



DEPARTMENT OF EDUCATION

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Lillian M. Lowery, Ed.D.
Secretary of Education
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February 28, 2012

Dr. Patricia McKee
Acting Director
Student Achievement and School Accountability Programs (SASA)
Office of Elementary and Secondary Education
U. S. Department of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202

Dear Dr. McKee:

On behalf of the Delaware Department of Education, attached please find Delaware's official request for Elementary & Secondary Education Act (ESEA) flexibility. As one of the first winners of the federal Race to the Top (RTTT) 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, this application reflects months of work with stakeholders across the state to identify ambitious and achievable targets with strategies to attain them. We thank you, in advance, for giving us this opportunity.

If you need additional information or have any questions, please contact me at (302) 735-4000 or by e-mail at lowery@doe.k12.de.us.

Sincerely,

A handwritten signature in black ink that reads "Lillian M. Lowery".

Lillian M. Lowery, Ed. D.
Secretary of Education

ESEA Flexibility Request



Revised February 10, 2012

U.S. Department of Education
Washington, DC 20202

OMB Number: 1810-0708

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0708. The time required to complete this information collection is estimated to average 336 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.

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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.

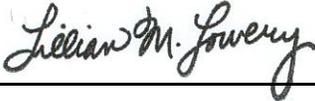
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For each attachment included in the *ESEA Flexibility Request*, label the attachment with the corresponding number from the list of attachments below and indicate the page number where the attachment is located. If an attachment is not applicable to 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- 14
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4	Evidence that the State has formally adopted college- and career-ready content standards consistent with the State’s standards adoption process	A-28
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6	State’s Race to the Top Assessment Memorandum of Understanding (MOU) (if applicable)	A-29
7	Evidence that the SEA has submitted high-quality assessments and academic achievement standards to the Department for peer review, or a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review (if applicable)	A-48
8	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 (if applicable)	A-49
9	Table 2: Reward, Priority, and Focus Schools	A-50
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-53
11	Evidence that the SEA has adopted all of the guidelines for local teacher and principal evaluation and support systems	A=53

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: Lillian M. Lowery, Ed. D. 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: llowery@doe.k12.de.us.	
Chief State School Officer (Printed Name): Lillian M. Lowery, Ed. D.	Telephone: (302) 735-4000.
Signature of the Chief State School Officer: 	Date: February 28, 2012
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.

- X 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.
- X 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.
- X 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.
- X 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.
- X 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 schoolwide 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.
- X 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*.

- X 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*.
- X 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.
- X 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.
- X 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:

- X 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:

- X 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.
- X 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)
- X 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)
- X 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)
- X 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)
- X 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)
- X 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)
- X 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)

- X 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)
- X 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.
- X 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).
- X 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).
- X 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.
- X 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.

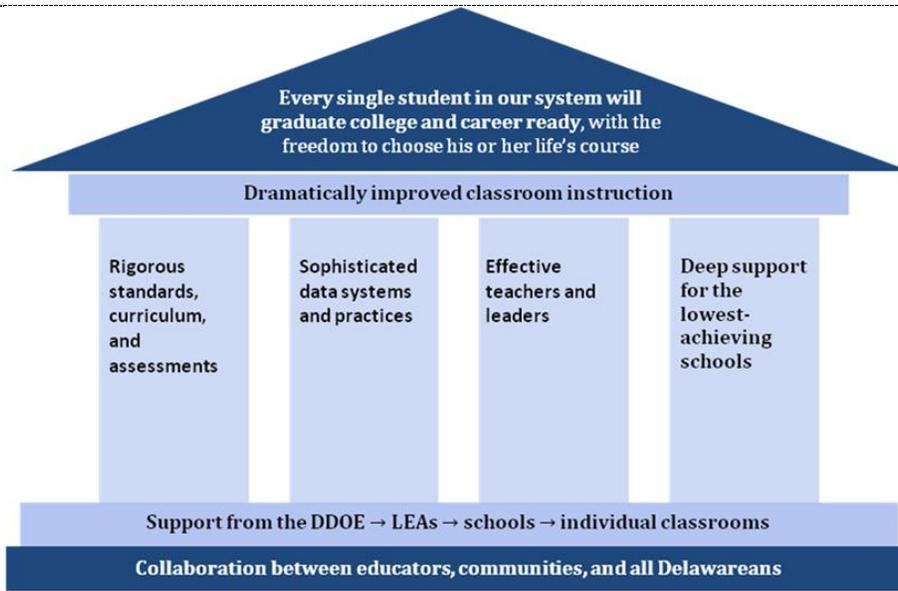
- A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, 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)
 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	DSEA, CSOA, DCSN, DASA, DSBA, PTA, GACEC, GACHA, SBE, SCPD,

	held on First Draft of Principles 1,3 &4	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 for comment	DSEA, CSOA, DCSN, DASA, DSBA, PTA, 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 process	DESS Advisory Council
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	USED
3/1/12	Update of Submission document	Professional Standards Board

*Supporting documentation for these events are available

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.

X 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
- 87% graduation rate by 2013-14, and a 92% 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.”

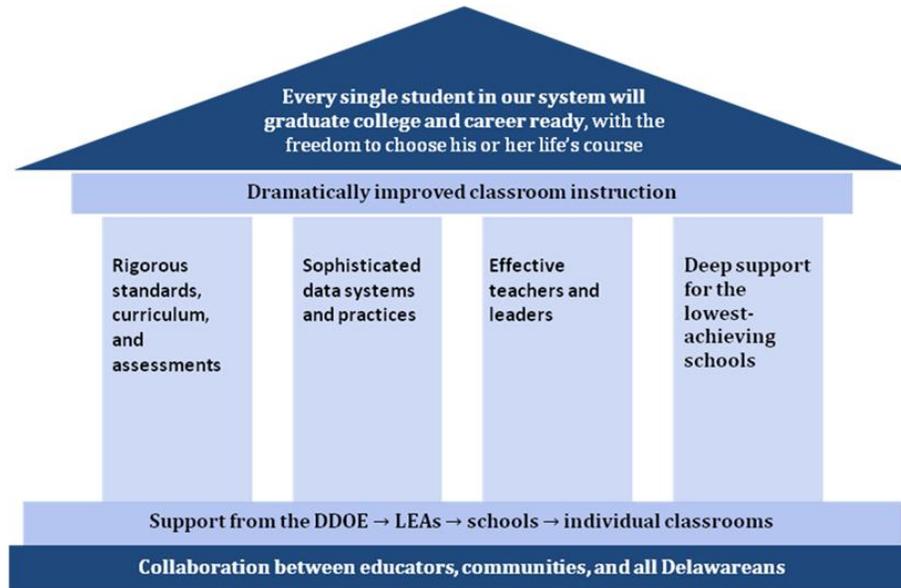
1. We must set our sights high, with challenging expectations for every child, coupled with high quality curriculum and additional instructional time to give students a good shot at meeting the higher standards.
2. We must invest in early childhood education, targeting more resources to high-need children.
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 unsure 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 USED 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>X 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.</p>
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	<p>(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. These have been completed and discussed further on page 26.

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.

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.

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.

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

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.

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, 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 experience.

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

Delaware has made the ELFs widely available to educators and interested stakeholders as a primary means of promoting understanding and commitment. The Infant/Toddler and Preschool ELFs are accessible in both English and Spanish in print and online through multiple links. The ELFs 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 ELFs, and provides professional development and training resources to early childhood professionals to make implementation of the ELFs cohesive and purposeful.

Assessment and the Early Learning Standards

When the Early Learning Foundations (ELFs) were initially created in 2003 (Preschool) and 2007 (Infant/Toddler), careful consideration was given to linking the ELFs 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 ELFs and the Preschool ELFs, and between the Preschool ELFs and Delaware’s K-3 academic standards for literacy, mathematics, science, social studies, and creative arts. Following the revision of the ELFs in 2010, Dr. Scott-Little completed a second alignment analysis of the ELFs 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 ELFs 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 ELFs by way of the Competencies for Early Childhood Professionals – helps create a bridge from assessment to the ELFs. 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 ELFs). 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.

The new 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.

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/ECCRRTTTfinalapplication.PDF>

Each of these activities is described in further detail below:

1. 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.

2. 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 Collaboratives 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.

3. 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.

4. 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.

5. 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.

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

1. 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.
2. 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.
3. By the end of the 2010-11 school year, the State expects that 100% of DCAS tests will be

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.

in place, which will include at least three formative assessments.

4. 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:

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

Prioritization of standards	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ Delaware law allows the DDOE to monitor curriculums for alignment to Delaware common standards ▪ Charters are reviewed in Delaware upon application and renewal

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.

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.

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 <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>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 assessments to CCSS • 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) 	<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 • 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>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 Learning Progressions ○ Refine Literacy Concept Organizers ○ Refine Model Instructional Lessons and Units (Math and ELA)

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:

1. International Benchmarks – Programme for International Student Assessment (PISA) for reading and mathematics in grades 4, 8, and 10, and science in grade 10
2. National Benchmarks – NAEP for reading and mathematics in grades 4 and 8, and science in grade 8
3. 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

1. PISA Level III and Level IV
2. NAEP Proficiency level
3. 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:

1. The accuracy of statistical linking is based on the similarity of test construct, groups used

for analysis, and administration time between the two tests.

2. The linking relationship is not symmetric
3. The linking equivalents yielded in the study do not support score-to-score concordance
4. 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.

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.

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 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</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 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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	achievement standards for those assessments.	
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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

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 schoolwide schools have Success Plans that incorporate the ten requirements for schoolwide 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 may also choose to use up to 10% of their Title I, Part A funds to support Title I Focus Schools and up to 20% of their Title I, Part A funds to support Partnership Zone Schools as explained in more detail later in this document.

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.

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 border="1" data-bbox="203 869 829 1058"> <thead> <tr> <th>Year</th> <th>Reading</th> <th>Math</th> </tr> </thead> <tbody> <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> </tbody> </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>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>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>“N” count for cells – 40</p>	<p>“N” count for cells – 40</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 Schools

Overview

The DDOE has identified 5% (7 schools) of the Title I schools as Reward Schools for the 2011-2012 school year based on the 2010-2011 data. The awards were to schools that had significantly closed the achievement gap, schools that have exceeded their adequate yearly progress for two or more consecutive years, or were Distinguished Title I schools. The DDOE proposes to identify 5% or 7 schools each year thereafter as Reward Schools. Beginning with the 2011-2012 assessment data, the DDOE proposes to identify ten (10) additional schools as “Recognition” schools to honor the performance and/or progress of schools regardless of Title I status. In total, seventeen (17) schools will be identified as Reward or Recognition.

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). The criterion for the awards in the past is similar to the criterion specified in the ESEA Flexibility Guidance. The DDOE proposes to revisit the programs and to identify Rewards schools as specified in the guidance. In addition, because the RTTT grant provides for funding and the continuation of the Academic Awards program, the DDOE plans to identify an additional 10 schools as Recognition schools. These schools will be selected from a list of all schools. The DESS Advisory will be involved in the oversight of the Reward and Recognition Schools programs.

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 up to 20% of their Title I, Part A allocation for activities to support Priority Schools.

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% (14 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.
- 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. An LEA that has one or more Title I Focus school(s) can also set aside up to 10% of their Title I, Part A allocation for activities to support Title I Focus 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 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.

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

Option A	Option B
<p>X 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><input 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.

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>X 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>4. 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> <ul style="list-style-type: none"> • Provide the new AMOs and an explanation of the method used to set these AMOs. 	<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> <ol style="list-style-type: none"> 1. Provide the new AMOs and an explanation of the method used to set these AMOs. 2. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below. 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)
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Overview of Accountability Categories and Annual Measurable Objectives

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

91.03% by the end of the 2017 school year.

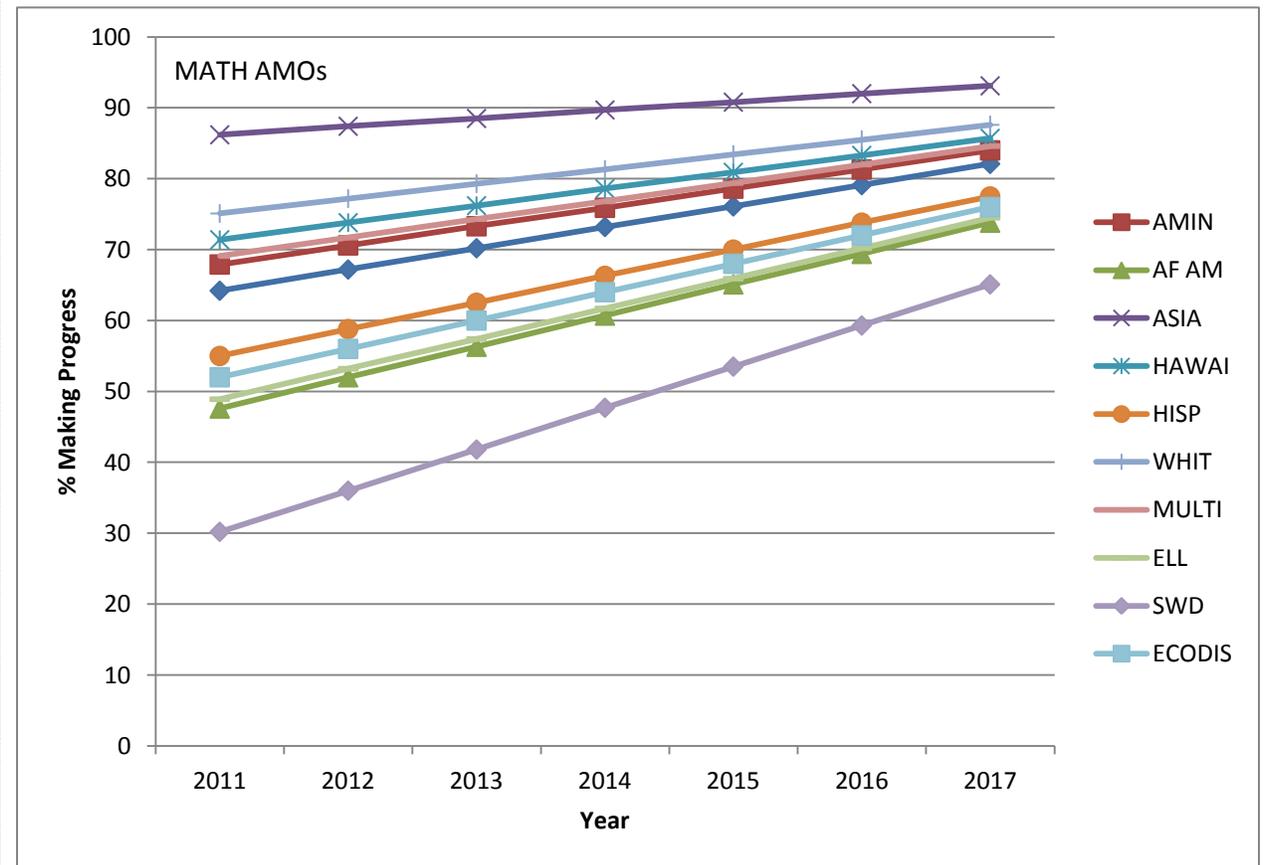
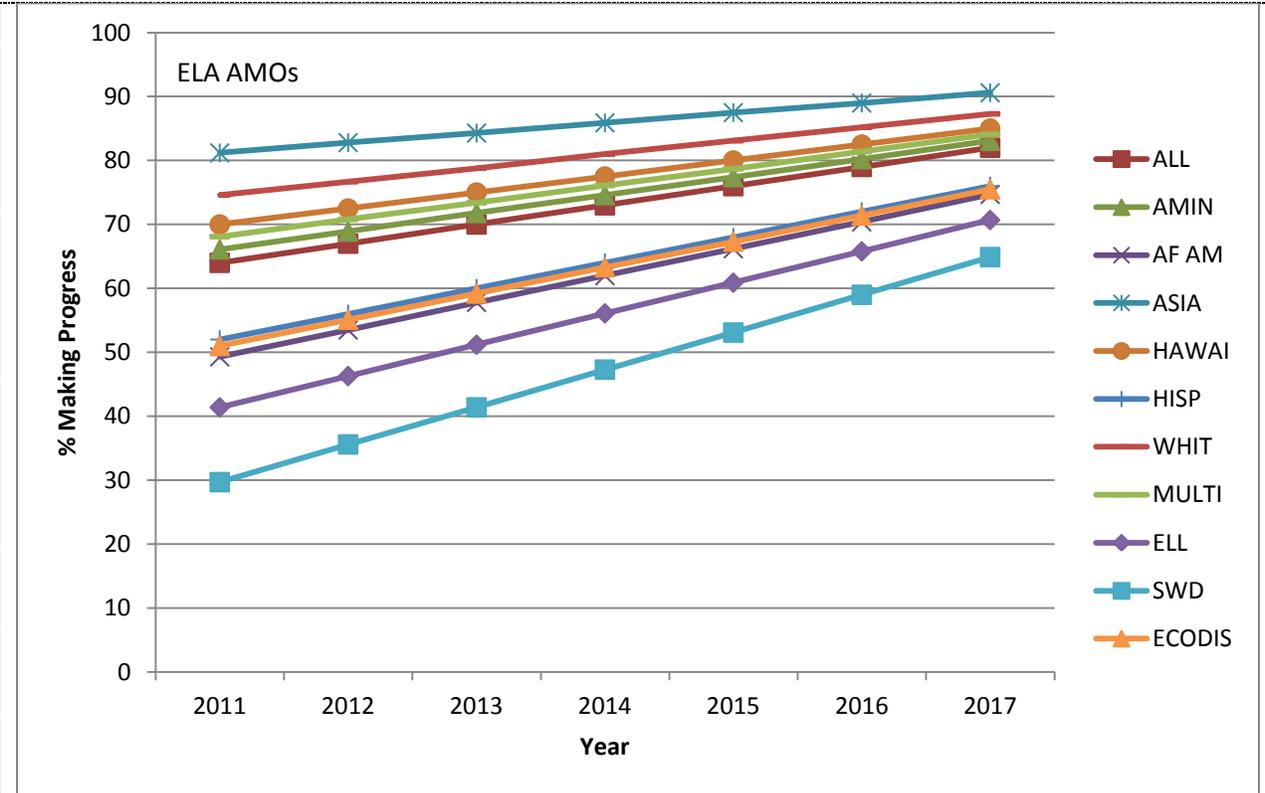
Status model AMOs were calculated using the Option A criteria. Delaware used the statewide version of Option A. Baselines for ELA and Math were calculated for all students and each subgroup using the statewide percent proficient across all schools from the 2010-11 DCAS data. Baseline percent proficient 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

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).

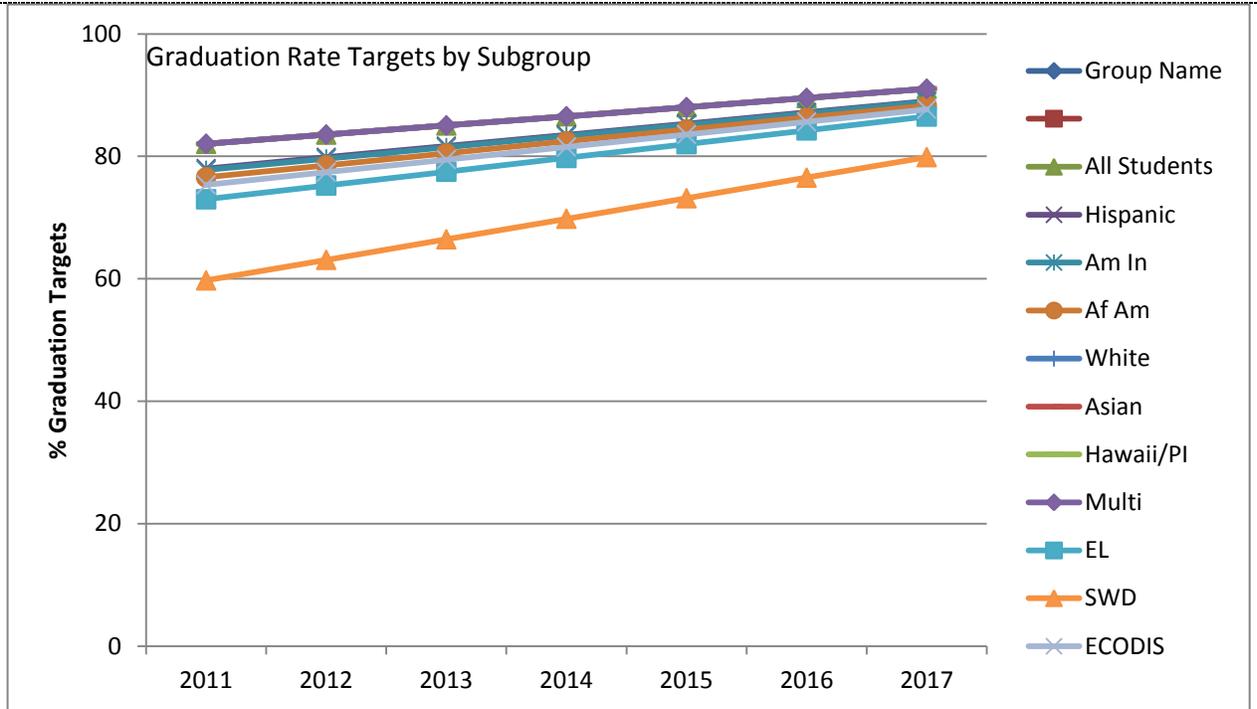
Delaware is now prepared to implement the 4-year adjusted NGA calculation, but requests to adjust the targets to align with the performance reset. Our goal is to reduce the “non-proficient” graduates in 6 years by 50%.

The adjusted targets were established by using three years (2009, 2010, and 2011) of data, then creating the 2010-11 baseline. The decision was made to create a “floor level” equal to the **all students** subgroup.

Delaware proposes to use the following targets in our calculations:

TABLE F : GRADUATION RATE TARGETS

Group Name	2011	2012	2013	2014	2015	2016	2017
All Students	82.05	83.55	85.04	86.54	88.03	89.53	91.03
Hispanic	78.01	79.84	81.68	83.51	85.34	87.17	89.01
Am In	77.78	79.63	81.48	83.34	85.19	87.04	88.89
Af Am	76.58	78.53	80.48	82.44	84.39	86.34	88.29
White	82.05	83.55	85.04	86.54	88.03	89.53	91.03
Asian	82.05	83.55	85.04	86.54	88.03	89.53	91.03
Hawaii/PI	82.05	83.55	85.04	86.54	88.03	89.53	91.03
Multi	82.05	83.55	85.04	86.54	88.03	89.53	91.03
EL	72.99	75.24	77.49	79.74	81.99	84.24	86.5
SWD	59.74	63.1	66.45	69.81	73.16	76.52	79.87
ECODIS	75.36	77.41	79.47	81.52	83.57	85.63	87.68



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.

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	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	100.0%	79.0%
AYP EL Proficiency-Mathematics-AMAO III	100.0%	67.0%

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.

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 schools for 2011-12 came from two groups of schools that were identified prior to Delaware receiving the current ESEA flexibility application and guidance. These schools were already named based on existing criteria so Delaware chose to use these schools as Reward schools for 2011-12. Delaware will modify the methodology slightly for 2012-13 and 2013-14 of this flexibility request in order to bring it in complete alignment with the guidance. The current methods and proposed revised method are described below.

The first category from which Reward schools were drawn for 2011-12 was the National Title I Distinguished schools. Delaware identified one Title I school for high performing and one for high progress.

Title I schools that were ranked for high performing must have made AYP for the past two years (2009-10 and 2010-11) and been rated as Superior for the past two years in Delaware’s current AYP system. Schools meeting these criteria were ranked on a combined score based on three dimensions. These dimensions included percent proficient for 2010-11 in ELA (40% weight), percent proficient for 2010-11 in Math (40%), and percent of students at risk (20% weight). The at-risk students were defined as being in one or more of the following subgroups: Free/Reduced Lunch, African American, Hispanic, English Learner, and Student with Disabilities. On the recommendation of our committee of practitioners, Delaware has been including at risk students as a factor in its ranking for the past two years to give credit to schools that serve a high percentage of students in at risk populations. The highest ranked eligible school (that had not won the National Title I Distinguished school award in the past two years) was selected for high performing.

Title I schools that were ranked for high progress must have made AYP for the past two years (2009-10 and 2010-11), been rated as Commendable or Superior for the past two years in Delaware’s current AYP system, and reduced the combined ELA and Math achievement gap between at risk and non- at risk students over the two most recent years of comparable assessment data without decreasing the proficiency of the non-at risk population. The at-risk students were defined as and used for the reason mentioned previously. Schools meeting these criteria were ranked on a combined score based on two dimensions that included reduction in the combined ELA and Math achievement gap (80%) and percent of students at risk (20% weight). The highest ranked eligible school (that had not won the National Title I Distinguished school award in the past two years) was selected for high progress.

The remaining five schools were selected from Title I schools meeting the criteria for the

Academic Achievement Awards. These awards were based on Senate Bill 151, established for a two year period (which ended with the 2010-11 school year). The Title I schools that were selected needed to demonstrate that they were closing the achievement gap and/or exceeded their Adequate Yearly Progress for two or more years and were in the highest poverty quartile. The script used to determine these schools follows:

1. Retrieve the 1-year achievement gap in ELA (and Math) for the following dichotomies:
 - a. Low-Income vs. Non Low-Income
 - b. Special Education vs. Non-Special Education
 - c. EL vs. Non-EL
 - d. Black vs. White
 - e. Hispanic vs. White
2. Perform a multi-year regression analysis within each subject/dichotomy combination. As each new year's worth of data is retrieved, it is added to the regression analysis so that with each year, the regression analysis becomes more precise. A subject/dichotomy with a positive regression coefficient is said to be "closing the gap."
3. Each subject/dichotomy is ranked highest to lowest across all schools
4. Schools are ranked by the number of dichotomies "closing the gap" by subject (ELA or Math)
5. Schools are ranked by the number of dichotomies "closing the gap" regardless of subject (ELA or Math)

Recognition Schools

Beginning in 2012-13, Delaware also intends to identify a category of schools called Recognition Schools. Recognition schools would be similar to Reward schools in that schools could qualify as high performing or high progress. Unlike Reward schools, Recognition schools could be Title or non-Title I. Delaware intends to identify up to 10 such schools using the criteria below.

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

Schools that will be ranked for high performing must have made AYP with both the Status and Growth models for the most recent two years (2010-11 and 2011-12) and must be better than the state average on the combined ELA and Math achievement gap between at risk and non- at risk students. The at-risk students will be defined as being in one or more of the following subgroups: Free/Reduced Lunch, African American, Hispanic, English Learner, and Students with Disabilities and used for the reason mentioned previously. Schools meeting these criteria will be ranked on a combined score based on three dimensions that included percent proficient for 2010-11 in ELA (40% weight), percent proficient for 2010-11 in Math (40%), and percent of student at risk (20% weight). The top 2-5 ranked Title I schools will be selected for high performing Reward schools. The remaining top 3-7 ranked Title I or non-Title I schools will be selected for high performing Recognition schools.

Schools ranked as high progress must have made AYP with both the Status and Growth models for the most recent two years (2010-11 and 2011-12) and must be better than the state average on the combined ELA and Math achievement gap between at risk and non- at risk students. Schools meeting these criteria will be ranked on a combined score based on two dimensions that included an increase in the all students combined ELA and Math percent proficient from 2010-11 to 2011-12 (80%) and percent of students at risk (20% weight). The top 2-5 ranked Title I schools will be

selected for high progress Reward schools. The remaining top 3-7 ranked Title I or non-Title I schools will be selected for high progress Recognition schools.

Highest-Performing Schools:

2011-12

- Stokes Elementary – Caesar Rodney School District (Title I Distinguished school)

High-Progress Schools:

2011-12

- Lake Forest East Elementary – Lake Forest School District (Title I Distinguished school)
- Elbert-Palmer Elementary – Christina School District (Academic Achievement Award)
- DelCastle Technical High – New Castle County Votech School District (Academic Achievement Award)
- McCullough Middle – Colonial School District (Academic Achievement Award)
- Millsboro Middle – Indian River School District (Academic Achievement Award)
- Thomas Edison Charter – (Academic Achievement Award)

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

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.

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.

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.

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.

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, 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.

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 its 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

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

The following is a copy of the Memorandum of Understanding that is required for Partnership Zone schools:

School Turnaround Unit Memorandum of Understanding

This Memorandum of Understanding (MOU) is entered into by the School Turnaround Unit (STU) at the Delaware Department of Education and _____ School. The MOU serves three purposes:

1. To clarify the roles and responsibilities of the School Turnaround Unit;
2. To describe the progress monitoring system for all Partnership Zone Schools/Districts;
3. To outline the STU's role in mediating issues that may arise throughout the implementation process.

I. Roles and Responsibilities of the School Turnaround Unit (STU)

The STU will be engaged in the following activities in an effort to support schools and ensure implementation of the PZ plan with fidelity. The STU will:

- Upon request, to serve as an itinerant member on the advisory council related to the implementation of the partnership Zone (PZ) plan.
- Conduct walkthroughs in each PZ school (minimum two times per month) to monitor implementation as indicated through the site project plan.
- Serve as a consultant, by providing sample written documentation, in the application/screening/ interview process as it pertains to site-based leadership and instructional staff.
- Upon request, attend Professional Development as needed for the school community.
- Act as a liaison to facilitate the work of the other Race to the Top Branches as it

pertains to the implementation of the state-wide RTTT initiatives. (i.e.: SAM's, Data Coaches, Development Coaches, and New Teacher Pipelines)

- Provide technical assistance involving research- based best practices to schools and districts as determined by needs and requests.
- Support schools/districts in the process of identifying potential supporting partners/vendors as it pertains to the implementation of their plan.
- Provide technical assistance regarding the allow ability and allocability of funds.
- Conduct progress monitoring to ensure implementation of the PZ Plan with fidelity.

II. Progress Monitoring System

- The STU will complete a monitoring check on a monthly basis for the following items:
 - Budget;
 - Project Plan deliverables;
 - Rationale and documentation for any off track deliverables.
- PZ Schools will submit data updates in the following areas to the STU through their identified liaison:
 - 10/01/11:
 - Walkthrough Schedule and Feedback Loop System;
 - Collaboration (PLC /SLC staff and administration) Schedule;
 - Professional Development Schedule;
 - Early Warning Indicator System;
 - DPAS II Observation Schedule;
 - Monthly:
 - Student attendance (absence/tardy) rate;
 - Staff attendance rate;
 - Number of referrals/suspensions;
 - Number/percentage of observations and walkthroughs;
 - Number/percentage of visits to PLC's/SLC's and implementation rubric analysis;
 - Early Warning Indicator System student update;
 - Walkthrough data summaries;
 - Parent communication/activities;
 - PBS activities.
 - Quarterly:
 - A review of DPAS II evaluations (general analysis of strengths and needs);
 - School-wide student achievement analysis;
 - Professional development update.
 - Fall/Winter/Spring
 - DCAS analysis: (15 days following the close of the designated testing window: Fall, Winter, Spring);
 - School Climate Survey: (January/June only).
 - Additional data points as requested by STU.

III. Mediation Process

- The STU will serve as an intermediary and facilitator to address and resolve areas of concern that may arise during the transformation process. The STU will gather the necessary resources to provide clarification and a solution to the concern. This process could entail the re-alignment of resources and timelines, the re-evaluation of programming, as well as communicating with additional stakeholders.

School Turnaround Unit: _____ **School**

Noreen LaSorsa: Chief Officer

Shannon Holston: Deputy Officer

Barbara Land: Deputy Officer

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.

Continued monitoring and support

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.)

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.

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. LEAs may apply for funding (within a DDOE determined range) to implement the selected intervention(s).

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.

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 2012 ELA and Math DCAS data. Each school will have its own unique set of targets that require a trajectory toward reducing the number students who are not proficient by 2016-17. Although the ESEA Flexibility required that Focus schools be identified by looking at each subgroup separately, DDOE proposes to use a combined Super Group for exit criteria. Baselines and targets will be based on a combined **Super Group** that is unique to the combination of one or more subgroups that resulted in their identification as a Focus School. For example, if a school was identified for a large low income versus non-low income gap only, the baseline and targets for that school would be based on students in the low income subgroup. If a school was identified for low performance in the low income, African American and Hispanic subgroups, the baseline and targets would be based on a combined Super Group of students who are either low income, African American or Hispanic. Schools that meet their targets for the 2012-13 and 2013-14 school years would exit Focus status.

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
Caesar Rodney	Stokes Elementary	100018000045	A.		
Capital	Dover High	100019000050		C.	
Capital	Fairview Elementary	100019000052			V.
Capital	Washington Elementary	100019000057			V.
Capital	William Henry Middle	100019000058			V., VI.
Christina	Bancroft Elementary	100020000233		C.	
Christina	Bayard Middle	100020000232			VI.
Christina	Elbert-Palmer Elementary	100020000325	B.		
Christina	Glasgow High	100020000239		IV.	
Christina	Kirk Middle	100020000235			VI.
Christina	Newark High	100020000238			V.
Christina	Oberle Elementary	100020000343			VI.
Christina	Stubbs Elementary	100020000217		IV.	
Colonial	McCullough Middle	100023000271	B.		
Indian River	Millsboro Middle	100068000303	B.		
Lake Forest	Lake Forest East Elementary	100079000094	B.		
Milford	Banneker Elementary	100108000107			V., VI.
Moyer Academy Charter	Moyer Academy Charter	100002300253			VI.
New Castle County Votech	DelCastle Technical High	100128000154	B.		
New Castle County	Howard High School	100128000297		IV.	

<i>Votech</i>	<i>of Technology</i>				
<i>Positive Outcomes Charter</i>	<i>Positive Outcomes Charter</i>	100000500013		IV.	
<i>Red Clay</i>	<i>A I duPont Middle</i>	100130000272			VI.
<i>Red Clay</i>	<i>Baltz Elementary</i>	100130000264			VI.
<i>Red Clay</i>	<i>Lewis Dual Language Elementary</i>	100130000258		C.	
<i>Red Clay</i>	<i>Marbrook Elementary</i>	100130000255		C.	
<i>Red Clay</i>	<i>Warner Elementary</i>	100130000250			VI.
<i>Seaford</i>	<i>Fred Douglass Elementary</i>	100153000157			V., VI.
<i>Seaford</i>	<i>West Seaford Elementary</i>	100153000160			V.
<i>Thomas Edison Charter</i>	<i>Thomas Edison Charter</i>	100001000079	B.		

Total # of Reward Schools: 7

Total # of Priority Schools: 8

Total # of Focus Schools: 14

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	
<p><u>Reward School Criteria:</u></p> <ul style="list-style-type: none"> A. Highest-performing school B. High-progress school <p><u>Priority School Criteria:</u></p> <ul style="list-style-type: none"> 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 IV. Tier I or Tier II SIG school implementing a school intervention 	<p><u>Focus School Criteria:</u></p> <ul style="list-style-type: none"> V. 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 VI. Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate VII. 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

model	
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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 10 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 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.

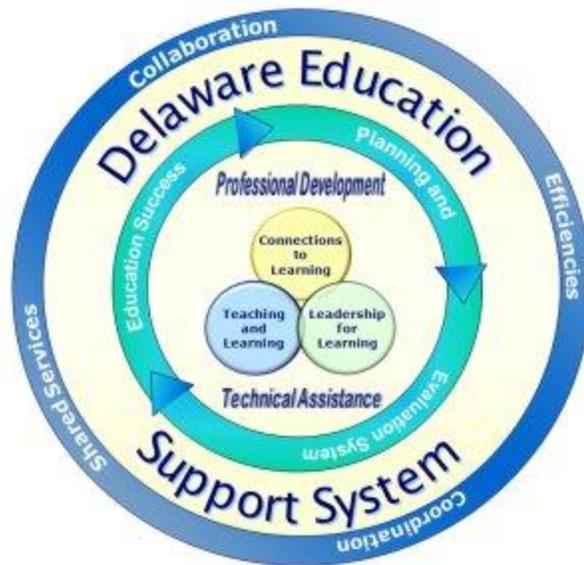
2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

- 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)



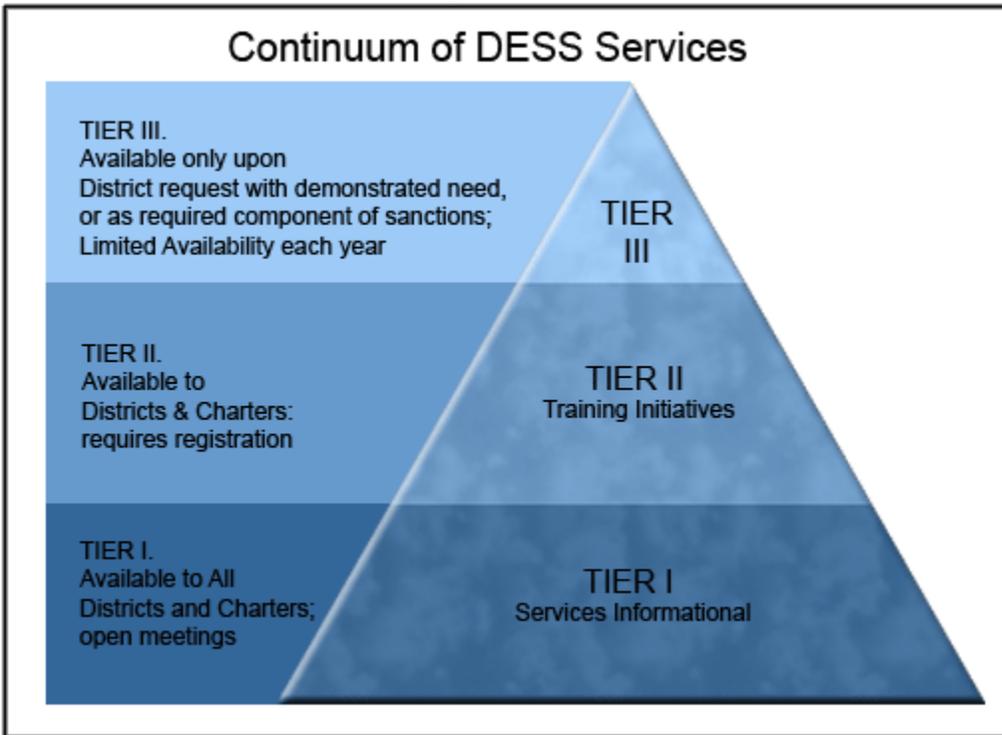
Overview

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 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 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.

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.

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 under improvement status.

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. Tier III services also include intensive on-site technical assistance required by state responsibilities under Delaware Accountability statues regarding sanctions for districts and schools labeled "Under School Improvement." As noted earlier, the structure will be revised to address a new system of support as outlined below.

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 technical assistance, resources, and support 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.

The new system provides four levels of support: Minimal, Moderate, Advanced, and Intense (see graphic below). All LEAs will have access to the "Minimal" level of support. At this level, the DDOE will provide 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.

LEAs in the "Moderate" level of support or higher will receive focused technical assistance sessions in areas that typically challenge LEAs and schools. Topics may include, but will not be limited to, root-cause analysis, tiered school climate and behavior support, tiered interventions for targeted subgroups and students at risk. The DDOE intends to implement a formal process to regularly assess the prioritized needs of LEAs in the "Moderate" or higher levels and realign and target its resources, as necessary. Examples include review of special education service delivery and EL program models to determine effectiveness and need for targeted supports.

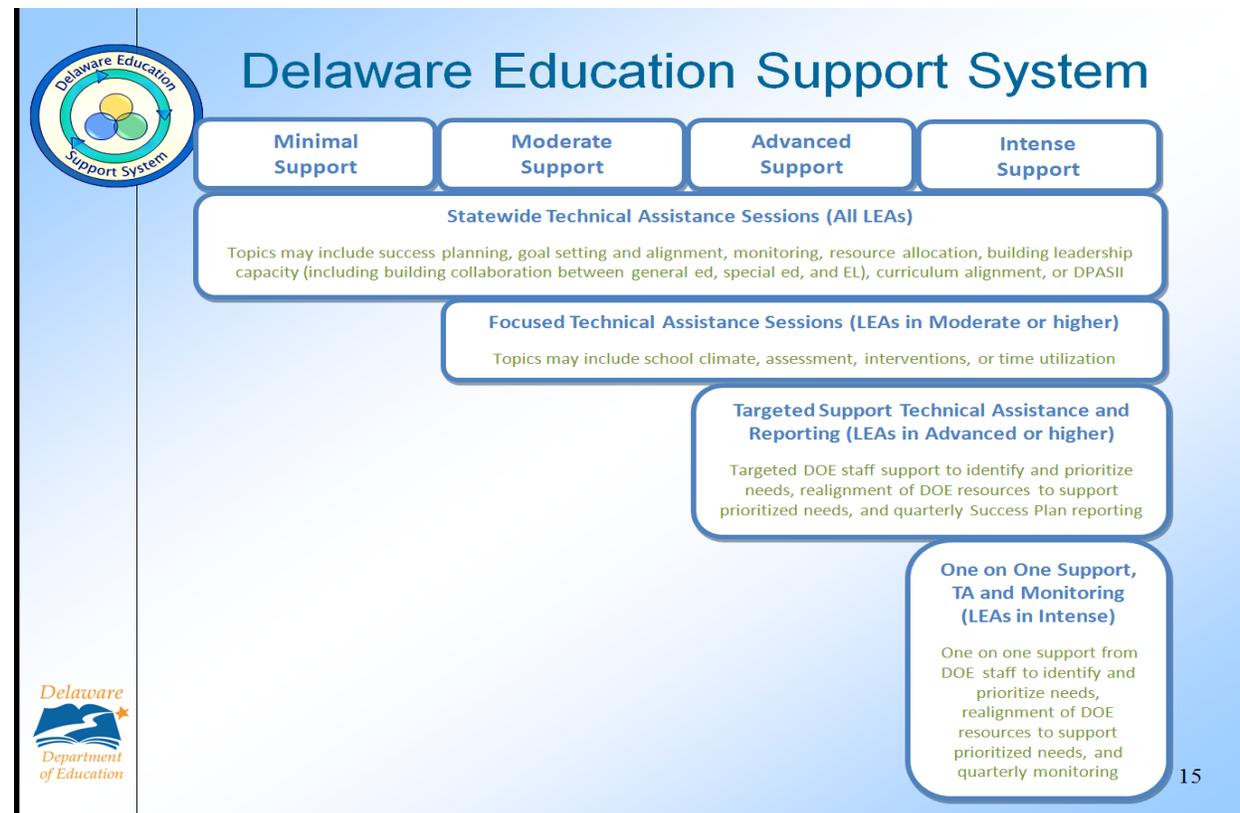
LEAs in the "Advanced" level of support or higher that have more targeted and specific needs will receive supports that include risk analysis and targeted support from DDOE staff or through contracted services. Along with the other type of technical assistance and support in the previous levels, the DDOE will review the LEA's Success Plan and data quarterly to ensure the LEA is implementing its plan with fidelity.

LEAs in the "Intense" level will receive supports that include heavy risk analysis, regular one-on-one support and quarterly monitoring by a dedicated team of DDOE staff. This is in addition to the supports and technical assistance in the other levels. This integrated service delivery system will ensure LEAs have access to the resources they need to support the varying needs of their schools. It

is our intent to leverage existing structures currently employed at the DDOE through Race to the Top such as performance Dashboards used by the Delivery Unit to gauge LEA performance, monitoring protocols currently used by the School Turnaround Unit, as well as processes currently employed to monitor the 1003(g) SIG schools.

In addition, the DDOE intends to conduct a comprehensive review of the LEAs in the Intense level of support using a research based LEA level diagnostic tool. The review will help identify and prioritize challenges in the areas of Leadership, Budget and Resources, Academic Content and Achievement Standards, Curriculum and Instruction, Assessment and Accountability, Professional Development, School Environment, and Stakeholder Engagement. The DDOE will provide technical assistance to the LEAs in developing strategies to address identified areas of need, and to build LEA’s capacity in supporting their schools in the school improvement process. The LEAs will include these needs, strategies and associated measures in their Success Plans to ensure continuous improvement. The DDOE also plans to offer this comprehensive review as an option to LEAs in the Advanced level of support.

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.



Initial Identification of LEAs for Levels of Support

LEAs will be identified for levels of support based upon school-level performance data in ELA and Math. In order to assign LEAs to levels, the DDOE proposes to assign an initial score to each school in the state based on 2010-11 performance data or identification status under this flexibility request. More specifically each school will be assigned a score between 2 and 10 with 2 being the lowest performing schools and 10 being the highest performing schools. A score of 2 will be assigned to PZ schools, 3 to Focus schools, 9 to Highest Progress Reward/Recognition schools and “10” to Highest Achieving Reward/Recognition schools. The remaining schools which make up about 80% of schools statewide will be assigned as score between 4 and 8 based upon their combined ELA and Math Super Group [African American, Hispanic, Low Income, Students with Disabilities (SWD) and English Learners (EL)] performance in 2010-11. A preliminary model has been tested using cut points in a normal curve to distribute these schools into score categories. We also propose to make downward adjustments to scores for this group based on a school having missed AYP in 2010-11. Other factors may also be considered in adjusting the initial scores of schools.

Once an initial score has been assigned to each school, the school-level scores will be averaged within each LEA to get an LEA score. For example, if an LEA had 10 schools with scores of 7, 7, 6, 6, 5, 5, 4, 4, 3, and 3, the LEA score would be the sum of scores divided by 10 ($50/10=5.0$). Cut points will then be established to determine the score ranges that will be assigned to each of the four tiers of support. Preliminary data suggest that cut points of an LEA average score <5 , $5 - 5.99$, $6 - 6.99$ and ≥ 7 may work well for placing LEAs into tiers of support from Intense through Minimal, respectively. These cut points placed approximately one fourth of our LEAs in each tier of support. Various SEA staff with knowledge of our LEAs, but who were not involved in developing the method of assignment of LEAs to tiers, have reviewed the preliminary assignments and believe they have face validity.

Transitions for Schools and LEAs

Schools and LEAs will have an opportunity to transition to higher or lower scores based on performance in 2011-12, 2012-13 and 2013-14. School-specific ELA and Math performance targets will be established for each school. The targets will be based upon each school’s 2010-11 baseline in ELA and Math and will require schools to improve the percent proficient such that the percent of students in the school that are not proficient will be reduced by 50% by 2016-17. Schools will earn points that will be added to their initial scores for meeting their future targets. For example, a school that started with an initial score of 4 in 2010-11 would receive a score of 5 in 2011-12 if it meets its 2011-12 target (i.e., initial score of 4 plus 1 additional score point for meeting the target). Similarly, schools will also lose points for regressing or failing to meet targets over time. We also propose to make downward score adjustments for schools that miss AYP for 50% or more of their eligible performance cells or miss AYP for the SWD or EL subgroups or miss participation targets. These AYP adjustments ensure that schools must continue to make progress for high risk subgroups and must continue assessment at least 95% of students in each subgroup.

After each school’s score has been re-evaluated each year, the school-level scores will again be averaged within each LEA to get an average LEA score. LEAs moving into a different cut point range will be moved either up or down in their tier of support. The goal over time will be to move LEAs out of Intense and Advanced levels of support through building district capacity through the supports described above.

The following are specific examples 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

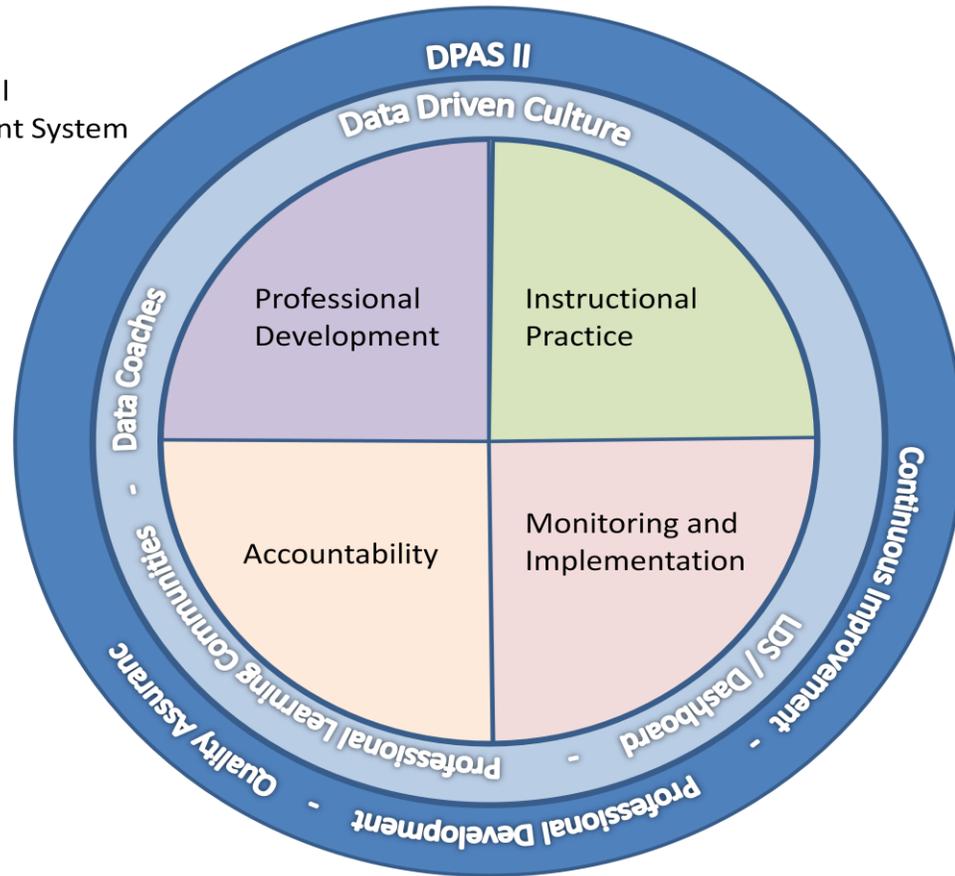
Accountability

- 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. 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.

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>x 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(add link for supporting docs from DPAS II website)	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	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

		established as technical advisory for development of measures.	off grade assessments align with other measures determined by DDOE and State Board of Education.
Principle 3	DDOE Regulation	Resources	State Law
Observe and evaluate teachers and principals on a regular basis, as prescribed in state regulation	Regulations delineate appraisal cycles. “Highly Effective” and “Effective” educators are not required to have an annual evaluation; however, the Student Improvement Component 5 is reviewed annually	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 annual 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”. (add link to regs)	DPASII Guides; Non-Regulatory Guides online trainings, development coach project, Regional Trainings on evaluation	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.

	The ratings are used to inform personnel decisions including advancement and financial opportunities and termination.	techniques, Expert Evaluator training and support to principals, ERS (Evaluation Reporting System)	
Principle 3	DDOE Regulation	Resources	State Law
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. (add link to regs) 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 evaluators).	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.	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.

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.

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 USED 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.

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.

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.

5. Feedback – Identify Needs and Professional Development

By state law, if the overall rating of an educator's DPAS II evaluation is unsatisfactory, the LEA shall develop and assign an improvement plan to the educator and provide a reasonable amount of time for the educator to complete the improvement plan. The LEA shall also make recommendations for improvement if an educator's performance on an individual component of the evaluation is unsatisfactory. An improvement plan must identify the deficiencies in an educator's performance and the professional development activities required to improve the deficiencies to a satisfactory level. An improvement plan pursuant to this section must be developed as part of a collaborative process between the LEA and the educator where possible, with the LEA having the final authority to develop and assign the plan.

In an effort to promote continuous professional growth and to improve educator performance,

the DDOE also has guidelines for professional development when an educator receives a satisfactory DPAS II evaluation. The guidelines must incorporate specific professional development activities designed to enhance knowledge and skill in areas recommended by an evaluator.

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

The Evaluation Reporting System (ERS) is a database that allows districts to enter, track and monitor the status of the Delaware Performance Appraisal System, Second Edition (DPAS II) evaluations in their school and district. The system is accessed through the state’s Information Management System (IMS). A district administrator, usually the Human Resources Director, has access to assign evaluators and give them privileges to make assignments. The evaluator can then enter data on the evaluation for every staff member who they evaluate. The system records when formative observations and conferences are held, data on challenges to formative feedback, and summative evaluations when improvement plans are issued and completed and final summative ratings, and date of summative evaluation. ERS is pre-populated with demographic information about the educator and the status of the license. The system also allows evaluators to track when evaluations are received in the district office.

The system generates reports for the evaluators and districts to monitor the status of their evaluation. It also generates statewide summary reports used for federal and state reports. This saves the districts from completing cumbersome reports manually. The system is also used to distribute and collect 360 evaluations on each evaluator.

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.

SAMPLE FORMAT FOR PLAN

Below is one example of a format an SEA may use to provide a plan to meet a particular principle in the *ESEA Flexibility*.

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g., staff time, additional funding)	Significant Obstacles

ATTACHMENT #1

From: Cruce Daniel
Sent: Thursday, October 13, 2011 4:07 PM
To:
Subject: Delaware's ESEA Flexibility Application

Superintendents & Charter Directors-

On behalf of Secretary Lowery, I wanted to let you know that DDOE submitted a letter of intent to USED to apply for ESEA flexibility on behalf of the state, local education agencies, and schools. DDOE intends to submit the request during the second submission window, by mid-February 2012.

DDOE wants to ensure our application meets the high bar set forth by USED for strong and comprehensive applications. To that end, we want to allocate enough time to engage key constituencies throughout the state to maximize this opportunity for our students, educators and schools. DDOE is particularly interested in working with state and local leaders over the coming months to identify a new accountability system that reflects our college- and career- ready expectations as well as other efforts underway through state and local education reform plans.

We'll continue to update you as we move forward. However, if you have any questions now, please contact Dr. Susan Haberstroh at shaberstroh@doe.k12.de.us or (302) 735-4008.

Respectfully-
Dan

Daniel E. Cruce, Esq.
Deputy Secretary/Chief of Staff
Delaware Department of Education
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From:
Sent:

[REDACTED]
Friday, November 18, 2011 9:23 AM

Subject:
Attachments:

Weekly Memo to Chiefs/Charter Directors 11/18
775 New Teacher Hiring Date District Report FINAL August 2011.xls; ESEA Flexibility Cadre Presentation November 16, 2011.pdf

WEEKLY MEMO TO CHIEFS/CHARTER DIRECTORS November 18, 2011

ESEA Flexibility

As you are aware, the Department intends to submit a proposal to USED for additional flexibility in mid-February, 2012. Many of the provisions align to our existing Race to the Top plan. Please find attached a PowerPoint highlighting information regarding the USED ESEA Flexibility and the Senate bill that is currently circulating in Washington, DC to reauthorize ESEA.

We will share our framework with you in the near future and look forward to getting your input, particularly around Principle 2: Differentiated Recognition, Accountability and Support. If you have any comments or questions in the mean time, please feel free to contact either Joanne Reihm jreihm@doe.k12.de.us or Susan Haberstroh shaberstroh@doe.k12.de.us.

[REDACTED]
[REDACTED]
Administrative Assistant
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From: [REDACTED]
Sent: Friday, December 02, 2011 10:08 AM
Subject: Weekly Memo to Chiefs/Charter Directors 12/2

WEEKLY MEMO TO CHIEFS/CHARTER DIRECTORS December 2, 2011

Upcoming District Chiefs' Meeting

- 1) The next district Chiefs' meeting is on Tuesday, December 13th at the Collette Building.
- 2) The agenda for the meeting is below:

8:00-9:00	<i>Optional:</i> Chiefs' meeting with Sec. Lowery
9:00-9:10	Welcome and DDOE Updates
9:10-9:30	Presentation: RTTT Targets and DCAS Data
9:30-11:00	District PLCs: Examine DCAS Data and Discuss Implications for PLCs and Other RTTT Initiatives
11:00-11:15	PLC Share-out
11:15-12:00	ESEA Flexibility Presentation
12:00-12:30	ESEA Flexibility Q&A

From: ██████████
Sent: Friday, December 09, 2011 9:13 AM
Subject: Weekly Memo to Chiefs/Charters 12/9
Attachments: Model Regulations DOJ.pdf; DocAnalyFormTch.pdf; DocAnalyFormSpec.pdf; FormativeSatofUnsat.pdf; NonRegGuidance.pdf; PurposeDPASIIldocrubrics120311.pdf

WEEKLY MEMO TO CHIEFS/CHARTER DIRECTORS December 9, 2011

Upcoming District Chiefs' Meeting

1) The next district Chiefs' meeting is on Tuesday, December 13th at the Collette Building.

2) The agenda for the meeting is below:

8:00-9:00	<i>Optional:</i> Chiefs' meeting with Sec. Lowery
9:00-9:10	Welcome and DDOE Updates
9:10-9:30	Presentation: RTTT Targets and DCAS Data
9:30-11:00	District PLCs: Examine DCAS Data and Discuss Implications for PLCs and Other RTTT Initiatives
11:00-11:15	PLC Share-out
11:15-12:00	ESEA Waiver Presentation
12:00-12:30	ESEA Waiver Q&A

From: Cruce Daniel
Sent: Friday, December 09, 2011 12:20 PM
To: Cruce Daniel
Subject: DRAFT of Delaware ESEA Flexibility Application: Principles 2 and Timeline
Attachments: ESEA Flexibility - Principle 2 Exec Summary v9 120911.docx; Timeline for ESEA Flex Application Work 12 1 11 (2).docx

Colleagues-

Following up on our initial email below, attached is the draft of Principle 2: State-Developed Differentiated Recognition, Accountability & Support. The second attachment, the ESEA Flexibility Application timeline, is the same timeline as provided before—just included here again so you have this info together for Principle 2.

As before, the initial live opportunity for feedback on the attached ***draft*** will come in the form of two conference calls. On those calls, we'll give a brief voiceover of the ***draft*** & take questions. Please join us on either date:

- Monday, 12/13, at Noon
- Tuesday, 12/14, at 4PM

The conference call number for both days is: 1-800-391-2548 and the pass code for both days is: 75863748#.

Please RSVP to Lisa Bishop, Special Assistant to the Secretary, at lbishop@doe.k12.de.us so that we can ensure we have enough phone lines for both days.

There are multiple other opportunities for feedback on all four Principles—that info is detailed on the attached timeline. Times, dates and locations of the January county public town halls will go out to all no later than early next week.

Respectfully-
Dan

Daniel E. Cruce, Esq.
Deputy Secretary/Chief of Staff
Delaware Department of Education

From: Cruce Daniel
Sent: Thursday, December 01, 2011 10:31 AM
To: Cruce Daniel
Subject: DRAFT of Delaware ESEA Flexibility Application: Principles 1, 3 & 4 and Timeline

Colleagues-

As you know, DDOE plans to submit an application to USED for ESEA Flexibility in February, 2012. Federal guidance requires us to address the following four principles in our application:

- Principle 1: College- and Career-Ready Expectations for All Students
- Principle 2: State-Developed Differentiated Recognition, Accountability and Support
- Principle 3: Supporting Effective Instruction and Leadership
- Principle 4: Reducing Duplication and Unnecessary Burden

More information on this USED process may be found here: <http://www.ed.gov/esea/flexibility>.

We greatly appreciate all of the interest received to-date. Attached, please find our **first draft** of Principles 1, 3 & 4. Principle 2 will follow for your review & input in approximately one week. This **draft** is being shared with many stakeholders today via email.

We recognize that email is not the best tool to solicit feedback, but is the most direct way to share out this draft to all. To better facilitate receiving feedback, also attached is our timeline for further constituent engagement opportunities as well as for our internal review & ultimate submission of the application. We are finalizing the specific times/locations for future engagement opportunities & will email that out ASAP.

The initial live opportunity for feedback on the attached **draft** will come in the form of two conference calls. On those calls, we'll give a brief voiceover of the **draft** & take questions. Please join us on either date:

- Monday, 12/5, at Noon
- Tuesday, 12/6, at 4PM

1

The conference call number for both days is: 1-800-391-2548 and the pass code for both days is: 75863748#.

Please RSVP to Lisa Bishop, Special Assistant to the Secretary, at lbishop@doe.k12.de.us so that we can ensure we have enough phone lines for both days.

Respectfully-
Dan

Daniel E. Cruce, Esq.
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From: Cruce Daniel
Sent: Tuesday, December 13, 2011 4:23 PM
To: Cruce Daniel
Cc: [REDACTED]
Subject: State ESEA Flexibility Application County Town Hall Information
Attachments: ESEA Flexibility Principles 1 3 and 4 DRAFT v2 12 1 11.docx; ESEA Flexibility-Principle 2 DRAFT v10 121011.docx; Timeline for ESEA Flex Application Work 12 13 11.docx

Colleagues-

Below are the details regarding the county town halls for DDOE to solicit public feedback on the State's ESEA Flexibly application. This information is also included in the attached timeline.

Each town hall is from 6-8PM

- January 04, 2012
 - New Castle County
 - James Gilliam Conference Center, 77 Reeds Way, behind NCC Gov't Center
- January 11, 2012
 - Kent County
 - Kent County Gov't Bldg, Room 220, Dover
- January 19, 2012
 - Sussex County
 - Sussex County Gov't Bldg. 2, The Circle, Georgetown

Please assist us by sharing this information with your communities and constituencies.

Respectfully-
Dan

Daniel E. Cruce, Esq.
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From: [REDACTED]
Sent: Monday, December 19, 2011 2:27 PM

Subject: Message from Secretary Lowery

RE: Special Request of TOY Advisory Board Members in January

Dear Teacher of the Year Advisory Board Members-

I hope this finds you well and about to enjoy some rest and relaxation with your family and friends.

I am writing to ask for your assistance with our state's application to the US Department of Education (USDOE) for Flexibility under the Elementary and Secondary Education Act (ESEA). As you may know, USDOE released guidance for states to apply for waivers to certain aspects of ESEA in September 2011. They offered two opportunities to submit applications. We chose to apply in February 2012 to enable us to get input from as many people as possible.

To that end, we will be hosting town hall meetings in every county in January. Given your unique role as Teachers of the Year, we would greatly appreciate your help ensuring that we have input from you and your colleagues throughout the state. In lieu of a January TOY Advisory Board meeting, I'd like to invite you to join us for the Town Hall Meeting in your county. The dates are as follows:

- January 4, 2012, 6-8 pm, New Castle County, James Gilliam Conference Center, 77 Reeds Way, behind New Castle County Government Center, New Castle
- January 11, 2012, 6-8 pm, Kent County, Kent County Government Building, Room 220, Dover
- January 19, 2012, 6-8 pm, Sussex County, Sussex County Government Building #2, The Circle, Georgetown

Additionally, we would like to devote part of our February 1st TOY Advisory Board meeting to getting your feedback and any that you may receive from your colleagues between now and then to make it as strong as possible. As always, please feel free to bring any questions, concerns, accomplishments, etc. to our February meeting.

Please let Betty Torbert know if you plan to attend one of the Town Hall meetings so that we'll know to expect you and can send you the current working draft of our ESEA Flexibility Application in advance.

Happy Holidays!

With deep gratitude,
Lillian

Lillian M. Lowery, Ed. D.
Secretary of Education
Delaware Department of Education
John G. Townsend Building
401 Federal Street, Suite 2
Dover, DE 19901-3639
Phone: 302.735.4000

Email to 11k+ educators about ESEA Flexibility

-----Original Message-----

From: Secretary.Lowery@doe.k12.de.us [mailto:Secretary.Lowery@doe.k12.de.us]

Sent: Tuesday, January 03, 2012 3:38 PM

Subject: Update from Secretary Lowery

Dear colleagues,

Happy New Year! I hope you had a wonderful holiday season with your families and friends.

As we begin 2012, we have much to be proud of in Delaware education. I particularly want to thank those of you who took the time to share examples of good work with us. We have created a webpage to showcase these efforts at: <http://www.doe.k12.de.us/goodnews/default.shtml>. I encourage you to visit the page periodically and submit similar examples to public information officer Alison Kepner via email: akepner@doe.k12.de.us. We will update the page periodically and will post as many as possible this school year.

We have another unique opportunity to work together to further improve public education for all Delawareans this year. In February, the Delaware Department of Education will be submitting an application for flexibility from some of the provisions in the federal Elementary & Secondary Education Act (ESEA). Our application will reflect our proud history of leading educational reforms. It also will recommit us to aggressive statewide reforms toward our vision of ensuring every single student in our system will graduate college- and career-ready, with the freedom to choose his or her life's course.

If our flexibility plan is approved, Delaware will be able to set more meaningful student proficiency targets while committing to reducing achievement gaps for all student groups. In other words, schools would not be mandated to meet ESEA's requirement that 100 percent of students achieve proficiency by 2013-14 or be subject to sanctions, such as school improvement, corrective action and restructuring. Schools also would gain more flexibility with some funding, such as dollars designated for choice and supplemental education services. The purpose is to allow districts and schools the opportunity to adopt and implement meaningful improvements to benefit their students.

Another proposed change would be the end of ranking Delaware schools with the labels of "superior," "commendable," and "academic watch" and status designation, such as "under improvement." Instead, Delaware would switch to a new system -- developed by Delawareans using guidance delineated by the U.S. Department of Education -- that places schools in classifications ranging from Reward and Recognition (for the top performing schools) to Focus and Partnership Zone (for the lowest performing schools).

We have not finalized our plan yet and are continuing to request input from Delawareans. We will be hosting community meetings in each county and invite you to attend to learn more about our proposed plan and offer your input first-hand. The meetings will take place as follows:

- 6 p.m., Wed., Jan. 4 at the James Gilliam Conference Center, 77 Reeds Way, New Castle.
- 6 p.m., Wed., Jan. 11 at Kent County Government Building, Room 220, Dover.
- 6 p.m., Thurs., Jan. 19, Sussex County Government Building, The Circle, Georgetown.

We recognize it may be difficult for you to attend with school resuming and your other commitments. So we also invite you to review the full draft plan at: <http://www.doe.k12.de.us/infosuites/ddoe/flex.shtml> and send any feedback to: akepner@doe.k12.de.us.

In closing, I want to thank you again for all that you do for our students. I recognize that this is an extraordinarily busy time for all of you, and I value your contributions to education.

With gratitude,

Lillian M. Lowery
Secretary of Education

From: Cruce Daniel
Sent: Monday, February 20, 2012 8:39 AM
To: Cruce Daniel
Cc: Kepner Alison; Lowery Lillian; Haberstroh Susan Keene; Reihm Joanne; Bishop Lisa
Subject: Calls to Share Delaware's ESEA Flexibility Application

Dear Colleagues-

The Delaware Department of Education (DDOE) plans to submit an application for Elementary and Secondary Education Act (ESEA) Flexibility to the U.S. Department of Education on February 28, 2012. If approved, this Flexibility would take effect this school year.

The final application will be posted online at: http://www.doe.k12.de.us/infosuites/ddoe/flex_shtm1 by close of business on Tuesday, February 21, 2012. Our final application includes revisions based on input received from organizations and individuals across the state over the last several months. As a result, we have set up two conference calls to provide an overview of the major changes and answer any outstanding questions about our final application. The calls will follow the same format, so it's not necessary to join both calls. They are as follows:

- Wednesday, February 22: 9:30-10:30 AM, Dial-in Number: US Toll Free 1-800-391-2548, Participant Passcode: 44001093#
- Friday, February 24: 11:00-12:00 PM, Dial-in Number: US Toll Free 1-800-391-2548, Participant Passcode: 44001093#

We are grateful for the feedback and support we have received thus far, and will continue to keep you posted on the status of our ESEA Flexibility Application after we submit it next week.

Respectfully,
Dan

Daniel E. Cruce, Esq.

Deputy Secretary/Chief of Staff

Delaware Department of Education

401 Federal Street, Suite #2

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Please consider the environment before printing this e-mail

From: Cruce Daniel
Sent: Thursday, February 16, 2012 7:47 PM
Subject: ESEA Flexibility Application: Final Version Teleconference

Dear Chiefs, Charter Directors and State Board of Education Members-

DDOE has revised our ESEA Flexibility Application draft based on input from stakeholders across the state. We plan to publicly release the final version next Tuesday prior to submitting it to USED on 2/28.

We recognize that Monday is a holiday for many of you, so we set up conference calls for tomorrow (Friday) and Tuesday to update you on the most significant changes from earlier drafts. We invite you or a designee to join one of the following calls:

- Friday, 2/17, 2:30-3:30PM, Telecon - Dial In: 800-391-2548 Pass Code: 61252937#
- Tuesday, 2/21, 8-9AM, Telecon - Dial In: 800-391-2548 Pass Code: 61252937#

Please let me know if you have any questions.

Respectfully,
Dan

Daniel E. Cruce, Esq.
Deputy Secretary/Chief of Staff
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From: Bishop Lisa
Sent: Tuesday, February 21, 2012 10:40 AM
To: Reihm Joanne
Subject:

Upcoming District Chiefs' Meeting

- 1) The next district Chiefs' meeting is on Thursday, February 23rd at the Collette Building.
- 2) The draft agenda for the meeting is below:

8:00-9:00	Optional: Chiefs' meeting with Sec. Lowery: DPAS II Monitoring Assistance
8:00-9:20	Welcome and DDOE Updates
9:20-9:40	Presentation: Performance Evaluations and Student Achievement Data
9:40-9:50	Break/Transition to PLCs
9:50-11:20	District PLCs: Examine performance dashboards and discuss district strengths
11:20-11:30	Break/Transition back to plenary
11:30-11:45	PLC Share-out
11:45-12:20	Wrap up and Q&A
12:20-12:30	Optional: Q&A/open Forum with DDOE Staff about Race to the Top and/or ESEA

Flexibility

From: [REDACTED]
Sent: Friday, February 24, 2012 10:07 AM
To: [REDACTED]
Subject: Weekly Memo to Chiefs/Charter Directors 2/24
Attachments: 12-0009 mult-school LEAs.doc; DocAnalyImpPlanTch.pdf; DocAnalyImpPlanSpec.pdf; InSuffDocofSatlesson.pdf; SampComRecExp.pdf

WEEKLY MEMO TO CHIEFS & CHARTER DIRECTORS February 24, 2012

Delaware to Submit Application for Elementary and Secondary Education Act (ESEA) Flexibility

The Delaware Department of Education (DDOE) plans to submit an application to the U.S. Department of Education for Elementary and Secondary Education Act (ESEA) Flexibility on February 28th. The final version of the application, along with other information on this application, is available on-line at: <http://www.doe.k12.de.us/infosuites/ddoe/flex.shtml>. The final version reflects significant input from people across the state. If approved, this flexibility would take effect this school year (2011-12). We expect to have the FINAL up on Tuesday, Feb 28th after we submit to USED.

DDOE will continue to provide updates as we learn more about the status of our application. If you have any questions in the mean time, please contact Susan Haberstroh (shaberstroh@doe.k12.de.us) or Joanne Reihm (jreihm@doe.k12.de.us).

[REDACTED]
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DEPARTMENT OF EDUCATION

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Lillian M. Lowery, Ed.D.
Secretary of Education
Voice: (302) 735-4000
FAX: (302) 739-4654

ESEA Flexibility FAQs

Principle 1:

1. **How will social studies assessments (4th grade and 7th grade DCAS; US History end-of-course exams) be used to support the waiver, if at all?**

Delaware's ESEA Flexibility Waiver application addresses the required assessment areas of Reading/ELA and Mathematics since they constitute the basis for school and district AYP calculations and Annual Measureable Objectives. Although not explicitly mentioned in the Flexibility application, Delaware Comprehensive Assessment System (DCAS) Social Studies assessment at Grades 4 and 7, along with the End of Course assessment in US History will continue.

2. **Is the Delaware Comprehensive Assessment System (DCAS) being replaced?**

Delaware is a governing state in the SBAC Multi-state Assessment Consortium. SBAC was awarded test development funds by the U.S. Department of Education (USDOE) to support development of next generation student assessments in reading and mathematics. A similar states-led effort, referred to as the PARCC Assessment Consortium, is also engaged in test development. Based on the timelines that SBAC and PARCC have submitted to USDOE, participating states will actively participate in field testing these new standardized assessments during the 2013-2014 school year. When the assessments are fully ready in spring 2014, states will have the opportunity to adopt these assessments in place of, or in addition to their existing state assessments. Delaware Department of Education anticipates a thoughtful and inclusive discussion and decision-making process over the next two years regarding the role of DCAS and the potential role SBAC assessments could play in assessing student achievement.

3. **How will the state test change when Common Core Assessment is implemented?**

Delaware launched its implementation of Common Core Standards during the 2010-2011 school year following the adoption of these standards in Reading and Mathematics by the Delaware State Board of Education. Orientation sessions for teachers, specialists and school administrators were provided during that year, followed by the current efforts to (1) develop exemplary units and lessons based on the Common Core Standards, and (2) engage teachers and specialists in reviews of existing instructional plans within the reading and mathematics content areas and at elementary, middle school, and high school levels. As this curriculum technical assistance moves along, DDOE assessment specialists are engaged in work with our assessment vendor- the American Institutes of Research- to reposition existing test items where necessary and introduce new test items so that the DCAS evolves into an assessment fully aligned to the Common Core Standards. Based on alignment studies of the DCAS completed over the past 1 ½ years, DDOE believes the DCAS already measures certain elements of the Common Core Standards. With the introduction of the repositioned and new items over the next two years, the DCAS will become fully aligned to the Common Core. As this transformation takes place, students and teachers will note more challenging test items at each grade.

Principle 2:

- 1. Related to Focus schools, gaps and subgroups: What if the school's student population is homogeneous, such as 99% African American?**

Delaware has homogeneous schools that would not be identified using an achievement gap method. However, this plan allows for schools to be identified for the Focus category based on either a large achievement gap or low performing subgroups. Thus homogeneous schools could be identified with the low-performing subgroup method. In practice, the low-performing subgroup method did identify a few such schools. In addition, some schools that were more heterogeneous did not show up near the top of the achievement gap list because all subgroups were relatively low performing. However, the low-performing subgroup method identified a few of these schools as well. The two methods used together would greatly enhance the state's ability to identify schools in need of greater support.

- 2. Regarding lowest performing for "the most recent year": Why not use trend data similar to Partnership Zone? What about historically low-performing schools? Why can't more than one year performance be used for focus schools?**

U.S. Department of Education's guidance requires the use of trend data for the achievement gap method but not the low-performing subgroup method. Before determining whether to use trend data for the low-performing subgroup method, DDOE created a list of schools using trend and recent performance for the achievement gap between low income and non-low income students. What we learned from creating that list is that a number of schools did not have sufficient trend data either because they were newly opened schools or they were granted new school status for accountability due to changes in the grade configurations or feeder patterns of the school. Such schools had to be excluded from the achievement gap method analysis due to lack of trend data. Because U.S. Department of Education requires that we evaluate all schools for possible Focus school identification, we decided that we would only use the most recent year of testing data to identify low-performing subgroup schools. Using trend data for both methods would have excluded some schools from consideration altogether, which would not have met the federal requirements of the flexibility application.

- 3. Is the performance that is considered for the sub-group performance for Focus schools the average scaled score or percent proficient? Was reading and math counted 50% each?**

Schools were ranked for Focus school status using the percent proficient. A combined percent proficient for reading and mathematics was obtained by taking the sum of the number of proficient scores in reading and the number of proficient scores in mathematics and dividing by the sum of the number of tested students in reading and the number of tested students in mathematics. In practice, this approximately gives a 50% weight to reading and mathematics for ranking purposes.

4. When will we get information on how schools exit from Focus status?

DDOE is in the process of vetting options based on input received to date.

5. Why aren't schools that made adequate yearly progress excluded from being considered a Focus school?

The federal government is offering this opportunity for a new method for identifying schools in need of improvement that is not based on AYP. The method is designed to identify schools that are persistently low achieving (Partnership Zone), have largest achievement gaps (Focus) or have the lowest performing subgroups (Focus), regardless of their current designation under AYP.

6. Do we have the option of stating we do not have the capacity for the Focus status (like is done for Partnership Zone)?

Secretary Lowery may consider the district and school's capacity to implement the required reforms prior to selecting a school for the Partnership Zone. Once a Partnership Zone school is selected by the Secretary, the school cannot use capacity as a reason not to participate in the Partnership Zone. Similarly, once a school is selected as a Focus school, capacity cannot be used as a reason not to participate or implement the required reforms.

7. Why were the 2011 adequate yearly progress cut scores (floor) used instead of the true baseline for sub-groups that performed under the floor?

The draft showing the 2011 AYP cut scores as the floor was used to get feedback from constituents. The reasoning behind using that for the draft was to not present an assumption that the state was "lowering the bar" for these groups with the Flex application given that the floor of actual performance for those specific groups is lower than the AYP target for the year. Again, this is only a draft and feedback will drive the final version.

8. Because the floor is 2010-11 data, what schools are in each classification?

The Superintendents and/or Charter Directors who had schools in the draft run of our calculation for Focus Schools were notified.

9. If the purpose is to have "ambitious but achievable" targets, what has the discussion been to what is "achievable" for special education students and who has been part of that process?

We received much feedback on this particular target for this particular group in most settings where we shared the draft application—from the State Board, to county town halls, to advocacy groups, to our Delaware Education Advisory Group.

10. Why do we have to use 2010-2011 data to identify focus schools (why can't it be current year) and why would they remain in that status for the duration of the waiver?

U.S. Department of Education requires the state to identify Focus schools and include the list of identified schools with the application at the time of submission. There will be criteria for Focus schools that may allow a school to exit that status prior to the end of the flexibility period. However, it is important to keep in mind that the flexibility period is for three years only and the first year of the flexibility is 2011-12.

11. When can we get the exact calculation for focus schools?

We will have the final calculation once we complete the vetting of all feedback and have our final version of the application to send to USED by mid-February.

12. From the explanation, it appears Reward schools will be named based on last year's data and then set for the period of the flexibility waiver. Is that true? Why is this so? Is this the same for Recognition schools? How would schools that perform well in the interim be recognized? Are tier I, II, and III schools also locked for 3 years like the Focus, and Partnership Zone schools?

A list of Reward schools will be named for the 2011-12 school year based on historical assessment data including spring 2011 DCAS data. The Reward status is for a period of one year (i.e., 2011-12). In 2012-13, schools will be evaluated once again for Reward status based on historical assessment data including Spring DCAS 2012. Recognition schools will also be identified in 2012-13 based on historical assessment data including Spring DCAS 2012. The process will be repeated for 2013-14 for both Reward and Recognition. Therefore, schools that perform well in interim years will have an opportunity to be selected as Reward or Recognition schools. Only the Focus and Partnership classifications locked, though they too can exit if they meet the criteria. All the schools can move between levels of state support based on their year-to-year performance.

13. Will any of the automatic requirements of No Child Left Behind be set in place? Does this mean districts do not need to do the set asides of transportation, Supplemental Educational Services and professional development?

If our plan is approved, it would eliminate all current requirements associated with "school improvement" as outlined in Section 1116 of the Elementary & Secondary Education Act. If the state is granted ESEA flexibility the following school improvement related set asides would no longer be required: 1) the 20 percent local level set aside associated with Choice related transportation and Supplemental Educational Services (SES) required when a local education agency had any Title I schools classified as Under Improvement, Corrective Action or Restructuring; 2) the 10 percent district level set aside for professional development required when a district was classified as Under improvement or Corrective Action; and 3) the 10 percent school level set aside required when a Title I school was classified as Under Improvement, Corrective Action or Restructuring. The non-improvement related set asides would remain in place under the ESEA Flexibility. As

such, districts and charter schools still would be required to set aside 1 percent of their Title I allocation (if they receive \$500,000 or more) for parent involvement activities. Districts also would be required to continue to set aside funds to provide equitable services to eligible students attending private schools. Finally, local education agencies still will be required to set aside funds to meet the needs of homeless students.

14. Schools have been submitting Success plans for years. How do we use these to inform decisions? Are we duplicating efforts?

DDOE is in the process of vetting options based on input received to date.

15. A concern I continue to have is a school can make 26/27 (cells) and not make adequate yearly progress (AYP). A school can make 8/8 and make AYP. Diverse schools have a harder task, and one student can populate many cells. How are these discrepancies figured into the data?

To make AYP, a school must still meet the annual measurable objective targets with or without confidence intervals, meet safe harbor targets with or without confidence intervals or meet growth model targets for all subgroups that meet the minimum N-count of students in order to make AYP. The flexibility does not change this requirement in the current ESEA law.

16. Is it possible Red Clay will receive less money next year for our Title 1 schools?

The ESEA Flexibility does not affect the amount of Title I funding that a local education agency receives through the LEA Consolidated Grant. The amount of Title I funds allocated to LEAs is primarily based on census poverty provided to Delaware Department of Education each year by the U.S. Department of Education. Because census poverty across LEAs can vary from year to year, an LEA's funding amount can change from year to year as well. This would be true regardless of the ESEA Flexibility.

Principle 3:

1. Several school districts are using professional learning community evaluations in lieu of teacher evaluation. Apenas SD in Michigan will give you a good flavor. It is based on C. Danielson. If we value PLCs with fidelity and collaboration, as opposed to a more corrective approach.

Delaware uses a statewide evaluation system that is based on Charlotte Danielson's work. Professional learning community work does not impact all teacher and specialist groups. PLCs focus mainly on assessment and data analysis. Teacher evaluation is based on many more components, as Danielson describes. Planning, instruction, environment, and professional responsibilities are all part of Delaware's evaluation system and are not the focus on PLC work.

- 2. When a teacher is rated highly effective and decides to leave his or her current school to work at a lower achieving school and the lower achieving school does not make adequate yearly progress, will the highly effective teacher lose his or her highly effective rating? Also, the same question, a teacher who is highly effective is transferred from a school because the school lost a unit due to declining enrollment, this highly effective teacher is now transferred to a school that has not made AYP, will this teacher lose his or her highly effective rating?**

Component 5 is computed each year for each teacher regardless of the location of the teacher. So this teacher would be rated the next year in the school of record. Because school adequate yearly progress ratings are not at this time part of the policy plan, the school's AYP rating would not be a factor for consideration anyway.

Principle 4:

No questions

Other:

- 1. How do demographic shifts play into the calculations?**

Demographic shifts in a school's population over time, past or future could certainly change overall performance of a school and perhaps change the subgroups for which a school is responsible. If a previous demographic shift was sufficiently large from one year to the next, the school could have applied for new school status. That would eliminate the school from the achievement gap method due to insufficient trend data. However, it is more likely that shifts would occur over a period of years so that new school status is not an option. In such cases, any changes in performance due solely to the demographic shifts would not be taken into account in the trend analysis for the achievement gap method. There is probably no easy way to take them into account for ranking purposes. However, it would not affect the low performing subgroup method because it does not use trend data. If a school is identified for the Focus category, a thorough needs analysis should include any demographic shifts that have created new challenges for the school. The school's subsequent plan could then include effective strategies for meeting the needs of students in the new or changing demographic groups.

- 2. When will the feedback be used to determine what changes would be made to the state's application?**

DDOE is in the process of vetting options based on input received to date and will share out the next draft as soon as possible.

- 3. Are student consequences on the table? I know there are monetary rewards- a step to grow effective classroom leaders would be to pay for Board Cert Process.**

DDOE is currently working on creating a draft plan for student consequences outside of this ESEA Flexibility application. The Flexibility application deadline is too soon to determine/include student consequences in that document.

4. **Perhaps there is a break in the communication chain. How were local school boards part of this process?**

DDOE provided drafts of the ESEA Flexibility Application to the Delaware School Boards Association (DSBA) in December 2011. DDOE offered to meet with DSBA multiple times.

5. **Was Delaware State Parent Advisory Council involved in this process?**

DDOE met with representatives of the DSPAC on January 23, 2012 and members of Delaware's parent advocacy groups attended various other public vetting opportunities.

6. **I am interested, however, to learn how stakeholders were selected for the Innovation Action Team? I'm a school psychologist, founder and past president of the Meadowood Program PTA, a Red Clay School Board member, a DSEA union member and a parent of three school age children one with significant disability (special ed) issues yet I never heard of DDOE collaborating with stakeholders for this team to develop this plan. Can DDOE please email out a list of IAT members?**

The groups represented on the Innovation Action Team (IAT) were determined approximately three years ago. While the specific persons who represent those organizations may have changed, all previous groups are members of the IAT. Please contact Dan Cruce for additional information regarding the IAT, including a list of the member groups.

7. **What parents were a part of this process? Did you have parents who represented the sub groups that you were referring to last night in your PowerPoint presentation (ELL programs, Spec Ed programs etc.)? Did local school boards have members on this committee?**

All of those groups had representatives at multiple public vetting opportunities across the state. Individual meeting opportunities were also offered.

8. **I appreciate that the State PTA will be a part of this process trying to get more parental involvement, but what about the schools that do not have a PTA, maybe have PTO or no parent group at all, how is the state/districts/schools going to see that these parents have a voice, be more involved etc.? Many parents want to be involved but do not know how to become involved, how are we going to make this happen?**

The county public forums were intended to provide an in-person opportunity to address this need. We also conducted multiple other public engagement opportunities for feedback. Finally, we continually shared the electronic methods for constituents to share feedback and or questions in that manner.

Updated: January 25, 2012

Secretary Lowery Joins Obama, Duncan for NCLB Waiver Announcement

Release Date: Sep 23, 2011 3:15 PM

Delaware Secretary of Education Dr. Lillian M. Lowery joined President Obama and U.S. Secretary of Education Arne Duncan in Washington, D.C., today as the President announced flexibility from some provisions of the No Child Left Behind act in exchange for aggressive state-led reforms. Lowery welcomed the opportunity to answer their call to apply for a waiver.

"This vision for innovative and aggressive reform -- backed by stringent accountability -- is in line with the work already underway in Delaware," Lowery said.

For example:

Delaware already is transitioning to college- and career-ready standards and assessments thanks to last year's adoption of the national Common Core Standards and implementation of our new computer-adaptive DCAS test as well as the state-funded school-day SAT administration.

At the urging of educators and parents, Delaware began the transition to a growth model several years ago, which aligns with USED's call to develop a system that recognizes and rewards schools that are making progress closing achievement gaps.

Statewide reform efforts, including Delaware's Partnership Zone, already are focusing extra help and resources to improve student learning in the state's persistently low-achieving schools.

Delaware also is on the forefront nationally in connecting student progress over time and multiple measures of professional practice to educator evaluations through the addition of a student growth measure to our DPAS II evaluation system.

"The President's announcement today will help Delaware realize its vision that every single student in our system will graduate college and career ready, with the freedom to choose his or her life's course," Lowery said. "This flexibility frees our educators from unfair and outdated federal sanctions and rewards them for the aggressive reforms they are undertaking on behalf of Delaware's children."

The President's press release with more details on the waiver package is provided below.

Obama Administration Offers Flexibility from No Child Left Behind

Today, the Obama Administration outlined how states can get relief from provisions of the Elementary and Secondary Education Act – or No Child Left Behind (NCLB) – in exchange for serious state-led efforts to close achievement gaps, promote rigorous accountability, and ensure that all students are on track to graduate college- and career-ready.

"To help states, districts and schools that are ready to move forward with education reform, our administration will provide flexibility from the law in exchange for a real commitment to undertake change. The purpose is not to give states and districts a reprieve from accountability, but rather to unleash energy to improve our schools at the local level," President Obama said.

What this means for you:

For Teachers: A collaborative learning culture where teachers can target instruction towards the needs of students and offer a well-rounded curriculum. Fair and responsible evaluations that are based on multiple measures including peer review, principal observation, and classroom work.

For Principals: Greater flexibility to tailor solutions to the unique educational challenges of their students and recognition for progress and performance.

For Parents: Accurate and descriptive information about their children's progress and honest accountability that recognizes and rewards success – where schools fall short – targeted and focused strategies for the students most at risk.

For Students: A system that measures student growth and critical thinking to inspire better teaching and greater student engagement across a well-rounded curriculum.

For more information on how this flexibility package may affect you, read our blog post: [What NCLB Flexibility Means for You](#).

Get the Facts:

[Brochure: Looking Back and Moving Forward \(PDF\)](#)

[Brochure: Supporting State and Local Progress \(PDF\)](#)

[FAQ: What ESEA Flexibility Means for Students, Teachers, and Parents \(MS Word\)](#)

Detailed info can be found at [ED.gov's ESEA Flexibility page](#)

On the Blog:

[What NCLB Flexibility Means for You](#)

[Arne Duncan: Providing Our Schools Relief From No Child Left Behind](#)

You are subscribed to News from Secretary Duncan and ED from the U.S. Department of Education.

From: Cruce Daniel
Sent: Thursday, October 13, 2011 4:12 PM
To: Congressional Staff
Cc:
Subject: Delaware's ESEA Flexibility Application

~~Stephens, Rachel, Doug & Albert~~

On behalf of Secretary Lowery, I wanted to let you know that DDOE submitted a letter of intent to USED to apply for ESEA flexibility on behalf of the state, local education agencies, and schools. DDOE intends to submit the request during the second submission window, by mid-February 2012.

DDOE wants to ensure our application meets the high bar set forth by USED for strong and comprehensive applications. To that end, we want to allocate enough time to engage key constituencies throughout the state to maximize this opportunity for our students, educators and schools. DDOE is particularly interested in working with state and local leaders over the coming months to identify a new accountability system that reflects our college- and career- ready expectations as well as other efforts underway through state and local education reform plans.

We'll continue to update you as we move forward. However, if you have any questions now, please contact Dr. Susan Haberstroh at shaberstroh@doe.k12.de.us or (302) 735-4008.

Respectfully-
Dan

Daniel E. Cruce, Esq.
Deputy Secretary/Chief of Staff
Delaware Department of Education
401 Federal Street, Suite #2
Dover, DE 19901-3639
302.735.4005 (T) 302.735.4654 (F)

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 Please consider the environment before printing this e-mail

From: Cruce Daniel
Sent: Thursday, October 13, 2011 4:13 PM
To: Stakeholders
Cc:
Subject: Delaware's ESEA Flexibility Application

Colleagues-

On behalf of Secretary Lowery, I wanted to let you know that DDOE submitted a letter of intent to USED to apply for ESEA flexibility on behalf of the state, local education agencies, and schools. DDOE intends to submit the request during the second submission window, by mid-February 2012.

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From: Cruce Daniel
Sent: Saturday, December 10, 2011 12:20 PM

Subject: Two IAT Calls to Vet Delaware's ESEA Flexibility Application Constituent Feedback
Attachments: ESEA Flexibility Principles 1 3 and 4 DRAFT v2 12 1 11.docx; ESEA Flexibility-Principle 2 DRAFT v10 121011.docx; Timeline for ESEA Flex Application Work 12 10 11.docx

IAT Members-

As you know, your service to the State as a member Delaware's Innovation Action Team (IAT) laid the foundation for our first place Race to the Top application win. The State will forever be in debt to you all for your respective leadership in that endeavor. We are now approaching an opportunity similarly important to that previous work with our State application for flexibility from the current Elementary and Secondary Education Act (ESEA)—often now referred to as No Child Left Behind (NCLB).

DDOE plans to submit an application to USED for ESEA Flexibility in February, 2012. Federal guidance requires Delaware to address the following four principles in our application:

- Principle 1: College- and Career-Ready Expectations for All Students
- Principle 2: State-Developed Differentiated Recognition, Accountability and Support
- Principle 3: Supporting Effective Instruction and Leadership
- Principle 4: Reducing Duplication and Unnecessary Burden

More information on this USED process may be found here: <http://www.ed.gov/esea/flexibility>.

The drafts of all four Principles are attached to this email as is our constituent engagement timeline.

We are in the process of receiving feedback from our constituents on all four Principles now. To keep our work and the final product transparent, we would like to vet this feedback not exclusively within DDOE, but rather with the IAT. We feel this process will best serve our Delaware community.

We know your schedules are extremely busy, so DDOE will do everything possible to handle all details. We will have all feedback organized for discussion. To best facilitate this process, we will conduct two meetings—both by teleconference/webinar. We will also break out the Principles into two groups:

- Principles 1, 3 & 4
 - Friday, 12/16 – Noon–3PM
- Principle 2
 - Tuesday, 12/20 – Noon–3PM

The dial in number and pass code is the same for both:

- Number: 800-391-2548 Pass code: 90526101#

Thank you in advance for your time and leadership. Please RSVP to Lisa Bishop, Special Assistant to the Secretary, at lbishop@doe.k12.de.us to ensure we have enough phone lines for both days.

A meeting invite will go out as well with this information for your calendar.

Respectfully-
Dan

Daniel E. Cruce, Esq.
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Delaware Department of Education to host community meetings

Release Date: Dec 19, 2011 11:15 AM

--Public can learn more about state's federal flexibility application at evening meetings in each county --

The Delaware Department of Education will host a public meeting in each county to share and seek public feedback on the state's accountability flexibility proposal.

In September, President Obama and U.S. Secretary of Education Arne Duncan announced flexibility from some provisions of the No Child Left Behind act in exchange for aggressive state-led reforms. Eleven states submitted applications during the first round this fall, and Delaware is among 30 expected to file in the second round in February.

The state's draft proposal was posted earlier this month online, but the meetings will give Secretary of Education Dr. Lillian M. Lowery the opportunity to explain the provisions to the public and to collect feedback that will inform the state's final submission.

The meeting times and locations are:

6 p.m., Wed., Jan. 4 at the James Gilliam Conference Center, 77 Reeds Way, New Castle.

6 p.m., Wed., Jan. 11 at Kent County Government Building, Room 220, Dover.

6 p.m., Thurs., Jan. 19, Sussex County Government Building, The Circle, Georgetown.

Tuesday, January 3, 2012

City:
State:
Section: OPINION
Page:
From:
Source:
Edition:
Publication: The News Journal

Flexibility in No Child standards a welcome opportunity

By LILLIAN LOWERY

Almost 10 years ago, the federal No Child Left Behind (NCLB) Act began requiring states to report disaggregated student test scores. Aggregated results had masked serious deficiencies among many of our country's most vulnerable students. The law's great legacy is bringing accountability for states, districts, schools and teachers to the forefront, but it also has its flaws.

Recognizing this, in September, President Obama and U.S. Secretary of Education Arne Duncan offered states the chance to apply for flexibility from certain requirements of the law in exchange for aggressive state-led reform. Eleven states applied during the first round in November, and Delaware is among 30 expected to apply in February for the second round.

If our plan is approved, Delaware will get flexibility in the setting of realistic student proficiency targets. In other words, schools would not be required to meet NCLB's requirement that 100 percent of students achieve proficiency by 2013-14 or be subject to sanctions, such as school improvement, corrective action and restructuring.

Schools also would gain more flexibility with some funding, such as dollars designated for choice and supplemental education services. The purpose is to allow districts and schools the opportunity to adopt and implement meaningful improvements to benefit their students.

This is a welcome opportunity. Obama and Duncan understand the need to move away from the unrealistic and unfair goals of a finite annual target in a finite period of time for all students.

To gain approval, states must address four major reform areas in their applications: college- and career-ready expectations for all students; differentiated recognition, accountability and support for schools based on their performance; supporting effective instruction and leadership; and reducing duplication and unnecessary burden. Thanks to the state's top-ranked federal Race to the Top plan, Delaware already has initiatives in place to meet the first, third

and fourth principles. But the second principle will require major change, namely a new system for school recognition, accountability and support.

Delaware's proposal targets the state's achievement gaps, aiming to reduce by half the number of non-proficient students in 11 subgroups by 2017.

Gone would be the old, and confusing, way of ranking schools with the labels of "superior," "commendable," and "academic watch" and status designation, such as "under improvement." Instead, Delaware would switch to a new system -- developed by Delawareans using guidance delineated by the U.S. Department of Education -- that places schools in classifications ranging from Reward and Recognition (for the top performing schools) to Focus and Partnership Zone (for the lowest performing schools). In addition, there will be a support system for all schools regardless of their possible classification.

Reward and Recognition schools would be eligible for financial awards by revising the current award programs. Focus and Partnership Zone schools would receive the most intense state support and interventions, ensuring these buildings have the assistance they need to meet student needs. Delaware already has some of this work underway, thanks to our Race to the Top-funded Partnership Zone schools, which are undergoing aggressive reforms with the support of the state's School Turnaround Unit.

The state's full draft plan is available online for public review at: www.doe.k12.de.us/infosuites/ddoe/flex.shtml

While this opportunity for change is exciting, I know it also can be confusing. Although flawed, the old system at least is recognizable to educators, parents and other community members. So many new rules, names and school classifications can be overwhelming even to those well versed in education matters.

That's why I hope you will join us at one of three community meetings this month so we can explain this proposal in more detail.

The evening meetings -- one per county -- aim to ensure all questions are answered and feedback considered before I submit our state's plan to federal officials in February. I look forward to seeing you there.

Lillian Lowery is Delaware's Secretary of Education.

COMMUNITY MEETINGS

» 6 p.m., Wednesday at the James Gilliam Conference Center, 77 Reads Way, New Castle

» 6 p.m., Jan. 11 at Kent County Government Building, Room 220, Dover

» 6 p.m., Jan. 19, Sussex County Government Building, The Circle, Georgetown.

Attachment 4 - Evidence of that the State has adopted the standards, consistent with the State's standards adoption process

- A. Delaware transition plan -
<http://www.doe.k12.de.us/infosuites/staff/ci/files/commonstandards/CCSSTransitionPlan.doc>
- B. State Broad vote to adopt CCSS – August 2010 --
<http://www.doe.k12.de.us/news/2010/0819b.shtml>



**TITLE 14 EDUCATION
DELAWARE ADMINISTRATIVE CODE**

1

500 Curriculum and Instruction

501 State Content Standards

1.0 Instructional Programs

- 1.1 Instructional programs offered in the public schools of Delaware shall be in alignment with the appropriate content standards documents. These documents are: English Language Arts Curriculum Framework, Mathematics Curriculum Framework, Science Curriculum Framework, Social Studies Curriculum Framework, Health Education Curriculum Framework and Assessment, Physical Education Content Standards, Visual and Performing Arts Content Standards, Agriscience Curriculum Framework Content Standards, Business Finance and Marketing Education Curriculum Framework Content Standards, World Language Curriculum Framework Content Standards, Technology Education Curriculum Framework Content Standards, Skilled and Technical Sciences Content Standards and the Family and Consumer Sciences Content Standards.
 - 1.1.1 The content standards documents may from time to time hereafter be amended with the approval of the Secretary and the State Board of Education.
 - 1.1.1.1 Effective with the 2010-2011 school year, Delaware Content Standards in English language arts and mathematics shall be comprised of the Common Core Standards developed in partnership with the National Governors Association and the Council of Chief State School Officers.
 - 1.1.2 Integration of the content standards shall be provided for within and across the curricula.
 - 1.1.3 Instructional materials and curricula content shall be kept current and consistent with provisions of 14 DE Admin. Code 502 Alignment of Local School District Curricula to the State Content Standards and 14 DE Admin. Code 503 Instructional Program Requirements.

- 1 DE Reg. 153 (8/1/97)
- 1 DE Reg. 729 (12/1/97)
- 4 DE Reg. 343 (8/1/00)
- 4 DE Reg. 850 (10/1/00)
- 4 DE Reg. 853 (11/1/00)
- 5 DE Reg. 865 (10/1/01)
- 8 DE Reg. 445 (9/1/04)
- 13 DE Reg. 256 (8/1/09)
- 14 DE Reg. 167 (09/01/10)

Attachment 6 – DE MOU with SBAC

SMARTER Balanced Assessment Consortium MOU

Memorandum of Understanding

SMARTER Balanced Assessment Consortium

**Race to the Top Fund Assessment Program: Comprehensive Assessment
Systems Grant Application**

CFDA Number: 84.395B

This Memorandum of Understanding ("MOU") is entered as of **May 28, 2010**, by and between the **SMARTER Balanced Assessment Consortium** (the "Consortium") and the **State of Delaware**, which has elected to participate in the Consortium as (check one)

An Advisory State (description in section e),

OR

A Governing State (description in section e),

pursuant to the Notice Inviting Applications for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems Grant Application (Category A), henceforth referred to as the "Program," as published in the Federal Register on April 9, 2010 (75 FR 18171-18185).

The purpose of this MOU is to

- (a) Describe the Consortium vision and principles,
- (b) Detail the responsibilities of States in the Consortium,
- (c) Detail the responsibilities of the Consortium,
- (d) Describe the management of Consortium funds,
- (e) Describe the governance structure and activities of States in the Consortium,
- (f) Describe State entrance, exit, and status change,
- (g) Describe a plan for identifying existing State barriers, and
- (h) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks:

(i)(A) Advisory State Assurance

OR

(i)(B) Governing State Assurance

AND

(ii) State Procurement Officer

May 14, 2010

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(a) Consortium Vision and Principles

The Consortium's priorities for a new generation assessment system are rooted in a concern for the valid, reliable, and fair assessment of the deep disciplinary understanding and higher-order thinking skills that are increasingly demanded by a knowledge-based economy. These priorities are also rooted in a belief that assessment must support ongoing improvements in instruction and learning, and must be useful for all members of the educational enterprise: students, parents, teachers, school administrators, members of the public, and policymakers.

The Consortium intends to build a flexible system of assessment based upon the Common Core Standards in English language arts and mathematics with the intent that all students across this Consortium of States will know their progress toward college and career readiness.

The Consortium recognizes the need for a system of formative, interim, and summative assessments—organized around the Common Core Standards—that support high-quality learning, the demands of accountability, and that balance concerns for innovative assessment with the need for a fiscally sustainable system that is feasible to implement. The efforts of the Consortium will be organized to accomplish these goals.

The comprehensive assessment system developed by the Consortium will include the following key elements and principles:

1. A Comprehensive Assessment System that will be grounded in a thoughtfully integrated learning system of standards, curriculum, assessment, instruction and teacher development that will inform decision-making by including formative strategies, interim assessments, and summative assessments.
2. The assessment system will measure the full range of the Common Core Standards including those that measure higher-order skills and will inform progress toward and acquisition of readiness for higher education and multiple work domains. The system will emphasize deep knowledge of core concepts within and across the disciplines; problem solving, analysis, synthesis, and critical thinking.
3. Teachers will be involved in the design, development, and scoring of assessment items and tasks. Teachers will participate in the alignment of the Common Core Standards and the identification of the standards in the local curriculum.
4. Technology will be used to enable adaptive technologies to better measure student abilities across the full spectrum of student performance and evaluate growth in learning; to support online simulation tasks that test higher-order abilities; to score the results; and to deliver the responses to trained scorers/teachers to access from an

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electronic platform. Technology applications will be designed to maximize interoperability across user platforms, and will utilize open-source development to the greatest extent possible.

5. A sophisticated design will yield scores to support evaluations of student growth, as well as school, teacher, and principal effectiveness in an efficient manner.
6. On-demand and curriculum-embedded assessments will be incorporated over time to allow teachers to see where students are on multiple dimensions of learning and to strategically support their progress.
7. All components of the system will incorporate principles of Universal Design that seek to remove construct-irrelevant aspects of tasks that could increase barriers for non-native English speakers and students with other specific learning needs.
8. Optional components will allow States flexibility to meet their individual needs.

(b) Responsibilities of States in the Consortium

Each State agrees to the following element of the Consortium's Assessment System:

- Adopt the Common Core Standards, which are college- and career-ready standards, and to which the Consortium's assessment system will be aligned, no later than December 31, 2011.

Each State that is a member of the Consortium in 2014–2015 also agrees to the following:

- Adopt common achievement standards no later than the 2014–2015 school year,
- Fully implement statewide the Consortium summative assessment in grades 3–8 and high school for both mathematics and English language arts no later than the 2014–2015 school year,
- Adhere to the governance as outlined in this document,
- Agree to support the decisions of the Consortium,
- Agree to follow agreed-upon timelines,
- Be willing to participate in the decision-making process and, if a Governing State, final decision, and
- Identify and implement a plan to address barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system.

(c) Responsibilities of the Consortium

The Consortium will provide the following by the 2014-15 school year:

1. A comprehensively designed assessment system that includes a strategic use of a variety of item types and performance assessments of modest scope to assess the full range of the Common Core Standards with an emphasis on problem solving, analysis, synthesis, and critical thinking.
2. An assessment system that incorporates a required summative assessment with optional formative/benchmark components which provides accurate assessment of all students (as defined in the Federal notice) including students with disabilities, English learners, and low- and high-performing students.
3. Except as described above, a summative assessment that will be administered as a computer adaptive assessment and include a minimum of 1–2 performance assessments of modest scope.
4. Psychometrically sound scaling and equating procedures based on a combination of objectively scored items, constructed-response items, and a modest number of performance tasks of limited scope (e.g., no more than a few days to complete).
5. Reliable, valid, and fair scores for students and groups that can be used to evaluate student achievement and year-to-year growth; determine school/district/state effectiveness for Title I ESEA; and better understand the effectiveness and professional development needs of teachers and principals.
6. Achievement standards and achievement level descriptors that are internationally benchmarked.
7. Access for the State or its authorized delegate to a secure item and task bank that includes psychometric attributes required to score the assessment in a comparable manner with other State members, and access to other applications determined to be essential to the implementation of the system.
8. Online administration with limited support for paper-and-pencil administration through the end of the 2016–17 school year. States using the paper-and-pencil option will be responsible for any unique costs associated with the development and administration of the paper-and-pencil assessments.

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9. Formative assessment tools and supports that are developed to support curricular goals, which include learning progressions, and that link evidence of student competencies to the summative system.
10. Professional development focused on curriculum and lesson development as well as scoring and examination of student work.
11. A representative governance structure that ensures a strong voice for State administrators, policymakers, school practitioners, and technical advisors to ensure an optimum balance of assessment quality, efficiency, costs, and time. The governance body will be responsible for implementing plans that are consistent with this MOU, but may make changes as necessary through a formal adoption process.
12. Through at least the 2013–14 school year, a Project Management Partner (PMP) that will manage the logistics and planning on behalf of the Consortium and that will monitor for the U.S. Department of Education the progress of deliverables of the proposal. The proposed PMP will be identified no later than August 4, 2010.
13. By September 1, 2014, a financial plan will be approved by the Governing States that will ensure the Consortium is efficient, effective, and sustainable. The plan will include as revenue at a minimum, State contributions, federal grants, and private donations and fees to non-State members as allowable by the U.S. Department of Education.
14. A consolidated data reporting system that enhances parent, student, teacher, principal, district, and State understanding of student progress toward college- and career-readiness.
15. Throughout the 2013–14 school year, access to an online test administration application, student constructed-response scoring application and secure test administration browsers that can be used by the Total State Membership to administer the assessment. The Consortium will procure resources necessary to develop and field test the system. However, States will be responsible for any hardware and vendor services necessary to implement the operational assessment. Based on a review of options and the finance plan, the Consortium may elect to jointly procure these services on behalf of the Total State Membership.

(d) Management of Consortium Funds

All financial activities will be governed by the laws and rules of the State of Washington, acting in the role of Lead Procurement State/Lead State, and in accordance with 34 CFR 80.36. Additionally, Washington is prepared to follow the guidelines for grant management associated with the American Recovery and Reinvestment Act (ARRA), and will be legally responsible for the use of grant funds and for ensuring that the project is carried out by the Consortium in accordance with Federal requirements. Washington has already established an ARRA Quarterly reporting system (also referred to as *1512 Reporting*).

Per Washington statute, the basis of how funding management actually transpires is dictated by the method of grant dollar allocation, whether upfront distribution or pay-out linked to actual reimbursables. Washington functions under the latter format, generating claims against grant funds based on qualifying reimbursables submitted on behalf of staff or clients, physical purchases, or contracted services. Washington's role as Lead Procurement State/Lead State for the Consortium is not viewed any differently, as monetary exchanges will be executed against appropriate and qualifying reimbursables aligned to expenditure arrangements (i.e., contracts) made with vendors or contractors operating under "personal service contracts," whether individuals, private companies, government agencies, or educational institutions.

Washington, like most States, is audited regularly by the federal government for the accountability of federal grant funds, and has for the past five years been without an audit finding. Even with the additional potential for review and scrutiny associated with ARRA funding, Washington has its fiscal monitoring and control systems in place to manage the Consortium needs.

- As part of a comprehensive system of fiscal management, Washington's accounting practices are stipulated in the State Administrative and Accounting Manual (SAAM) managed by the State's Office of Financial Management. The SAAM provides details and administrative procedures required of all Washington State agencies for the procurement of goods and services. As such, the State's educational agency is required to follow the SAAM; actions taken to manage the fiscal activities of the Consortium will, likewise, adhere to policies and procedures outlined in the SAAM.
- For information on the associated contracting rules that Washington will adhere to while serving as fiscal agent on behalf of the Consortium, refer to the Revised Code of Washington (RCW) 39.29 "Personal Service Contracts." Regulations and policies authorized by this RCW are established by the State's Office of Financial Management, and can be found in the SAAM.

(e) Governance Structure and Activities of States in the Consortium

As shown in the SMARTER Balanced Assessment Consortium governance structure, the Total State Membership of the Consortium includes Governing and Advisory States, with Washington serving in the role of Lead Procurement State/Lead State on behalf of the Consortium.

A **Governing State** is a State that:

- Has fully committed to this Consortium only and met the qualifications specified in this document,
- Is a member of only one Consortium applying for a grant in the Program,
- Has an active role in policy decision-making for the Consortium,
- Provides a representative to serve on the Steering Committee,
- Provides a representative(s) to serve on one or more Work Groups,
- Approves the Steering Committee Members and the Executive Committee Members,
- Participates in the final decision-making of the following:
 - Changes in Governance and other official documents,
 - Specific Design elements, and
 - Other issues that may arise.

An **Advisory State** is a State that:

- Has not fully committed to any Consortium but supports the work of this Consortium,
- Participates in all Consortium activities but does not have a vote unless the Steering Committee deems it beneficial to gather input on decisions or chooses to have the Total Membership vote on an issue,
- May contribute to policy, logistical, and implementation discussions that are necessary to fully operationalize the SMARTER Balanced Assessment System, and
- Is encouraged to participate in the Work Groups.

Organizational Structure

Steering Committee

The Steering Committee is comprised of one representative from each Governing State in the Consortium. Committee members may be a chief or his/her designee. Steering Committee Members must meet the following criteria:

- Be from a Governing State,
- Have prior experience in either the design or implementation of curriculum and/or assessment systems at the policy or implementation level, and
- Must have willingness to serve as the liaison between the Total State Membership and Working Groups.

Steering Committee Responsibilities

- Determine the broad picture of what the assessment system will look like,

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- Receive regular reports from the Project Management Partner, the Policy Coordinator, and the Content Advisor,
- Determine the issues to be presented to the Governing and/or Advisory States,
- Oversee the expenditure of funds in collaboration with the Lead Procurement State/Lead State,
- Operationalize the plan to transition from the proposal governance to implementation governance, and
- Evaluate and recommend successful contract proposals for approval by the Lead Procurement State/Lead State.

Executive Committee

- The Executive Committee is made up of the Co-Chairs of the Executive Committee, a representative from the Lead Procurement State/Lead State, a representative from higher education and one representative each from four Governing States. The four Governing State representatives will be selected by the Steering Committee. The Higher Education representative will be selected by the Higher Education Advisory Group, as defined in the Consortium Governance document.
- For the first year, the Steering Committee will vote on four representatives, one each from four Governing States. The two representatives with the most votes will serve for three years and the two representatives with the second highest votes will serve for two years. This process will allow for the rotation of two new representatives each year. If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Responsibilities

- Oversee development of SMARTER Balanced Comprehensive Assessment System,
- Provide oversight of the Project Management Partner,
- Provide oversight of the Policy Coordinator,
- Provide oversight of the Lead Procurement State/Lead State,
- Work with project staff to develop agendas,
- Resolve issues,
- Determine what issues/decisions are presented to the Steering Committee, Advisory and/or Governing States for decisions/votes,
- Oversee the expenditure of funds, in collaboration with the Lead Procurement State/Lead State, and
- Receive and act on special and regular reports from the Project Management Partner, the Policy Coordinator, the Content Advisor, and the Lead Procurement State/Lead State.

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Executive Committee Co-Chairs

- Two Co-chairs will be selected from the Steering Committee States. The two Co-chairs must be from two different states. Co-chairs will work closely with the Project Management Partner. Steering Committee members wishing to serve as Executive Committee Co-chairs will submit in writing to the Project Management Partner their willingness to serve. They will need to provide a document signed by their State Chief indicating State support for this role. The Project Management Partner will then prepare a ballot of interested individuals. Each Steering Committee member will vote on the two individuals they wish to serve as Co-chair. The individual with the most votes will serve as the new Co-chair.
- Each Co-chair will serve for two years on a rotating basis. For the first year, the Steering committee will vote on two individuals and the one individual with the most votes will serve a three-year term and the individual with the second highest number of votes will serve a two-year term.
- If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Co-Chair Responsibilities

- Set the Steering Committee agendas,
- Set the Executive Committee agenda,
- Lead the Executive Committee meetings,
- Lead the Steering Committee meetings,
- Oversee the work of the Executive Committee,
- Oversee the work of the Steering Committee,
- Coordinate with the Project Management Partner,
- Coordinate with Content Advisor,
- Coordinate with Policy coordinator,
- Coordinate with the Technical Advisory Committee (TAC); and
- Coordinate with Executive Committee to provide oversight to the Consortium.

Decision-making

Consensus will be the goal of all decisions. Major decisions that do not reach consensus will go to a simple majority vote. The Steering Committee will determine what issues will be referred to the Total State Membership. Each member of each group (Advisory/Governing States, Steering Committee, Executive Committee) will have one vote when votes are conducted within each group. If there is only a one to three vote difference, the issue will be re-examined to seek greater consensus. The Steering Committee will be responsible for preparing additional information as to the pros and cons of the issue to assist voting States in developing consensus and reaching a final decision. The Steering Committee may delegate this responsibility to the Executive Committee. The Executive Committee will decide which decisions or issues are votes to

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be taken to the Steering Committee. The Steering Committee makes the decision to take issues to the full Membership for a vote.

The Steering Committee and the Governance/Finance work group will collaborate with each Work Group to determine the hierarchy of the decision-making by each group in the organizational structure.

Work Groups

The Work Groups are comprised of chiefs, assessment directors, assessment staff, curriculum specialists, professional development specialists, technical advisors and other specialists as needed from States. Participation on a workgroup will require varying amounts of time depending on the task. Individuals interested in participating on a Work Group should submit their request in writing to the Project Management Partner indicating their preferred subgroup. All Governing States are asked to commit to one or more Work Groups based on skills, expertise, and interest within the State to maximize contributions and distribute expertise and responsibilities efficiently and effectively. The Consortium has established the following Work Groups:

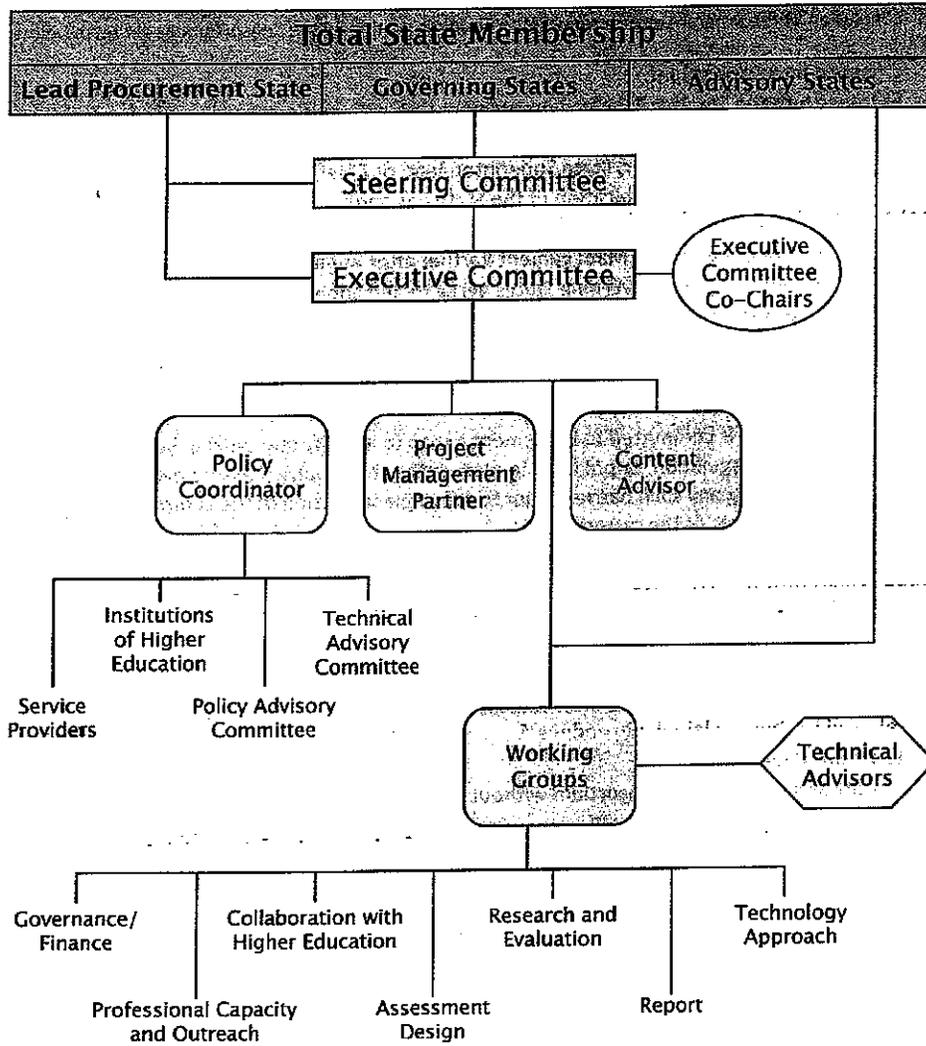
- Governance/Finance,
- Assessment Design,
- Research and Evaluation,
- Report,
- Technology Approach,
- Professional Capacity and Outreach, and
- Collaboration with Higher Education.

The Consortium will also support the work of the Work Groups through a Technical Advisory Committee (TAC). The Policy Coordinator in collaboration with the Steering Committee will create various groups as needed to advise the Steering Committee and the Total State Membership. Initial groups will include

- Institutions of Higher Education,
- Technical Advisory Committee,
- Policy Advisory Committee, and
- Service Providers.

An organizational chart showing the groups described above is provided on the next page.

SMARTER Balanced Assessment Consortium Organizational Structure



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(f) State Entrance, Exit, and Status Change

This MOU shall become effective as of the date first written above upon signature by both the Consortium and the Lead Procurement State/Lead State (Washington) and remain in force until the conclusion of the Program, unless terminated earlier in writing by the Consortium as set forth below.

Entrance into Consortium

Entrance into the Smarter Balanced Assessment Consortium is assured when:

- The level of membership is declared and signatures are secured on the MOU from the State's Commissioner, State Superintendent, or Chief; Governor; and President/Chair of the State Board of Education (if the State has one);
- The signed MOU is submitted to the Consortium Grant Project Manager (until June 23) and then the Project Management Partner after August 4, 2010;
- The Advisory and Governing States agree to and adhere to the requirements of the governance;
- The State's Chief Procurement Officer has reviewed its applicable procurement rules and provided assurance that it may participate in and make procurements through the Consortium;
- The State is committed to implement a plan to identify any existing barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system; and
- The State agrees to support all decisions made prior to the State joining the Consortium.

After receipt of the grant award, any request for entrance into the Consortium must be approved by the Executive Committee. Upon approval, the Project Management Partner will then submit a change of membership to the USED for approval. A State may begin participating in the decision-making process after receipt of the MOU.

Exit from Consortium

Any State may leave the Consortium without cause, but must comply with the following exit process:

- A State requesting an exit from the Consortium must submit in writing their request and reasons for the exit request,
- The written explanation must include the statutory or policy reasons for the exit,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU,
- The Executive Committee will act upon the request within a week of the request, and
- Upon approval of the request, the Project Management Partner will then submit a change of membership to the USED for approval.

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Changing Roles in the Consortium

A State desiring to change from an Advisory State to a Governing State or from a Governing State to an Advisory State may do so under the following conditions:

- A State requesting a role change in the Consortium must submit in writing their request and reasons for the request,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU, and
- The Executive Committee will act upon the request within a week of the request and submit to the USED for approval.

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(g) Plan for Identifying Existing State Barriers

Each State agrees to identify existing barriers in State laws, statutes, regulations, or policies by noting the barrier and the plan to remove the barrier. Each State agrees to use the table below as a planning tool for identifying existing barriers. States may choose to include any known barriers in the table below at the time of signing this MOU.

Barrier	Issue/Risk of Issue (If known)	Statute, Regulation, or Policy	Governing Body with Authority to Remove Barrier	Approximate Date to Initiate Action	Target Date for Removal of Barrier	Comments
State may have to update legislation to support grant	Risk	Statue	Legislature	January 2013	June 2013	Specifics Unknown
Regulation update may be necessary to support grant	Risk	Regulation	State Board	September 2010	December 2011	Specifics Unknown
State will want to assure financial sustainability	Risk	Policy	Delaware Department of Education	Ongoing	September 2014	Specifics Unknown
State will not want to adopt an assessment lesser than available	Risk	Policy	Delaware Department of Education	September 2010	September 2014	Specifics Unknown
State may need to exit the consortium	Issue	Policy	U.S. Department of Education	July 2014	September 2014	Approval Language is Unclear

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(h) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks

<p>(h)(i)(A) ADVISORY STATE SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances.</p> <p><i>(Required from all "Advisory States" in the Consortium.)</i></p> <p>As an <u>Advisory State</u> in the SMARTER Balanced Assessment Consortium, I have read and understand the roles and responsibilities of Advisory States, and agree to be bound by the statements and assurances made in the application.</p>	
<p>State Name: DELAWARE</p>	
<p>Governor or Authorized Representative of the Governor (Printed Name): Governor Jack Markell</p>	<p>Telephone: (302) 744-4101</p>
<p>Signature of Governor or Authorized Representative of the Governor: <i>Jack Markell</i></p>	<p>Date: 6/9/2010</p>
<p>Chief State School Officer (Printed Name): Dr. Lillian M. Lowery, Secretary of Education</p>	<p>Telephone: (302) 735-4000</p>
<p>Signature of the Chief State School Officer: <i>Lillian M. Lowery</i></p>	<p>Date: 6/10/2010</p>
<p>President of the State Board of Education, if applicable (Printed Name): Dr. Teri Quinn Gray</p>	<p>Telephone: (302) 735-4010</p>
<p>Signature of the President of the State Board of Education, if applicable: <i>Teri Quinn Gray</i></p>	<p>Date: 6/10/2010</p>

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<p>(h)(i)(B) GOVERNING STATE SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances</p> <p><i>(Required from all "Governing States" in the Consortium.)</i></p> <p>As a <u>Governing State</u> in the SMARTER Balanced Assessment Consortium, I have read and understand the roles and responsibilities of Governing States, and agree to be bound by the statements and assurances made in the application.</p> <p>I further certify that as a Governing State I am fully committed to the application and will support its implementation.</p>	
<p>State Name:</p>	
<p>Governor or Authorized Representative of the Governor (Printed Name):</p>	<p>Telephone:</p>
<p>Signature of Governor or Authorized Representative of the Governor:</p>	<p>Date:</p>
<p>Chief State School Officer (Printed Name):</p>	<p>Telephone:</p>
<p>Signature of the Chief State School Officer:</p>	<p>Date:</p>
<p>President of the State Board of Education, if applicable (Printed Name):</p>	<p>Telephone:</p>
<p>Signature of the President of the State Board of Education, if applicable:</p>	<p>Date:</p>

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(h)(ii) STATE PROCUREMENT OFFICER SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances. <i>(Required from all States in the Consortium.)</i> I certify that I have reviewed the applicable procurement rules for my State and have determined that it may participate in and make procurements through the SMARTER Balanced Assessment Consortium.	
State Name: DELAWARE	
State's chief procurement official (or designee), (Printed Name): Karen Field Rogers Associate Secretary/Chief Financial Officer Financial Reform & Resource Management	Telephone: (302) 735-4025
Signature of State's chief procurement official (or designee): 	Date: 6/10/10

The following represents our request to become a Governing State:



DEPARTMENT OF EDUCATION

The Townsend Building
401 Federal Street Suite 2
Dover, Delaware 19901-3639
DOE WEBSITE: <http://www.doe.k12.de.us>

Lillian M. Lowery, Ed.D.
Secretary of Education
Voice: (302) 735-4000
FAX: (302) 739-4654

August 23, 2011

Joseph Willhoff, Ph.D.
Executive Director
SMARTER Balanced Assessment Consortium
Old Capitol Building
PO Box 47200
600 Washington Street, S.E.
Olympia, WA 98504-7200

Dear Dr. Willhoff:

This letter concerns Delaware's request to change to 'Governing State' status

As you are aware, Delaware has participated in the *SMARTER* Balanced Assessment Consortium (SBAC) since the beginning as an Advisory state. We have held similar status in the other Assessment Consortium. Through our work and interactions with both consortiums, we have recognized the many ways in which the work and direction of SBAC components mirror our own efforts and values with regard to formative and summative assessment here in Delaware. As you are aware, Delaware launched an online adaptive assessment that we refer to as the Delaware Comprehensive Assessment System (DCAS) at the beginning of the 2010-2011 school year. We have gained valuable experience and insight into the potential for online adaptive assessment in the role of informing instructional decision-making at the classroom and school level and are endeavoring to design policy and procedure around the application of DCAS results to inform our teacher evaluation system initiative. Additionally, the Delaware Department of Education and the Governor's Office have received reports from Delaware staff directly involved in the various SBAC committees. This feedback has included the value placed on stakeholder input and the extent to which SBAC leadership is endeavoring to assure a quality framework for the assessments with clear linkages to the Common Core Standards and the best practices in assessment.

Based on our solid experiences with SBAC to date, and in order to participate to a greater extent in the critical decisions and work in the months ahead, we as a state now apply for **Governing State** status in the *SMARTER* Balanced Assessment Consortium. In accordance with this, we therefore agree to abide by the assurances and requirements outlined in the Memorandum of Understanding section for Governing States.

EDUCATION INFO LINE
(877) 838-3787

THE DELAWARE DEPARTMENT OF EDUCATION IS AN EQUAL OPPORTUNITY EMPLOYER. IT DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, RELIGION, NATIONAL ORIGIN, SEX, SEXUAL ORIENTATION, MARITAL STATUS, DISABILITY, AGE OR VIETNAM ERA VETERAN'S STATUS IN EMPLOYMENT, OR ITS PROGRAMS AND ACTIVITIES.

TEACHER CERTIFICATION INFO:
(888) 759-9133

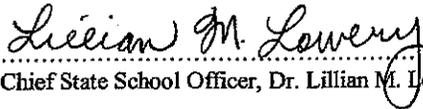
J. Willhoft, Ph.D. Executive Director
SMARTER Balanced Assessment Consortium
August 23, 2011

By our signatures, you have our full support for the work of the consortium. It is our hope that our application for **Governing State** status can be acted upon at your earliest convenience. If you require additional information in support of this request for change of status to Governing State, please contact Dr. Linda Rogers, Associate Secretary, Teaching and Learning Branch.

Yours truly,



.....
Governor Jack Markell



.....
Chief State School Officer, Dr. Lillian M. Lowery



.....
President of the State Board of Education, Dr. Teri Quinn Gray

MWS:je

Attachment 7:**Standards and Assessment Peer Review**

The State of Delaware implemented a new computer-adaptive test for operational use during the 2010–2011 school year. This new test, referred to as the Delaware Comprehensive Assessment System (DCAS), replaced the previously used paper-and-pencil test referred to as the Delaware State Testing Program (DSTP). As a result of this change in assessments, the Delaware Department of Education is currently working with Research in Action, Inc. (RIA) and the American Institutes for Research (AIR) to meet the requirements of the USDOE Standards and Assessment Peer Review of the DCAS.

The following represents our current timeline in this effort:

Who	What	When (NLT)	Milestone
RIA	Update current evidence in the inventory; amend response template; organize files from October	27-Jan-12	
All Parties	Conference Call re: status of Technical Report etc.	30-Jan-12	
RIA	Submit evidence RFI to DDOE	31-Jan-12	Y
AIR	Draft Volume I of technical documentation	3-Feb-12	Y
RIA/DDOE	Deadline for Volume I feedback	10-Feb-12	
DDOE	Response to RFI	14-Feb-12	
RIA	Preliminary Peer Review Template completed and on-site briefing in Dover, Delaware	15-Feb-12	Y
AIR	Draft Volume IV of technical documentation	17-Feb-12	Y
RIA/DDOE	Deadline for Volume IV feedback	24-Feb-12	
AIR	Final TM completion and ready for submission	1-Mar-12	Y
RIA	Inventory evidence; Amend Preliminary Peer Review Template; Identify any last minute issues	2-Mar-12	
DDOE	Response to issues and provide CoA	2-Mar-12	
RIA	Internal deadline for evidence and Peer Review response document pending DDOE approval	9-Mar-12	Y
All Parties	Risk assessment and CoA-Final briefing	13-Mar-12	
RIA	Dr. Lowery letter and file transfer via .ftp to DDOE	14-Mar-12	
DDOE	Transmission (CD) and 1 paper copy of files to USED	15-Mar-12	Y

Attachment 8 - Average statewide proficiency for 2010-11 in reading and mathematics

<http://dstp.doe.k12.de.us/DCASOR/Summary1.aspx?a=Reading>

<http://dstp.doe.k12.de.us/DCASOR/summary1.aspx?a=Math>

Attachment 9:**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>Caesar Rodney</i>	<i>Stokes Elementary</i>	<i>100018000045</i>	A.		
<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>Capital</i>	<i>William Henry Middle</i>	<i>100019000058</i>			V., VI.
<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>Elbert-Palmer Elementary</i>	<i>100020000325</i>	B.		
<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>Christina</i>	<i>Stubbs Elementary</i>	<i>100020000217</i>		IV.	

<i>Colonial</i>	<i>McCullough Middle</i>	<i>100023000271</i>	B.		
<i>Indian River</i>	<i>Millsboro Middle</i>	<i>100068000303</i>	B.		
<i>Lake Forest</i>	<i>Lake Forest East Elementary</i>	<i>100079000094</i>	B.		
<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>DelCastle Technical High</i>	<i>100128000154</i>	B.		
<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.
<i>Thomas Edison Charter</i>	<i>Thomas Edison Charter</i>	<i>100001000079</i>	B.		

Total # of Reward Schools: 7

Total # of Priority Schools: 8

Total # of Focus Schools: 14

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	
<p><u>Reward School Criteria:</u></p> <ul style="list-style-type: none"> A. Highest-performing school B. High-progress school <p><u>Priority School Criteria:</u></p> <ul style="list-style-type: none"> 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 	<p><u>Focus School Criteria:</u></p> <ul style="list-style-type: none"> 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

Attachment 10: DPAS II Guidelines

<http://www.doe.k12.de.us/csa/dpasii/default.shtml>

Attachment 11: DPAS II Regulations

106A Teacher Appraisal Process Delaware Performance Appraisal System
(DPAS II) Revised

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

107A Specialist Appraisal Process Delaware Performance Appraisal System
(DPAS II) Revised

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

108A Administrator Appraisal Process Delaware Performance Appraisal
System (DPAS II) Revised

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

Appendix A**DESS Membership List
(Committee of Practitioners)**

Name	Agency	Group	Dates of Appointment	
[REDACTED]	NCCVT SD	CTE Teacher	9/1/2009	8/31/2014
[REDACTED]	LF SD	Superintendent	9/1/2011	
[REDACTED]	Christina SD	Teacher	9/1/2009	8/31/2014
[REDACTED]	Red Clay SD	Superintendent	9/1/2008	8/31/2012
[REDACTED]	Lt. Governor	Lt. Governor	9/1/2009	8/31/2011
[REDACTED]	Wesley College	Asst. VP for Academic Affairs		
[REDACTED]	PSB	PSB Rep	9/1/2008	8/31/2013
[REDACTED]	Colonial SD	School Improvement	10/1/2010	9/30/2012
[REDACTED]	Wesley College	VP for Academic Affairs		
[REDACTED]	Laurel SD	Special Education Dir.	9/1/2008	8/31/2013
[REDACTED]	Exec Director DSBA	School Board Representative	9/1/2008	8/31/2013
[REDACTED]	SBE	State Board President	6/1/2009	----
[REDACTED]	Campus Community School	Local Board Member	9/1/2009	8/31/2011
[REDACTED]	Parent	Parent	9/1/2009	8/31/2011
[REDACTED]	Capital SD	Teacher Center Representative	9/1/2008	8/31/2014
[REDACTED]	George Washington University	Sr. Research Associate	9/1/2008	8/31/2012
[REDACTED]	Capital SD	Asst. Super. For Academic Services	9/1/2008	8/31/2013
[REDACTED]	Newark Charter School	Director of Instruction	9/1/2008	8/31/2013

[REDACTED]	DSEA	President	9/1/2011	
[REDACTED]	Appoquinimink SD	Coordinator Research Development & Evaluation	9/1/2010	8/31/2013
[REDACTED]		Distinguished Educator	8/1/2009	8/31/2011
[REDACTED]	Director of PSB	PSB Rep	9/1/2008	8/31/2013
[REDACTED]	Appoquinimink SD	Curriculum Director Elementary/Title I	9/1/2008	8/31/2013
[REDACTED]	Wesley College	Director of Graduate Studies in Education	9/1/2008	8/31/2012
[REDACTED]	Christina SD	Principal	9/1/2009	8/31/2011
[REDACTED]	Delmar SD	Curriculum Director/Title I	9/1/2008	8/31/2012
[REDACTED]	Governor's Office	Governor's Office Rep.	9/1/2009	---
[REDACTED]	Exec Director DASA	DASA Representative	9/1/2008	8/31/2013
[REDACTED]	DSU	Grad Studies Chair & Director	9/1/2010	8/31/2012
[REDACTED]	Indian River SD	Curriculum Director/Title I	9/1/2008	8/31/2013
[REDACTED]	DSEA	Director of Instructional Advocacy	9/1/2008	8/31/2013
[REDACTED]	Delaware State Chamber of Commerce	Sr. VP & Executive Director – Delaware Public Policy Institute	9/1/2009	8/31/2011
[REDACTED]	UD	Director, Delaware Center for Teacher Education	9/1/2008	8/31/2013
[REDACTED]	Christina SD	Data Research	9/1/2010	8/31/2013
[REDACTED]	UD	DASL	9/1/2008	8/31/2013
[REDACTED]	Polytech SD	Superintendent	9/1/2011	8/31/2013

		Department of Education Staff		
	Dan Cruce		Lillian Lowery	
	Brian Curtis		Joanne Reihm	
	Susan Haberstroh		Linda Rogers	
	Amelia Hodges		Christopher Ruxkowski	
	Donna Johnson		Mike Stetter	
	Scott Kessel		Brian Touchette	
	Theresa Kough			



SPONSOR: Sen. Sokola & Rep. Schooley

DELAWARE STATE SENATE
145th GENERAL ASSEMBLY

SENATE BILL NO. 151

AN ACT TO AMEND TITLE 14 OF THE DELAWARE CODE RELATING TO AN ACADEMIC ACHIEVEMENT
AWARD PROGRAM.

1 WHEREAS, the General Assembly wishes to encourage schools to help students to achieve, and also wishes to
2 demonstrate the type of responsible and innovative approach to education that will elicit support from the United States
3 Department of Education; and

4 WHEREAS, the State of Delaware will receive \$32,433,643 in federal funds this year from the American
5 Recovery and Reinvestment Act as a one-time supplement to the state's funding under Title 1 (federal assistance for
6 education of economically disadvantaged students); and

7 WHEREAS, the United States Department of Education has permitted states receiving Title 1 funding
8 enhancements created by the American Recovery and Reinvestment Act to "reserve a portion of its Title I, Part A ARRA
9 funds for a State Academic Achievement Awards program"; and

10 WHEREAS, Academic Achievement Awards programs are created by the federal Elementary and Secondary
11 Education Act, and must be targeted at schools that (a) significantly close the achievement gap , or (b) exceed their
12 adequate yearly progress (as defined by the State of Delaware) for two or more consecutive years; and

13 WHEREAS, the United States Department of Justice has emphasized that states creating such Academic
14 Achievement Awards programs "must distribute not less than 75 percent of the amount reserved to schools in the highest
15 quartile of schools in the State based on the percentage of students from low-income families"; and

16 WHEREAS, Title 1 funds awarded by the ARRA may be obligated through September 30, 2011;

17 NOW THEREFORE BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF DELAWARE:

18 Section 1. This Act shall be known as the "Delaware Academic Awards Achievement Pilot Program."

19 Section 2. Amend Title 14, Chapter 17 of the Delaware Code by adding a new Section 1724 that shall read as
20 follows:

21 "Sec. 1724. Academic Achievement Awards Pilot Program.

22 (a) The purpose of this Section is implementation of an Academic Achievement Awards Pilot Program
23 (“Awards Program”) using federal Title 1 funds provided by the American Recovery and Reinvestment Act of 2009.

24 (b) No later than September 1, 2009, the Governor shall appoint a Grants Committee for the Awards Program.
25 The committee shall consist of two representatives of the Governor, one representative chosen by the Governor from a list
26 of names submitted by the Delaware State Education Association, one representative chosen by the Governor from a list of
27 names submitted by the Delaware Association of School Administrators and one representative chosen by the Governor
28 from a list of names submitted by the Delaware State PTA.

29 (c) On July 1, 2010 the Grants Committee shall select five Delaware public schools to receive grants of
30 \$150,000 each, to be funded by federal Title 1 monies received by the Delaware Department of Education as part of the
31 American Recovery and Reinvestment Act. At least four of those schools shall be in the highest quartile of Delaware
32 public schools with respect to the percentage of student population from low-income families, based upon standards created
33 by the Grants Committee.

34 (d) Awards under subsection (c) shall be given to schools that have significantly closed the achievement gap
35 and/or schools that have exceeded their adequate yearly progress for two or more consecutive years.

36 (e) Any school receiving an award under subsection (c) shall, within 30 days of receiving notice of its award,
37 create a School Award Allocation Committee to determine the school’s use of the grant funds. The committee shall consist
38 of two persons appointed by the school’s principal, a school-level teacher representative and a school level paraeducator as
39 selected by the president of their respective bargaining units (or, if no such bargaining unit exists, a teacher and a
40 paraeducator democratically elected by their peer groups), and two representatives chosen by the school’s parent-teacher
41 organization (or, if no such group exists, two parents at the school appointed by the Delaware State PTA). A plan for
42 allocation of an award must be approved by at least four members of a school’s School Award Allocation Committee.

43 (f) The School Award Allocation Committee must approve the use of the school’s award funds by September 1,
44 2010. Funds can be used for any purpose that is consistent with state and federal law. Any funds not approved will be
45 forfeited to the Delaware Department of Education and awarded to another school in 2011.

46 (g) The award process described in subsections (c) through (f) shall be repeated beginning on July 1, 2011, with
47 the exception that (i) more than five schools may receive awards if any funds have been forfeited pursuant to subsection (f),
48 (ii) awards larger than \$150,000 may be made if sufficient ARRA funds dedicated to this purpose exist; and (iii) any funds
49 forfeited on September 2, 2011 shall be distributed in an expedited fashion pursuant to rules promulgated by the Delaware
50 Department of Education, in order to comply with federal ARRA deadlines.

51 (h) Absent enactment of new legislation by the General Assembly, the Awards Program shall cease to exist on
52 October 1, 2011.

53 (i) As used in this section, 'achievement gap' shall mean the gap in objectively measured academic performance
54 between (i) economically disadvantaged students, students from racial minority groups, students with disabilities, and
55 students with limited English proficiency, and (ii) all other students.

56 (j) As used in this section, 'adequate yearly progress' shall have the meaning assigned to it by Delaware
57 Department of Education Regulation 103 or its successor."

SYNOPSIS

This Act creates a pilot Academic Achievement Awards program, which would use federal stimulus funds to make financial awards to schools that significantly close the achievement gap and schools that exceed their adequate yearly progress for two or more consecutive years. The awards are focused on schools that have high percentages of economically disadvantaged students.

Author: Senator Sokola