to the Secretary of Education who has final approval. At that point, they will be released for use by the LEAs.
- That was just the beginning of the work. Those were “external” measures. The work that the Delaware Department of Education (DDOE) is now undertaking is developing “internal” measures. These are measures that are developed by teachers, align with specific state standards, and correlate with classroom instruction. The challenge around this work is that these assessment measures must also be rigorous and comparable across schools, LEAs, or the state. In order to accomplish that task in such a tight timeframe, the DDOE hired Research in Action (RIA) to assist with this project. Research in Action developed a process which is guiding Cohorts 1, 2, 3, and 4 through the work.
- Cohort 1 includes: English Language Arts, Mathematics, Science, Social Studies, and World Languages.
- Cohort 2 includes: English as a Second Language, Health, Physical Education, Music, and Visual & Performing Arts.
- Cohort 3 includes: Family & Consumer Science; Business, Finance & Marketing; Technology Education; Health Sciences; Agriculture; and Skilled & Technical Sciences.
- Cohort 4 includes: Counselors, Librarians, Educational Diagnosticians, Physical & Occupational Therapists, Psychologists, Speech/Language Pathologists, Social Workers, Visiting Teachers, Nurses, Pre-school, and Special Education teachers working with students who participate in the DCAS Alt1 (Delaware’s Alternate Assessment based on Alternate Achievement Standards).
- Each group complete five (5) full-day workshops which have been designed by Research in Action (RIA). The DDOE Facilitators are responsible for guiding each group through these Modules. The Modules follow a rigid sequence of activities, that once complete will allow each content area to develop a pre/post assessment for each grade level. These assessments will then be submitted to the Delaware Technical Advisory Group for review. This is the first step in developing the multiple measures needed for Component 5 of the DPAS II evaluation system. As part of this process, the educators in Cohorts 1-3 are producing six deliverables, as follows: test specifications, test blueprints, pre-tests, post-tests, scoring guides and administrative guides. Educators in Cohort 4, non-graded and non-subject areas, are developing growth goals to measure within year performance using standard metrics and measurement data. DDOE intends to create a menu of at least 15 growth goals per area, five of which will be used statewide, and five of the remaining ten will be selected by LEAs.

DPAS II Component 5 Implementation for 2011-12
(for Teachers and Specialists)

The purpose of this DPAS II Component 5 implementation update is to provide clarification of the policy and business rules for the 2011-12 school year.

DPAS II Component 5 Policy Implementation for 2011-12

The following bullets outline the execution of the DPAS II Component 5 policy for 2011-12:

- DCAS teachers in grades 3-10 who teach reading and/or math will be included in the policy.
- DCAS Alt teachers will NOT be included in the policy.
- Instructional scores comparing fall-spring student performance will be used in the calculation.
- Any teacher who has a roster of students in E-school will receive a calculation for their entire group of students.
- Elementary teachers will receive the best (1) of the following calculations:
 - Option 1:* DCAS Reading scores that reflect the percent proficient students (status)
 - Option 2:* DCAS Math scores that reflect the percent proficient students (status)
 - Option 3:* DCAS Reading scores that reflect the percent of growth in scale scores (fall-spring)
 - Option 4:* DCAS Math scores that reflect the percent of growth in scale scores (fall-spring)
- Secondary ELA teachers will receive the best (1) of the following calculations
 - Option 1:* DCAS Reading scores that reflect the percent proficient students (status)
 - Option 2:* DCAS Reading scores that reflect the percent of growth in scale scores (fall-spring)
- Secondary Math teachers will receive the best (1) of the following calculations
 - Option 1:* DCAS Math scores that reflect the percent proficient students (status)
 - Option 2:* DCAS Math scores that reflect the percent of growth in scale scores (fall-spring)

DPAS II Component 5 Implementation Business Rules

Given the application of the policy outlines above, the following business rules will be applied:

- DCAS student instructional scores from the fall and spring will be used for calculations.
- Full academic year guidelines will be applied.
- Teachers with a total student group of less than 10 students will not be given a calculation. While the minimum n size is 10, there is no maximum size.
- All students that a teacher teaches during the year will be included in the calculation.

DPAS II Component 5 Student Growth Measures: Non-Subject Educator Policy**Memo to Delaware Educators**

The purpose of this memo is to outline the policy for develop Non-Subject Educator measures related to determining Student Growth Measures specific to DPAS II Component V policy for the 2011-12 school year. This policy applies to those educators who do not have academic content standards, but rather professional standards of conduct and job duties by which to evaluate their performance. These Non-Subject Educators include such personnel as librarians, educational diagnosticians, social workers, speech/language pathologists, physical/occupational therapists, school counselors, nurses, and others.

The goal is to develop a set of approved indicators for each group of Non-Subject Educators for use with DPAS II, Component 5, Part III internal measures. Non-Subject Educators will work together in Cohort 4 to develop and select a set of performance indicators associated with their job duties. The following guidelines will apply to the work:

- Measures must be based upon a set of approved indicators related to their specific job responsibilities.
- Measures must be technically sufficient to measure changes/growth in performance between two time-bound events/data collection activities within the school year.
- Indicators are either direct measures of student achievement or have a tangential influence on student achievement.

In a process parallel to the professional development work of Cohorts 1-4, Cohort 4 (Non-Subject Educators) will develop a list of indicators/performance objectives aligned to specific professional standards, which may consist of both cognitive and behavioral performance measures. Cohort 4 groups will consider assessment design frameworks; develop purpose statements; create a specification matrix with indicator properties; develop/select performance indicators; create data collection systems; and will establish matrix reviews, performance standards, and scoring procedures.

For example:

1. Each Cohort 4 group will select/develop a menu of 15 indicators/performance objectives specific to their non-subject area.
2. The group will then determine a subset of statewide, fixed indicators/objectives that will be required for all specialists working in a given area, recommended to be 5. The fixed set of measures will be comparable across the state.
3. Among the remaining menu, district staff and non-educator groups will identify an additional set of measure from among the approved “pool” of measures. This optional set of measures, recommended to be 5, will be selected by the educational specialist and the district administration to allow for customization.
4. All indicators/objectives will measure both direct changes in student achievement and tangential measures that have an indirect influence on achievement.

The computation of Part III, Internal Measures for the Non-Subject Educators will reflect a score associated with the selected 10 indicators/objectives that will be transformed into a 50-point contribution to Component 5. During the 5 days of professional development provided for Cohort 4, participants will work through modules described above to guide their work and will make recommendations for performance standards, scoring procedures, and calculation recommendations.

The Non-Subject Educator approach described in this overview has been developed in conjunction with Delaware’s Technical Advisory Group who is guiding the Component 5 work. Cohort 4 work will begin in December, 2011 and continue in January and February, 2012. The work of Cohort 4 will be shared with the Delaware Technical Advisory Group to inform updates to this proposed policy.

As per Delaware’s amendment plan, the 2012-13 DPAS II Component 5 policy and process will be submitted to US ED no later than May 31, 2012.

DPAS II Component 5 Student Improvement Measures for Administrators

The DPAS II Guide for Administrators is being updated to provide additional guidance to the evaluation process. The target for publication of the revised DPAS II Guide for Administrators is June 8, 2012.

DPAS II for Administrators is required for administrators who are authorized by a board to serve in a supervisory capacity involving the oversight of an instructional program(s). DPAS II does not apply to administrators in non-instructional positions (i.e. transportation or business managers). DPAS II for Administrators is aligned to the Interstate School Leaders Licensure Consortium (ISLLC) standards.

For the 2011-2012 school year, Secretary Lowery has approved continued use of the current DPAS II Guide for Administrators including Component 5 multiple student improvement measures:

1. Showing Student Improvement: Administrator uses school or district goals from the school or district improvement process to set his or her personal annual data-driven goal(s) for student improvement. Data used to establish goals shall include school or district accountability data, State Assessment data, and other assessment data where available.
2. Measuring Student Improvement: Administrator has specific, measurable evidence to show progress towards or attainment of goal(s) for student improvement.
3. Implementing Strategies for Student Improvement: Administrator designs and implements appropriate strategies to show progress towards or attainment of goal(s) for student improvement.
4. Reflecting on Student Improvement: Administrator reflects on goal setting process and outcomes for the purpose of continuous professional improvement and shares student improvement information with other staff as appropriate.

Superintendents or their designees may set the cut points for individual administrators' performance ratings (unsatisfactory, effective, and highly effective). Goals, targets, and actual performance data will be recorded under Component 5 in the Summative Evaluation Form.

In response to the ESEA Flex Extension and the transition to the Smarter Balanced Assessment Consortium (SBAC) assessment in 2014-2015, the DDOE will be modifying the implementation of Component 5, Student Improvement for the 2014-2015 Extension period. The 2014-15 school year will be the third year of full implementation of the DPAS-II evaluation system with student growth incorporated and with rewards/consequences as a result of these comprehensive educator performance appraisals. The Component 5, Student Improvement measure will continue to include multiple measures of student growth and student development for all educators. The DPAS-II system will also continue to be used to inform personnel decisions and establish a "pattern of ineffective teaching" under state regulation. The state will also utilize SBAC results as an "informative measure" of student growth in 2014-2015, with individual educator reports provided to the approximately 25% of educators who teach ELA/Math in tested areas. Those results will also be publically reported in the aggregate. In 2015-2016, the SBAC assessment will be fully incorporated as one of the multiple measures of student growth within Component V.

Overview of changes to the guide for 2012-2013:

There have been no changes to Components 1-4 criteria. However, there is expanded detail regarding *Possible Sources of Evidence* that may be used for each criterion. The *Possible Sources of Evidence* sections are differentiated based on administrative positions (building administrator, district office administrator, and superintendent).

Changes to Component 5 reflect the reduction in types of measures required under regulation

108A. For the 2011-2012 school year, LEAs have two choices for implementing Component 5 Student Growth Measures:

1. Use the revised Component 5 measures (outlined below) or
2. Use goals set at the beginning of the year so long as they
 - a. address student performance on the DCAS *and*
 - b. include at least two other measures related to the administrator's responsibilities

All administrators will be required to set Component 5 Student Improvement Measures aligned to the new specifications for the 2012-2013 school year.

2012-2013 revisions to Component 5 reflect changes in regulation. These revisions simplify and clarify the use of Student Improvement Measures by:

1. Setting clear expectations for the design of "Showing Student Improvement" measures (now called "School/District-wide DCAS Measures") and "Measuring Student Improvement" measures (now called "School/District-wide Success Plan Measures") and eliminating the vague and difficult to quantify "Implementing Strategies for Student Improvement" and "Reflecting on Student Improvement" measures.

School/District-wide DCAS Measures based on current school plan, district plan, or state targets and related to the administrator's responsibilities. (Similar to Showing Student Improvement under previous regulation) Defined as:

- Percent of subgroups meeting state and/or district Annual Measurable Objectives (AMOs) for ELA and mathematics under ESEA Flexibility **OR**
- Percent of subgroups meeting state and/or district AYP targets.
 - Targets must be aligned with state targets for each subgroup or the school or district's Success Plan targets (each target may be met using absolute or growth performance – all business rules for AYP apply)

In specials schools or in situations where AYP targets/AMOs may not be the best indicator such as an Early Childhood Center with a new administrator, the district may present an alternative indicator of equal rigor to the Secretary of Education for approval.

School/District-wide DCAS Measures can be a subset of DCAS targets, so long as targets are related to the administrator's responsibilities. For example,

- An Assistant Principal who supervises ELA and Social Studies instruction might only have ELA targets across subgroups.
- A district level Mathematics Supervisor might only have mathematics targets across subgroups.
- A Special Services Supervisor might only have district special education targets in reading and mathematics.

School/District-wide Success Plan Measures (similar to Measuring Student Improvement under previous regulation)

Defined as:

The district has flexibility in determining which School/District-wide Success Plan Measures indicators will be used; however, there shall be at least two measures used. Measures are to

be selected from the school or district Success Plan and relevant to the administrator's responsibilities.

There are varied guide resources for teachers, administrators and specialists. Evaluation of DPAS II will continue to be conducted annually. The annual evaluation based on feedback garnered from those participating in the process leads to continued improvement of the evaluation system. A DPAS II Review committee analyzes the feedback from the evaluation and provides guidance for changes to both the resource guides and the regulations.

Training on the DPAS II (Components I through IV) system includes online modules. All administrators or individuals assigned to do teacher, specialist or administrator DPAS II evaluations are required to complete training. This training is both in a face to face format and online. The DDOE is required to monitor the evaluation process in all LEAs. In addition, through Race to the Top grant funds, the DDOE is providing one-on-one coaching in rigorous annual evaluation.

4. Evaluation Cycles

By state law, all educators are required to have an annual DPAS II evaluation. This may be waived by regulation if the educator demonstrates proficient performance on prior evaluations; however, the educator may not receive 2 consecutive evaluation waivers. The DDOE has included this allowance in the current regulations, although the Student Improvement component must be reviewed **annually** for **all** educators. The alignment of the evaluation of principals, evaluation of teachers and the frequency of evaluating principals can be found in regulation 108A.

(<http://regulations.delaware.gov/AdminCode/title14/100/108A.shtml#TopOfPage>)

5. Feedback – Identify Needs and Professional Development

As a statewide system, DPAS II establishes consistent educator and student performance expectations and outcomes across all schools. The three main purposes of DPAS II are to assure and support educators' professional growth, continuous improvement of student outcomes, and quality educators in every school building and classroom.

Evaluators and the educators being evaluated are expected to use DPAS II frameworks to drive evidence collection and to focus pre-observation, post-observation, and summative conference discussions around levels of performance, commendations, recommendations, and expectations. Using DPAS II frameworks allows the educator and evaluator to develop a common understanding of strengths and areas for improvement.

Use of the frameworks also helps ensure evaluator consistency when documenting performance. When writing evaluation documents, the evaluator uses the frameworks as a guide to organize relevant evidence of performance. All written evaluation documents must include specific evidence collected during the evaluation process.

Evaluators use DPAS II evidence and performance ratings to make important decisions such as:

- Recognizing and rewarding effective practice
- Recommending continued employment and/or career growth opportunities
- Recommending strategies and/or activities that will enhance teacher effectiveness

- Developing a plan to improve teacher performance
- Beginning dismissal proceedings

Regulations 106A, 107A, and 108A require a formal Improvement Plan to be developed for all teachers, specialists, and administrators who receive an overall rating of "Needs Improvement" or "Ineffective" on the Summative Evaluation or a rating of Unsatisfactory on any Appraisal Component on the Summative Evaluation regardless of the overall rating.

Regulations also require a formal Improvement plan to be developed for all teachers, specialists, and administrators who receive an overall performance rating of unsatisfactory during the Formative Process (observation(s) for teachers and specialists or mid-year conference for administrators).

Regulation requires the following components in all Improvement Plans:

- Identification of the specific deficiencies and recommended area(s) for growth;
- Measurable goals for improving the deficiencies to satisfactory levels;
- Specific professional development or activities to accomplish the goals;
- Specific resources necessary to implement the plan, including but not limited to, opportunities for the administrator to work with curriculum specialist(s) or others with relevant experience;
- Procedures and evidence that must be collected to determine that the goals of the plan were met;
- Timeline for the plan, including intermediate check points to determine progress;
- Procedures for determining satisfactory improvement.

6. DPAS II and Informing Personnel Decisions

The summative ratings of teachers, specialists and administrators are linked to other significant actions, including patterns of ineffectiveness, removal, improvement plans, certain professional development and coaching requirements, as well as opportunities for additional compensation or leader positions. For example, the RTTT grant provides for additional rewards to a subset of teachers who are identified as "Highly Effective."

In addition, protections related to teacher termination (tenure) are linked to satisfaction in the "Student Improvement" portion of the evaluation (14 Del C. Chapter 14).

Newly Implemented State Monitoring and Feedback System

DDOE annually examines and refines the DPAS II process, materials, and training, to ensure that DPAS II implementation is maximally effective. State regulation requires the Department of Education to conduct an annual evaluation of the teacher appraisal process. Per regulation, the evaluation must, at a minimum, include a survey of teachers and evaluators and interviews with a sampling of teachers and evaluators. Data from the evaluation are shared with the DPAS II Review Committee, who is responsible for proposing changes to the DPAS II process and guides. The DPAS II evaluation report must also be presented to the State Board of Education for review on an annual basis.

The DDOE also shares annual monitoring data with the DPAS II Review Committee to drive

improvements to the process and to state-level technical assistance, training, and other supports for DPAS II implementation. DDOE monitors LEA DPAS II implementation and effectiveness in two ways.

First, LEAs must submit DPAS II data through the Evaluation Reporting System (ERS). Evaluators must document their DPAS II activities and outcomes through web-based reporting in ERS. ERS data include when observations were made, Formative Feedback ratings, Summative Evaluation ratings for each of the 5 components of DPAS II, Improvement Plan initiation and closeout, and challenges to the process. The DDOE runs weekly detailed reports which are sent to the chief officer in each LEA and monitored by DDOE staff.

Second, the DDOE conducts annual onsite monitoring of LEA oversight of DPAS II and the quality of DPAS II evaluation documentation. Each LEA must have a process to monitor and support implementation in each school. In addition, DPAS II documentation must meet state expectations regarding 1) alignment of performance evidence with the DPAS II frameworks, 2) objectivity and evidence-based documentation of performance, and 3) whether evidence is specific enough to drive improvement.

Development Coaches and Other Supports from DDOE

One of the initiatives of the RTTT grant was the establishment of “Development Coaches” for school leaders. The state funds this initiative through its Race to the Top allocation.

A Development Coach is an experienced educator who has extensive knowledge and experience implementing DPAS II and is a proven school leader. The development coach will provide one to one support to the school leader in implementing DPAS II with fidelity to improve professional practice and student achievement. Overall, the job of the development coach is to provide feedback and support to the principal to improve and develop his/her understanding and implementation of DPAS II.

The Development Coach spends three or more hours a week in each building to which he or she is assigned working with the school leader in activities such as reviewing formative assessments, co-observing and debriefing observations, observing and providing feedback after pre and post conferences, conducting walk-throughs, and examining artifacts of practice.

The Development Coach will also work with LEA level staff to ensure collaboration and alignment with LEA goals and initiatives.

A specially designated Development Coach has been identified to work with Administrators in special schools with the most significantly challenged students (students taking the DCAS-Alt).

3.B ENSURE LEAS IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

- 3.B Provide the SEA’s process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA’s adopted guidelines.

Overview of Ensuring LEAs Implement Educator Evaluation and Support Systems

The state law (14 Del. Code, Chapter 12, Subchapter VII <http://delcode.delaware.gov/title14/c012/sc07/index.shtml>) around educator evaluation and support systems is very comprehensive. Because of this, **all** educators in our LEAs and schools are required to participate in the statewide educator evaluation system, or DPAS II.

Most important has been the training and support provided to LEAs by DDOE and other contracted entities around the DPAS II statewide evaluation system. The DDOE has trained over 85 and contracted staff to serve as Expert Evaluators who provide in-house technical assistance, calibration, and monitoring duties in each LEA. By law, the DDOE ensures all evaluators are properly trained and credentialed. In addition, to maintain a high standard of quality for professional evaluations, the DDOE is required to monitor DPAS II implementation at the local level. All LEAs are expected to develop and implement internal processes for monitoring DPAS II implementation. In addition, the DDOE monitors all LEAs to ensure rigorous and accurate monitoring processes within the LEA. Results of state monitoring are then used to provide guidance and additional technical assistance to LEAs.

Delaware will provide ongoing collaborative review and refinements of the evaluation process. This ensures that the system is equitable, creates clear paths and supports to identifying and developing highly qualified teachers for whom the evaluation system appropriately recognizes. In addition, the evaluation process encourages highly qualified educators and those educators on the path to becoming highly qualified educators, to work with students and subgroups who underperform their peers and who have special challenges.

Delaware plans to continue to convene the DPAS II Review Committee to recommend changes to DPAS II guides and processes based on results of the Annual Evaluation of DPAS II, ERS data analyses, and DPAS II monitoring results.