

**Race to the Top**  
**Application for Initial Funding**  
CFDA Number: 84.395A

**Appendix**  
The State of Delaware  
January 19<sup>th</sup>, 2010

## Table of Contents - Appendix

### Appendix A

Appendix (A)(1)-1	LEA MOU and Scope-of-Work.....	Appendix A-1
Appendix (A)(2)-1	Selected biographies, Race to the Top team.....	Appendix A-14
Appendix (A)(2)-2	Selected public-private partnerships.....	Appendix A-19
Appendix (A)(2)-3	Screen shots from the project management system.....	Appendix A-20
Appendix (A)(2)-4	Excerpt from staff workplan.....	Appendix A-22
Appendix (A)(2)-5	Budget summary and narrative.....	Appendix A-23
Appendix (A)(2)-6	Project-level budget summary and narrative.....	Appendix A-26
Appendix (A)(2)-7	Longitudinal Data System grant budget.....	Appendix A-44
Appendix (A)(2)-8	Letters of Support.....	Appendix A-50
Appendix (A)(2)-9	Delaware’s education agenda.....	Appendix A-79
Appendix (A)(2)-10	Senate resolution supporting Delaware’s application.....	Appendix A-87
Appendix (A)(3)-1	NAEP average scale scores and percent proficient.....	Appendix A-92
Appendix (A)(3)-2	Rank order of NAEP improvements.....	Appendix A-94
Appendix (A)(3)-3	ESEA data – students meeting state standards.....	Appendix A-96
Appendix (A)(3)-4	The black-white achievement gap by scale score.....	Appendix A-100
Appendix (A)(3)-5	NAEP achievement gap.....	Appendix A-105
Appendix (A)(3)-6	Changes to DSTP cut scores.....	Appendix A-111
Appendix (A)(3)-7	NAEP Exclusion Rate.....	Appendix A-112
Appendix (A)(3)-8	NAEP exclusion and accommodation guidance.....	Appendix A-116

### Appendix B

Appendix (B)(1)-1	Evidence of membership in common standards consortium...Appendix B-1
Appendix (B)(1)-2	Standards adoption timeline and progress to date.....Appendix B-5
Appendix (B)(1)-3	Evidence for international benchmarking of the standards... Appendix B-8
Appendix (B)(1)-4	Evidence of alignment with the common standards..... Appendix B-10
Appendix (B)(2)-1	Model unit gallery review process..... Appendix B-14
Appendix (B)(2)-2	MOUs with common assessment consortia..... Appendix B-16
Appendix (B)(2)-3	Item Bank Collaborative description..... Appendix B-28

**Appendix C**

Appendix (C)(1)-1 Data warehouse public reports screen shot..... Appendix C-1  
Appendix (C)(2)-1 Federal Longitudinal Data System grant summary..... Appendix C-2  
Appendix (C)(2)-2 Dropout early warning indicators..... Appendix C-12  
Appendix (C)(2)-3 Select biographies from the technology workgroup..... Appendix C-13  
Appendix (C)(3)-1 Data sharing request form..... Appendix C-14

**Appendix D**

Appendix (D)(1)-1 Evidence for (D)(1)(i)..... Appendix D-1  
Appendix (D)(1)-2 New teacher induction and mentoring program..... Appendix D-9  
Appendix (D)(1)-3 Evidence for (D)(1)(ii)..... Appendix D-10  
Appendix (D)(1)-4 Description of The New Teacher Project ..... Appendix D-15  
Appendix (D)(1)-5 Description of New York City Leadership Academy..... Appendix D-17  
Appendix (D)(1)-6 Teacher and Administrator Supply Survey Analysis..... Appendix D-19  
Appendix (D)(2)-1 Appraisal Criteria for all DPAS II components..... Appendix D-23  
Appendix (D)(2)-2 New regulations for DPAS II..... Appendix D-30  
Appendix (D)(2)-3 Teacher Leader responsibilities..... Appendix D-50  
Appendix (D)(2)-4 DPAS II Guide for Teachers..... Appendix D-52  
Appendix (D)(3)-1 State Teacher Equity Plan background information..... Appendix D-57  
Appendix (D)(4)-1 State Regulations for approval of educator prep programs..Appendix D-58  
Appendix (D)(5)-1 Vision 2015 Progress Report..... Appendix D-68  
Appendix (D)(5)-2 State professional development offerings..... Appendix D-71  
Appendix (D)(5)-3 Information on SAMs..... Appendix D-73  
Appendix (D)(5)-4 Professional development audit summary..... Appendix D-77

**Appendix E**

Appendix (E)(1)-1 Regulations regarding turnaround..... Appendix E-1  
Appendix (E)(2)-1 Description of supports for schools at-risk of failure..... Appendix E-8  
Appendix (E)(2)-2 Mass Insight MOU..... Appendix E-12

**Appendix F**

Appendix (F)(2)-1 Charter school applications, approvals, and closures..... Appendix F-1  
Appendix (F)(2)-2 Charter school and traditional public school funding..... Appendix F-2  
Appendix (F)(2)-3 House resolution commending charter schools..... Appendix F-3

## Appendix (A)(1) – 1 LEA Memorandum of Understanding (MOU) and Scope-of-Work

### PARTICIPATING SCHOOL DISTRICT OR CHARTER MEMORANDUM OF UNDERSTANDING

---

---

This Memorandum of Understanding ("MOU") is entered into by and between the State of Delaware Department of Education ("State") and

\_\_\_\_\_ ("Participating District or Charter").

The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top grant project.

#### I. SCOPE OF WORK

Exhibit I, the Preliminary Scope of Work, indicates which portions of the State's proposed reform plans ("State Plan") the Participating District or Charter is agreeing to implement.

#### II. PROJECT ADMINISTRATION

##### A. PARTICIPATING DISTRICT OR CHARTER SCHOOL RESPONSIBILITIES

In assisting the State in implementing the tasks and activities described in the State's Race to the Top application, the Participating District or Charter subgrantee will:

- 1) Implement the District or Charter plan as identified in Exhibit I of this agreement;
- 2) Actively participate in all relevant convening's, communities of practice, or other practice-sharing events that are organized or sponsored by the State or by the U.S. Department of Education (USED);
- 3) Post to any website specified by the State or USED, in a timely manner, all non-proprietary products and lessons learned using funds associated with the Race to the Top grant;
- 4) Participate, as requested, in any evaluations of this grant conducted by the State or USED;
- 5) Be responsive to State or USED requests for information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered;
- 6) Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Race to the Top grant period, and (d) other matters related to the Race to the Top grant and associated plans.

##### B. STATE RESPONSIBILITIES

In assisting Participating Districts or Charters in implementing their tasks and activities described in the State's Race to the Top application, the State grantee will:

- 1) Work collaboratively with, and support the Participating District or Charter in carrying out the District or Charter Plan as identified in Exhibit I of this agreement;
- 2) Timely distribute the District's or Charter's portion of Race to the Top grant funds during the course of the project period;
- 3) Provide feedback on the District's or Charter's status updates, annual reports, any interim reports, and project plans and products; and
- 4) Identify sources of technical assistance for the project.

*b*

**C. JOINT RESPONSIBILITIES**

- 1) The State and the Participating District or Charter will each appoint a key contact person for the Race to the Top grant.
- 2) These key contacts from the State and the Participating District or Charter will maintain frequent communication to facilitate cooperation under this MOU.
- 3) State and Participating District or Charter grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.
- 4) State and Participating District or Charter grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant, even when the State Plan requires modifications that affect the Participating District or Charter, or when the District or Charter Plan requires modifications.
- 5) State and Participating District will work collaboratively by conferring in good faith with the local teacher union leader to develop and implement the District Plan described in the Final Scope of Work.

**D. COLLECTIVE BARGAINING RESPONSIBILITIES**

Nothing in the Memorandum of Understanding shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school or school district employees under Federal, State or local laws (including applicable regulations or court orders) or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements between such employers and their employees. By way of the signatures below, the LEA and local collective bargaining representative agree to confer in good faith over matters within the scope of the MOU.

**E. STATE RECOURSE FOR DISTRICT OR CHARTER NON-PERFORMANCE**

If the State determines that the District or Charter is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the State grantee will take appropriate enforcement action, which could include a collaborative process between the State and the District or Charter, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the District or Charter on reimbursement payment status, temporarily withholding funds, or disallowing costs.

**III. ASSURANCES**

The Participating District or Charter hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute this MOU;
- 2) Is familiar with the State's Race to the Top grant application and is supportive of and committed to working on all or significant portions of the State Plan;
- 3) Agrees to be a Participating District or Charter and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 4) Will provide a Final Scope of Work to be attached to this MOU as Exhibit II only if the State's application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe in Exhibit II the District's or Charter specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures (District or Charter Plan) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I) and with the State Plan; and
- 5) Will comply with all of the terms of the Grant, the State's subgrant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

**IV. MODIFICATIONS**

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, and in consultation with ED.

**V. DURATION/TERMINATION**

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

**VI. SIGNATURES**

**District Superintendent or Charter Director:**

\_\_\_\_\_  
Signature/Date

Print Name/Title

**President of Local District or Charter Board of Education:**

\_\_\_\_\_  
Signature/Date

Print Name/Title

**Local Teacher Union Leader:**

\_\_\_\_\_  
Signature/Date

Print Name/Title

**Authorized State Official:**

By its signature below, the State hereby accepts the District or Charter as a Participating District or Charter.

\_\_\_\_\_  
Signature/Date

Print Name/Title

# Exhibit I: Preliminary Scope of Work

The Preliminary Scope of Work describes the expected activities to be completed by the State and by participating LEAs/charters

- If the State is awarded a grant (announcement expected in April), each participating LEA/charter will have 90 days to submit its own final scope of work
- Each participating LEA/charter’s final scope of work will include:
  - Detailed workplans that are consistent with the preliminary scope of work and with the State’s grant application
  - Specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures

Standards and assessments		
VISION: Implement rigorous college and career-ready standards and link with high-quality formative and summative assessments		
For all LEAs/charters, the State will...	For participating LEAs/charters, the State will...	Participating LEAs/charters will...
<ul style="list-style-type: none"> <li>• Review and adopt CCSSO standards by August 2010, as appropriate, and align grade-level expectations to guide curriculum</li> <li>• Implement DCAS, a state computer-adaptive assessment system, by the 2010-2011 school year, with up to three formative assessments and a summative assessment per year:                             <ul style="list-style-type: none"> <li>— Grades 3-8: Annual summative reading and mathematics exams; Two years of summative exams each for science and social studies<sup>1</sup></li> <li>— High school: End-of-course assessments in ELA, mathematics, science and social studies<sup>1</sup></li> <li>— Grades 2-10: Benchmark growth assessments in reading, mathematics, and, optionally, science<sup>1</sup></li> </ul> </li> <li>• Implement a statewide assessment of college-readiness using a nationally-available college-entry exam (e.g., SAT)</li> <li>• Provide intensive professional development during transition to new standards</li> <li>• Spearhead a multi-state item bank collaborative (IBC) that can serve as the foundation for shared assessments</li> <li>• Transition from DCAS to shared multi-state assessment when available (expected in 2015) and as appropriate</li> <li>• Identify and support promising opportunities to engage parents and communities in supporting the academic success of students</li> </ul>	<ul style="list-style-type: none"> <li>• No additional activities</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in review of new standards and preparation of grade-level expectations (All LEAs/charters)*</li> <li>• Ensure curriculum aligns with standards, is implemented with fidelity, is having expected impact on student achievement, and is modified if ineffective (All LEAs/charters)*</li> <li>• Ensure teachers and leaders participate in State’s standards-related professional development (All LEAs/charters)*</li> <li>• Ensure all students participate in statewide formative and summative assessments and assessments of college readiness (All LEAs/charters)*</li> <li>• Build a culture of college-and career-readiness in schools by removing obstacles to, and actively supporting, student engagement and achievement, by                             <ul style="list-style-type: none"> <li>— Providing rigorous advanced coursework (e.g., AP courses, STEM courses that incorporate project-, inquiry-, or design-based contextual learning opportunities, flexible grouping)</li> <li>— Targeting high-need or low-achieving students for enrollment in this advanced coursework</li> <li>— Proactively supporting these students in this advanced coursework (e.g., AP Summer Institute, extended learning time)</li> </ul> </li> </ul>

\* All LEAs/charters will have to complete these activities, not just participating LEAs/charters  
<sup>1</sup> Some end-of-course exams may not be in place until the 2011-2012 school year

**(All LEAs/charters)**  
 Indicates that the activity will be required of participating LEAs/charters and non-participating LEAs/charters (e.g., all schools must use the State data system)

# Standards and assessments

**VISION: Implement rigorous college and career-ready standards and link with high-quality formative and summative assessments**

For all LEAs/charters, the State will...	For participating LEAs/charters, the State will...	Participating LEAs/charters will...
<ul style="list-style-type: none"> <li>▪ <b>Review and adopt CCSSO standards</b> by August 2010, as appropriate, and align grade-level expectations to guide curriculum</li> <li>▪ <b>Implement DCAS</b>, a state computer-adaptive assessment system, by the 2010-2011 school year, with up to three formative assessments and a summative assessment per year:               <ul style="list-style-type: none"> <li>– Grades 3-8: Annual summative reading and mathematics exams; Two years of summative exams each for science and social studies<sup>1</sup></li> <li>– High school: End-of-course assessments in ELA, mathematics, science and social studies<sup>1</sup></li> <li>– Grades 2-10: Benchmark growth assessments in reading, mathematics, and, optionally, science<sup>1</sup></li> </ul> </li> <li>▪ <b>Implement a statewide assessment of college-readiness</b> using a nationally-available college-entry exam (e.g., SAT)</li> <li>▪ <b>Provide intensive professional development</b> during the transition to new standards</li> <li>▪ <b>Spearhead a multi-state item bank collaborative</b> (IBC) that can serve as the foundation for shared assessments</li> <li>▪ <b>Transition from DCAS to shared multi-state assessment</b> when available (expected in 2015) and as appropriate</li> <li>▪ <b>Identify and support promising opportunities to engage parents and communities</b> in supporting the academic success of students</li> </ul>	<ul style="list-style-type: none"> <li>▪ No additional activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Participate in review</b> of new standards and preparation of grade-level expectations (All LEAs/charters)*</li> <li>▪ <b>Ensure curriculum aligns</b> with standards, is implemented with fidelity, is having expected impact on student achievement, and is modified if ineffective (All LEAs/charters)*</li> <li>▪ <b>Ensure teachers and leaders participate</b> in State's standards-related professional development (All LEAs/charters)*</li> <li>▪ <b>Ensure all students participate</b> in statewide formative and summative assessments and assessments of college readiness (All LEAs/charters)*</li> <li>▪ <b>Build a culture of college- and career- readiness</b> in schools by removing obstacles to, and actively supporting, student engagement and achievement, by               <ul style="list-style-type: none"> <li>– Providing rigorous advanced coursework (e.g., AP courses, STEM courses that incorporate project-, inquiry-, or design-based contextual learning opportunities, flexible grouping)</li> <li>– Targeting high-need or low-achieving students for enrollment in advanced coursework</li> <li>– Proactively supporting these students in advanced coursework (e.g., AP Summer Institute, extended learning time)</li> </ul> </li> </ul>

\* All LEAs/charters will have to complete these activities, not just participating LEAs/charters

<sup>1</sup> Some end-of-course exams may not be in place until the 2011-2012 school year

# Accessing and using State data

**VISION: Improve access to, and use of, the State's robust longitudinal data system by creating a data portal with dashboards targeted to stakeholder groups**

For all LEAs/charters, the State will...	For participating LEAs/charters, the State will...	Participating LEAs/charters will...
<ul style="list-style-type: none"> <li>▪ <b>Develop a user identity management system</b> to provide customized user access based on role</li> <li>▪ <b>Build an Educational Dashboard Portal</b> that               <ul style="list-style-type: none"> <li>– Makes State longitudinal data easily accessible to stakeholders</li> <li>– Provides differentiated “dashboards” based on stakeholder role, with data of interest to the stakeholder (as determined by research), full longitudinal and trend information, and correlations between key statistics</li> <li>– Allows for custom data reports with an easy-to-use, customizable reporting tool that enables users to select, compare, and filter statistics/indicators</li> <li>– Is consistent with FERPA</li> </ul> </li> <li>▪ <b>Create a governance council</b> to oversee the portal</li> <li>▪ <b>Publicize and refine the portal</b> <ul style="list-style-type: none"> <li>– Actively direct different stakeholders to the portal and solicit feedback for refinement</li> </ul> </li> <li>▪ <b>Increase P-20 coordination</b> <ul style="list-style-type: none"> <li>– Develop MOUs with early education and higher education institutions; develop Enterprise Data Management</li> </ul> </li> <li>▪ <b>Increase inter-agency coordination</b> <ul style="list-style-type: none"> <li>– Develop MOUs with other Delaware agencies (e.g., Department of Health and Social Services)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ No additional activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Continue to use the statewide data system</b> in schools (All LEAs/charters)*</li> <li>▪ <b>Provide real-time data</b> that meets quality standards (All LEAs/charters)*</li> <li>▪ <b>Provide input</b> into the development of dashboards (e.g., feedback on which indicators are most relevant to different stakeholders)</li> </ul>

\* All LEAs/charters will have to complete these activities, not just participating LEAs/charters

# Using data to inform instruction

**VISION: Build the capacity to use data to inform instruction by implementing instructional improvement systems and providing support from data coaches**

## For all LEAs/charters, the State will...

- **Create the technological base for instructional improvement systems<sup>1</sup>** (e.g., reports based on formative assessments) and integrate into the Educational Dashboard Portal
- **Define criteria and quality standards for instructional improvement systems<sup>1</sup>**
  - Instructional improvement systems include **collaborative planning time** in which teachers analyze student data, develop plans to differentiate instruction in response to data, and review the effectiveness of prior actions (see box below for more detail)
- **Pre-approve methods and/or providers of instructional improvement systems<sup>1</sup>** meeting these expectations

**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.

## For participating LEAs/charters, the State will...

- **Recruit, train, deploy, and subsidize data coaches to participate in instructional improvement systems<sup>1</sup>**
  - Data coaches will facilitate collaborative planning time to help teachers and leaders develop the technical skills to analyze data and the pedagogical skills to adjust instruction based on data
  - Data coaches will also provide teachers with feedback on instructional approaches following observation

## Participating LEAs/charters will...

- **Ensure implementation of instructional improvement systems<sup>1</sup>**
  - Provide 90 minutes of weekly collaborative time for teachers<sup>2</sup> and leaders to participate in instructional improvement systems in small, relevant groups (e.g., 6 3<sup>rd</sup> and 4<sup>th</sup> grade teachers)
  - Implement (or enhance) an instructional improvement system that meets State criteria and quality standards, and includes facilitated collaborative planning time (may choose a pre-approved provider/method or may request approval for other options)
  - Integrate instructional improvement systems as a core job-embedded professional development offering
- **Integrate State data coaches into instructional improvement systems<sup>1</sup>**
  - Use State data coaches to facilitate collaborative time, observe instruction, and provide feedback
    - Minimum of 4.5 hours per month per collaborative planning group (e.g., 6 teachers) for 2 years
    - Provide access to classrooms for data coaches to complete observations of instruction and offer feedback

\* All LEAs/charters will have to complete these activities, not just participating LEAs/charters

<sup>1</sup> As defined in box on this page

<sup>2</sup> For teachers in subjects tested through DCAS – includes subjects covered with end-of-course exams

# Improving teacher and principal effectiveness based on performance

**VISION: Improve teacher and principal effectiveness with annual evaluations across multiple dimensions, and require student growth for effective ratings; use evaluations to inform teacher and principal development, rewards, and consequences**

For all LEAs/charters, the State will...	For participating LEAs/charters, the State will...	Participating LEAs/charters will...
<ul style="list-style-type: none"> <li>▪ <b>Revise DPASII to meet regulations requiring student growth for effective and highly effective ratings</b> <ul style="list-style-type: none"> <li>— Define rigorous and comparable measures of student growth in consultation with stakeholder groups</li> </ul> </li> <li>▪ <b>Provide high-quality training to assessors</b> on conducting evaluations and providing specific and actionable feedback using the State's 4-level rubric           <ul style="list-style-type: none"> <li>— Require documentation of evaluations and conduct audits</li> </ul> </li> <li>▪ <b>Define the teacher leader role and responsibilities</b> (which will include daily teaching time) and create an evaluation supplement for DPAS II for teacher leaders</li> <li>▪ <b>Define model career ladder</b> (or identify examples)</li> <li>▪ <b>Propose legislation</b> requiring teachers to show appropriate levels of student growth prior to offering continuing licenses and tenure protections</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Recruit, train, deploy, and subsidize development coaches</b> to support the transition to a more rigorous, transparent evaluation process, reduce the administrative burden, and improve calibration           <ul style="list-style-type: none"> <li>— Subsidize ongoing, one-on-one training to assessors in using the State's 4-level rubric and providing specific and actionable feedback</li> <li>— Subsidize ongoing, one-on-one training to assessors in creating development plans in response to evaluation</li> <li>— Assist assessors with calibrating their evaluations</li> </ul> </li> <li>▪ <b>Expand the whole-school bonus program</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Integrate development coaches</b> into the evaluation process and ensure assessors have a half-day available monthly to collaborate with coaches           <ul style="list-style-type: none"> <li>— Minimum 2 years of coaching for each assessor</li> </ul> </li> <li>▪ <b>Use State educator evaluations as a primary factor in teacher and principal development plans, promotion, advancement, retention, and removal</b> <ul style="list-style-type: none"> <li>— Use the State's 4-level rubric to provide specific and actionable feedback following observations and evaluation (All LEAs/charters)*</li> <li>— Create improvement plans to address needs identified through evaluation (All LEAs/charters)*</li> <li>— Deliver professional development offerings that are aligned with improvement plans (see support section) (All LEAs/charters)*</li> <li>— Use evaluations as a primary factor in making promotion, advancement, retention, and removal decisions (for removal, All LEAs/charters)*</li> <li>— Provide evaluation results, including ratings on the 4-level rubric, to the State (All LEAs/charters)*</li> </ul> </li> <li>▪ <b>Define the career ladders already in place</b> (if any) that link evaluation to professional development, promotion, advancement, and compensation</li> <li>▪ <b>Optional: Create new career ladders</b> that link evaluation to professional development, promotion, advancement, and compensation (e.g., proven programs such as TAP (The Teacher Advancement Program))</li> <li>▪ <b>Optional:</b> Create differentiated compensation for effective or highly-effective teachers in critical subject areas or hard-to-staff classes (e.g., remedial vs. AP)</li> <li>▪ <b>Create a teacher leader career path</b> <ul style="list-style-type: none"> <li>— Establish and staff teacher leader position(s) in each high-need school, or demonstrate the existence of other similar positions that are open only to highly effective educators (per the State educator evaluation) and meet the responsibilities, differentiated compensation, selection, and retention characteristics described below<sup>1</sup> <ul style="list-style-type: none"> <li>▪ Define teacher leader role and responsibilities in accordance with State's definition</li> <li>▪ Provide differentiated compensation for teacher leaders</li> <li>▪ Implement a rigorous selection process that considers only highly effective teachers for teacher leader roles</li> <li>▪ Require "highly-effective" ratings for at least 2 out of every 3 evaluations for teacher leaders to remain in role</li> </ul> </li> <li>— Optional: Establish teacher leader positions in schools that are not high-need</li> </ul> </li> </ul>

\* All LEAs/charters will have to complete these activities, not just participating LEAs/charters

<sup>1</sup> If approved by the State

# Ensuring equitable distribution of effective teachers and principals

**VISION: Ensure equitable distribution by developing programs that place teachers and principals in high-need schools, prepare teachers for high-need subjects, and provide financial incentives to retain effective teachers and principals**

## For all LEAs/charters, the State will...

- **Establish new (and enhance existing) partnerships that recruit, select, prepare, and place teachers and principals in high-need schools**
  - Support efforts to replicate or expand proven programs
- **Support the development of a STEM teacher residency** to attract non-traditional candidates to STEM teaching positions
- **Create a statewide recruitment campaign**
  - Develop a central website for applications
  - Create a marketing campaign

## For participating LEAs/charters, the State will...

- **Develop an equitable distribution fellowship program** to attract highly qualified educators to high-need schools
  - The program will offer specialized training, professional development, and financial incentives to highly effective teachers and leaders who transfer to high-need schools
  - Educators will be placed in cohorts at high-need schools
  - Implementation will focus on a sub-set of high-need schools, as selected by the Secretary of Education based on teaching and learning environments
- **Use incentives to retain highly effective teachers and leaders**
  - Provide financial incentives for highly effective teachers and principals in selected high-need schools

## Participating LEAs/charters will...

- **Increase the concentration of highly-effective teachers and leaders** in high need schools
- **Nominate high-need schools** that demonstrate commitment to improving teaching and learning environments (e.g., schools that have a strong leader in place) to participate in equitable distribution fellowship program
- **Implement strategies to engage families and communities effectively** in supporting the academic success of students (e.g., creating community-oriented schools that meet students' social, emotional, and health needs)
- **Participate in statewide recruitment campaign**
  - Use central website for applications (All LEAs/charters)\*
  - Forecast hiring needs for teachers and leaders and use succession planning to identify high-potential candidates for school leadership positions

\* All LEAs/charters will have to complete these activities, not just participating LEAs/charters

# Improving the effectiveness of teacher and principal preparation programs

**VISION: Improve preparation/certification programs by assessing the effectiveness of their participants, expanding successful programs, and improving or removing less successful programs**

For all LEAs/charters, the State will...	For participating LEAs/charters, the State will...	Participating LEAs/charters will...
<ul style="list-style-type: none"> <li>▪ <b>Link teacher/principal effectiveness to preparation and certification programs</b> <ul style="list-style-type: none"> <li>– Measure programs based on the effectiveness the teachers/principals they prepare/certify, including the impact of those teachers/principals on student growth</li> <li>– Publicly report the aggregate data for each preparation/certification program</li> </ul> </li> <li>▪ <b>Expand successful programs and routes, improve or remove less successful programs and routes</b> <ul style="list-style-type: none"> <li>– Provide feedback on improvement areas, and possible changes to entry and exit requirements, and curriculum</li> <li>– Rigorously conduct re-certification process</li> <li>– Support the expansion of successful programs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ No additional activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Target recruiting and hiring</b> to the most effective preparation programs, as demonstrated by the effectiveness of the teachers/principals they prepare/certify</li> <li>▪ <b>Provide input</b> into feedback for preparation and certification programs</li> </ul>

\* All LEAs/charters will have to complete these activities, not just participating LEAs/charters

# Providing effective support to teachers and leaders

**VISION: Improve the coherence, quality, and impact of support for teachers and leaders through more rigorous certification and prioritization of instructional leadership**

For all LEAs/charters, the State will...	For participating LEAs/charters, the State will...	Participating LEAs/charters will...
<ul style="list-style-type: none"> <li>▪ <b>Establish standards for professional development and enforce via a certification and monitoring process</b> <ul style="list-style-type: none"> <li>– Ensure approved offerings are high-quality and high-impact by reviewing evidence of impact on student achievement, including measuring outcomes for participants and students</li> <li>– Eliminate ineffective professional development</li> <li>– Map approved professional development offerings to skills in the State educator evaluation</li> </ul> </li>   <li>▪ <b>Identify or develop coherent model approaches to professional development</b> that link offerings to specific skill and role expectations, and to the State educator evaluation</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Make intensive training in instructional leadership available to school leaders, particularly novice principals and principals of high-need schools<sup>1</sup></b> <ul style="list-style-type: none"> <li>– Ensure a high-quality, research-driven training program is available</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Adopt a State-identified model or another coherent approach to professional development (as approved by the State)</b> <ul style="list-style-type: none"> <li>– Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded</li> <li>– Integrate professional development offerings, including support from embedded mentors and coaches, into a single approach to teacher and leader growth</li> <li>– Link professional develop to career paths, specific skill and role expectations, and to the State educator evaluation</li> <li>– Review existing professional development to determine if it is high-quality and high-impact according to State standards</li> <li>– Discontinue participation in professional development that does not meet State standards</li> </ul> </li>   <li>▪ <b>Prioritize participation in high-impact professional development offerings</b> that address needs identified in the State educator evaluation, in accordance with development plans (All LEAs/charters)*</li>   <li>▪ <b>Accelerate the development of instructional leaders</b> <ul style="list-style-type: none"> <li>– Ensure novice principals and principals of high-need schools<sup>1</sup> participate in intensive State instructional leadership training</li> </ul> </li>   <li>▪ <b>Distribute leadership in schools through the integrated use of school administration managers, time studies, and coaching</b> to ensure that school leaders spend more of their time on instructional leadership</li> </ul>

\* All LEAs/charters will have to complete these activities, not just participating LEAs/charters

<sup>1</sup> After considering performance and recent training (e.g., novice principals who are graduates of a selective Turnaround training program may not need to participate)

# Turning around lowest-achieving schools

**VISION: Identify schools to turn around through the State Partnership Zone, give the State authority to intervene in reform plan following collective bargaining, and provide support with a strong turnaround office**

For all LEAs/charters, the State will...	For participating LEAs/charters, the State will...	Participating LEAs/charters will...
<ul style="list-style-type: none"> <li>▪ <b>Identify schools to turn around through the State Partnership Zone</b> <ul style="list-style-type: none"> <li>– Identify “persistently lowest-achieving schools” using performance and trend in performance for all students</li> <li>– Use a rigorous qualitative assessment to sequence schools for turnaround</li> </ul> </li> <li>▪ <b>Create MOU by which the State and district will collaboratively intervene in failing schools</b> <ul style="list-style-type: none"> <li>– Schools in lowest-achieving category will enter into an agreement giving the State power to influence reform plans that lack a rigorous approach to reform</li> <li>– Establish the last best chance option:                             <ul style="list-style-type: none"> <li>▫ The district and union will enter into a collective bargaining period to secure necessary flexibility to implement one of the four school intervention models, as defined in State regulations<sup>1</sup></li> <li>▫ The State chooses an option in the event of a stalemate, or requests renegotiation if agreement is not strong enough to implement a rigorous reform plan</li> </ul> </li> </ul> </li> <li>▪ <b>Develop turnaround office to support Partnership Zone schools</b> <ul style="list-style-type: none"> <li>– Maintain a turnaround office to support schools and districts in turnaround efforts (e.g., assisting with recruitment of local partners, providing expertise, identifying best practice) and to monitor progress</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Provide additional financial support</b> for Partnership Zone schools</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Follow the process for turning around schools selected for the Partnership Zone in accordance with State regulations<sup>1</sup></b> (All LEAs/charters)*                             <ul style="list-style-type: none"> <li>– Decide on a reform model, craft a plan, and negotiate for necessary flexibility with representatives of educator associations (All LEAs/charters)*</li> <li>– Implement one of four school intervention models: Turnaround, Restart, School Closure, or Transformation, as defined in RTTT guidelines<sup>1</sup> (All LEAs/charters)*</li> <li>– Carry out plan to achieve AYP within two years of operations as part of the Partnership Zone (All LEAs/charters)*</li> </ul> </li> <li>▪ <b>Provide support</b> to schools in the Partnership Zone (All LEAs/charters)*</li> <li>▪ <b>Integrate learnings from Partnership Zone schools to build district capacity</b> to improve performance of low-achieving schools (All LEAs/charters)*</li> </ul>

\* All LEAs/charters will have to complete these activities, not just participating LEAs/charters

<sup>1</sup> State regulations will define Turnaround, Restart, School Closure, and Transformation in accordance with the RTTT guidelines

# Definitions

Term	Definition
<ul style="list-style-type: none"> <li>▪ <b>High-minority school</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ High-minority school is defined by the State in a manner consistent with its Teacher Equity Plan</li> </ul>
<ul style="list-style-type: none"> <li>▪ <b>High-need school</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ High-need school means a high-poverty or high-minority school</li> </ul>
<ul style="list-style-type: none"> <li>▪ <b>High-need students</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ High-need students means students at risk of educational failure or otherwise in need of special assistance and support, such as students who are living in poverty, who attend high-minority schools (as defined in the Race to the Top guidelines), who are far below grade level, who have left school before receiving a regular high school diploma, who are at risk of not graduating with a diploma on time, who are homeless, who are in foster care, who have been incarcerated, who have disabilities, or who are English language learners</li> </ul>
<ul style="list-style-type: none"> <li>▪ <b>High-poverty school</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ High-poverty school means, consistent with section 1111(h)(1)(C)(viii) of the ESEA, a school in the highest quartile of schools in the State with respect to poverty level, using a measure of poverty determined by the State</li> </ul>
<ul style="list-style-type: none"> <li>▪ <b>Instructional improvement systems</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Instructional improvement systems means 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 (as defined in the Race to the Top guidance), interim assessments (as defined in the Race to the Top guidance), summative assessments, and looking at student work and other student data); analyzing information with the support of rapid-time (as defined in the Race to the Top guidance) 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</li> </ul>

## **Appendix (A)(2) – 1 Selected Biographies, Race to the Top Implementation Team**

The State's implementation team for Race to the Top will include a number of seasoned managers with experience in education and the private sectors. Below are biographies of selected staff.

### **Governor Jack A. Markell**

**Role:** Provide executive leadership; leverage State and national resources to support the reform.

**Bio:** Governor Jack Markell began his term as governor in 2009. Born and raised in Newark, DE, Governor Markell earned an undergraduate degree in economics and development studies from Brown University and an MBA from the University of Chicago. Early in his career he served as Senior Vice President of Nextel, where he helped grow the organization from a small wireless business into a worldwide corporation. His other work experience includes Comcast Corporation, McKinsey and Company, and the First Bank of Chicago. Governor Markell was elected as Delaware's State Treasurer in 1998. During his three terms in this role, he created the Delaware Money School, promoted the Earned Income Tax Credit campaign, and saved taxpayers \$25 million dollars by instituting bulk purchasing policies for the Delaware state government. As Governor, his top priorities include transforming the education system and making government more effective and efficient.

### **Secretary of Education Lillian M. Lowery**

**Role:** Lead the reform strategy and implementation.

**Bio:** Dr. Lowery was appointed Secretary of Education in 2009. She holds a Doctorate in Education from Virginia Polytechnic Institute and State University, a master's degree in education from the University of North Carolina at Charlotte and a Bachelor of Arts degree from North Carolina Central University. Prior to her appointment, Dr. Lowery served as Superintendent of the Christina School District in Wilmington. Prior to arriving in Delaware, Dr. Lowery was the Assistant Superintendent of Cluster VII for Fairfax County Public Schools in Fairfax, Virginia. She also served for two years as an Area Administrator for Fort Wayne Community Schools in Fort Wayne, Indiana. She has seven years experience as a school building administrator and has taught middle and high school English for seventeen years in school districts in Virginia and North Carolina.

**Dr. Teri Quinn Gray, State School Board President**

**Role:** Provide oversight and strategic leadership.

**Bio:** Dr. Gray is a leader within the Delaware State Parent Teacher Association (PTA) serving as Unit President at Keene Elementary School in 2005-06, Unit Treasurer at Gauger-Cobbs Middle School in 2007-08 and Membership Chair at Shue-Medill Middle School in 2008-09. She has served as parent representative with Cohort II of the Vision 2015 Executive Leadership Academy, as well as on numerous school committees and teams. Her outreach activities have spanned from the Bear-Glasgow YMCA of DE Community Gifts Campaign to serving as chair of the Joint Subcommittee on Diversity of the American Chemical Society. Dr. Gray graduated magna cum laude from Jackson State University with a bachelors of science degree in chemistry. She holds a PhD in analytical chemistry from University of Maryland, College Park, and currently works as a research manager for DuPont Crop Protection in Newark, DE. Teri was appointed President of the State Board of Education by Governor Jack Markell in June 2009.

**Daniel E. Cruce, Jr.**

**Role:** Support Dr. Lowery in leading the reform.

**Bio:** Dan Cruce is the Delaware Department of Education's Deputy Secretary and Chief of Staff. Mr. Cruce received his Juris Doctorate from the Widener University School of Law in Wilmington, Delaware and his Bachelor of Arts degree from James Madison University in Harrisonburg, Virginia. Prior to joining the Department, Mr. Cruce was the Assistant Superintendent/Chief of Staff for the Christina School District. Before his work in Christina, Mr. Cruce worked for the New Castle County Executive Office and Law Department. As Associate General Counsel for Corporation Service Company, he counseled clients on entity formation and Revised Article 9 issues. Additionally, Mr. Cruce was a law clerk for the United States Federal District Court, District of Delaware, as well as the State of Delaware's Family Court.

**Jennifer Barber Ranji**

**Role:** Ensure that Delaware's reform plan has the regulatory, stakeholder, and management support to be implemented effectively.

**Bio:** Mrs. Ranji is the Policy Advisor to Delaware Governor Jack Markell. Prior to joining the Governor's office, she was an associate with Drinker, Biddle & Reath, LLP and was vice-

president of The Byrd Group LLC and WolfBlock Public Strategies. Before entering private practice, Mrs. Ranji served as Deputy Legal Counsel to former Delaware Governor Thomas R. Carper and as the Director of Legal Affairs for the Delaware Family Court. During her time in private practice, Mrs. Ranji assisted clients with federal and state government relations services. She is a former chairwoman of the Women and the Law Section of the DSBA and the Delaware Child Protection Accountability Commission. Mrs. Ranji earned her law degree from Widener University School of law and her bachelor's degree from Rutgers University.

### **Michael Jackson**

**Role:** Provide budgetary and financial oversight.

**Bio:** Michael Jackson serves as Associate Secretary/ CFO, Financial Reform and Resource Management within the Delaware Department of Education. This branch is responsible for Financial Management, School Support Services, Grants Management, Capital and Operating Budgets, School Climate and Discipline and Inter-Agency Emergency Response. Mr. Jackson graduated from both Villanova University and the University of Delaware and immediately began working for the State, first as a Senior Fiscal and Policy Analyst, then Assistant Chief of Fiscal and Policy Analysis and finally as Chief of Fiscal and Policy Analysis with the Office of Management and Budget. He then became the Director of Budget Development, Planning and Administration for Delaware's Office of Management and Budget.

### **Michael Stetter**

**Role:** Lead the Curriculum Development implementation team, which will implement the new standards and assessments

**Bio:** Dr. Stetter is the Director of Curriculum Development for the Delaware Department of Education (DDOE). Dr. Stetter and the DDOE curriculum staff are currently involved in multi-year projects including comprehensive curriculum development, online professional development courses for teachers, systemic instructional program technical assistance to school districts and charter schools, and school-level curriculum alignment evaluation. Prior to joining DDOE, Dr. Stetter served schools, school districts, and regional and state educational agencies in Virginia, Pennsylvania and Delaware in the roles of teacher, school psychologist, preschool program coordinator, school principal, district assessment coordinator, accountability director,

and external consultant. Dr. Stetter is a graduate of Franklin and Marshall College, and received his Master's Degree in School Psychology at James Madison University. Dr. Stetter completed his doctorate in Educational Administration at the Pennsylvania State University.

### **Susan K. Haberstroh**

**Role:** Help coordinate reform activities and integrate ongoing policy and regulatory activities with the reform plan.

**Bio:** Dr. Susan K. Haberstroh is the Education Associate, Regulation Review and Legislative Liaison and for the Delaware Education Support System. Her primary responsibilities include acting as the liaison between the Department and the State's legislature, reviewing and updating the Department's regulations, and coordinating activities for the Delaware Education Support System. As part of the Secretary's Cabinet she has been closely involved in the policy decisions and implementation of several reform initiatives. Her position also requires a great deal of interaction with the Governor's office as well as the other state agencies. Susan received her B.A from Saint Michaels College in Vermont. Susan continued her education at the University of Delaware with a Master's in Public Administration in 2002 and Doctor of Education Leadership in 2007. Susan is a native Delawarean but spent many years in the private sector in the Boston area.

### **Robert Czeizinger**

**Role:** Lead the Information Technology implementation team, responsible for improving the State's data systems, and providing data analytics.

**Bio:** Mr. Czeizinger is the Director of Information Technology for the Delaware Department of Education (DDOE). Mr. Czeizinger has been a state employee for 26 years with the last 15 at DDOE, first as our Information Resources Manager and later as Director. Mr. Czeizinger graduated from Delaware State University in 1978 with a degree in Business Administration and from Wilmington University in 1999 with a degree in Public Administration. Under Mr. Czeizinger's leadership, the Department has created one the nation's most sophisticated statewide pupil accounting systems. This system accounts for 95% of the educational data that is collected and reported in Delaware, and has over 10,000 users which include teachers and administrators.

**Emily Falcon**

**Role:** Oversee budget management and grant disbursement.

**Bio:** Ms. Falcon has over five years of experience in managing education policy and finance initiatives. Her previous positions include Legislative Assistant at the Delaware Senate, Education Policy Advisor to former Governor Ruth Ann Minner and the Senior Fiscal and Policy Analyst for Public Education at the Office of Management and Budget. Ms. Falcon's responsibilities included drafting, analyzing and providing recommendations on legislation, budget requests, grant applications and various other data. She has also served on many committees and taskforces related to Delaware's Education reform efforts, including the LEAD Committee, the Delaware Student Assessment System taskforce and the Wilmington Education taskforce. In her current role, she administers the Children's Services Cost Recovery project, supervising a staff of 12 specialists and overseeing annual revenues that exceed \$18 million. Ms. Falcon received both a Master's degree in Public Administration and a Bachelor's degree in Economics from the University of Delaware.

**Paul Harrell**

**Role:** Manage public-private partnerships in support of the reform.

**Bio:** Mr. Harrell is the Director of Public/Private Partnerships at the Delaware Department of Education (DDOE) where he enables the business community, the private sector, foundations and the educational community to enthusiastically support education reform in Delaware. Most recently, his DDOE efforts were focused on bringing Teach for America to the State of Delaware. He is the former CEO and owner of companies in the textile industry and records management field. For seven years he taught a senior high school course on current events and globalization as well as a course on Marketing and Design at the University of Delaware. Further, Mr. Harrell started Social Venture Partners, a non-profit centered on early childhood education and is an original board member and Chairman of The Rodel Foundation in Delaware. Mr. Harrell graduated from University of North Carolina at Chapel Hill with BA in Political Science. He is also a graduate of the Harvard Business School Program for Management Development.

## **Appendix (A)(2) – 2 Selected public-private partnerships**

The State regularly draws support from local and national foundations, the Business Roundtable, the Chamber of Commerce and others. As early as 1991, business leaders across the State formed the Business/ Public Education Council to support education reform. In 1999, the Rodel Foundation of Delaware was founded to help Delaware create one of the finest public education systems in the nation. The foundation provides a national perspective on education reform and best-practice, and serves as an advocate for education policy, and as a liaison to the wider business community. In addition, the Longwood Foundation, Delaware's largest philanthropy, has a history of supporting education reform.

Other non profit organizations throughout the State are also committed to and involved in education reform. Business and civic leaders founded Education Voters of Delaware as an independent non profit that focuses on using the democratic process to educate and mobilize citizens so they can help fight for excellent public schools in Delaware. The Delaware Charter Schools Network (DCSN), established in 2001, is a nonprofit organization created to provide advocacy, support and essential services to public charter schools and their supporters in Delaware.

## Appendix (A)(2) – 3 Screen shots from the web based project and performance management system

This screen provides a summary overview of all projects in progress

**Success Plan Management Process - Windows Internet Explorer**

https://login.doe.k12.de.us/espes/ProjectManagement/tabid/64/Default.aspx

Success Plan Management Process

District : Department Of Education  
 School \ Building : DOE Success Plan  
 Success Plan Period : 2009 - 2010 through 2011 - 2012

Import Project Maps from another Success Plan

	Plan Title	Initial Date	Description
	Delaware Education Support System	4/11/2008	This project is designed to strengthen the Delaware Education System of Support. This project reflects the recommendations from the self-assessment process through MACC. Recommendations focus on internal operations and service delivery to districts/schools.
	Response to Intervention	12/22/2008	RTI is a process, which utilizes components of good instruction that have been around for many years. Federal law drew attention to these practices as an approach to identify and provide early intervention to struggling students. Although these procedures have been used in some schools across Delaware, regulating RTI embeds the process systemically across all schools. Delaware regulates the use of RTI for all students as part of general education. RTI is a means to incorporate best practices and a data driven system that informs instruction for closing the achievement gap in Delaware's classrooms. Delaware RTI has been a team effort at DOE since Spring 2007. The first regulations were put into place August 2007 after a year of research and recommendations from a RTI Advisory Task Force. The final regulations were adopted June 2008.
	Education Success Planning and Evaluation System	11/1/2007	The purpose of the Education Success Planning and Evaluation System is to create a structure that increases the ability of the state, districts and schools to better align actions with resources resulting in improved outcomes for all students. The system is intended to improve communication among the organization's staff and constituents and provide a dynamic structure to put the strategic plan into action. The major components of this dynamic system are Planning, Resource Allocation, Evaluation, and Monitoring.
	Project Management	11/12/2008	To develop documents and training for the rollout of Project Management to DOE, districts and schools.
	Title I Monitoring	1/5/2009	This project is designed to complete the follow up work required as a result of the September, 2008 USED Title I monitoring visit.
	DE Govt Performance Review - Education	1/24/2009	The purpose of this project is to provide the information requested for the Delaware Government Performance Review. The review is being done to highlight the effectiveness of agencies and programs, challenge assumptions and find new ways of doing business where appropriate.
	Delaware Comprehensive Assessment System (DCAS)	2/23/2009	The Department of Education will be releasing a Request for Proposals (RFP) for Delaware's new statewide assessment system (to be called the Delaware Comprehensive Assessment System). Proposals will be reviewed before the end of Fiscal Year 2009 and early in Fiscal Year 2010 a contract(s) will be in place to develop and implement the new assessment system. The school year 2009-2010 will be a transition year for the assessment system with the current assessment, the Delaware Student Testing Program (DSTP), being given operationally as the new system (DCAS) is being developed and systems testing and field testing is occurring. The new assessment system is planned to be operational for the 2010-2011 school year.
	Regional Education Service Centers	6/16/2009	The Regional Education Service Centers Project is charged with development of a detailed design and implementation plan leading to establishment of four regional service centers in Delaware. Development and opening of Regional Education Service Centers in each county is a major initiative for the Delaware Department of Education. The Regional Centers service model will be designed to provide educational support services closer to schools, and in ways that assure quality services in a cost-efficient manner. At the current time, each of the 19 school districts and 21 charter schools in Delaware employs administrators and staff for HR services (e.g. recruiting, hiring, records, and certification). In addition, districts employ therapeutic professionals (e.g. school psychologists, speech pathologists, occupational therapists) on a FT/PT basis to provide direct services to referred students, including consultation to school-based special education teams. Finally, districts and charters engage trainers to provide teachers, specialists, and administrators with professional development programs intended to strengthen skills and knowledge relevant to each person's assignment. There is duplication of efforts in this current process driving increased costs. This district-centered process also does not allow as much cross-district utilization of best practices, limiting service improvements and cost savings.
	DESS Six Sigma project	4/27/2009	Within the next 90 days the project team will complete an inventory of all current services available through the DOE. This inventory will include services required by federal or state law. The project team will complete an analysis of this service inventory to determine which services should be continued, which services are no longer needed and which new services may be identified. A plan will be developed to improve the Support System to meet the newly defined support needs. The final component of the initial project scope will include measuring success of the services provided utilizing the DOE Success Plan based on a balanced scorecard concept, which will connect student outcomes to DOE services. The second phase will entail completing the improvement plans developed in Phase I. In order to meet this goal the team will develop a process to track all services provided as a way to ensure DOE has planned for adequate resources to meet future requirements. The long term goal of this project is provide the correct support services to schools in the manner and volume needed to drive student outcome. There is inadequate understanding by both internal and external customers of the details of the Education Support System including what services are available, how Customers identify what services they need, how they access these services and the value to be gained by these services in helping them meet their strategic goals. DOE staff do not fully understand the connection between their specific support roles and the Education Support System process. The first phase of this project will be completed within 90 to 120 days. The second phase of this project is expected to be completed by January 2010. The project scope does not include determining the best location or delivery method for the support services. This work will be handled in a separate project currently underway.
	District and School Improvement Support	7/15/2009	This project is intended to clearly articulate requirements on the part of the LEA in terms of school improvement, corrective action, and restructuring. Moreover, this project defines the role of Distinguished Educators and how they will interface with DOE Liaisons and the DDOE. Finally, timelines, training schedule, and reporting protocols will be defined.
	Consolidated Application Improvements	9/15/2009	DOE is planning content, process, and web tool enhancements to the Consolidated Application for implementation in the FY11 grant.
	DCAS Communication Plan	4/27/2009	The Delaware Student Testing Program (DSTP) will be replaced with the new assessment system, the Delaware Comprehensive Assessment System (DCAS) in the 2010-2011 school year. Currently, in the districts and schools, there is insufficient, inconsistent, and sometimes inaccurate information being shared about the transition to the new assessment. Information on the transition to DCAS and what this means for the educational community needs to be communicated to the stakeholders in a clear and consistent manner.

**Announcements**

The Education Success Plan and Evaluation System Online Tool - Monday, March 03, 2008

For further information, contact:

John Hulse, General Assistance;  
 jhulse@doe.k12.de.us;  
 Phone (302) 857-3320

Ted Jarrell, Technical Assistance;  
 tjarrell@doe.k12.de.us;  
 Phone (302) 857-3333

© 2009 State of Delaware

Delaware Department of Education

**Support Links**

The following weblinks have webinars, documents, and other information that will be helpful to you as you complete your Success Plan and LEA Consolidated Grant Application.

[Delaware Education Support System - Information and Resources](#)

[Education Success Planning and Evaluation System - Information and Resources](#)

**Glossary**

Trusted sites 100%

Start Success Plan Manage... Project Management [Co...

Search Desktop 4:29 PM

This screen shows the project map including: Project Name; Team; Deliverables; Start Date; Projected End Date; Status of task; Responsible Person; and Actual Completion Date

The screenshot displays a web application interface for project management. The main content area is titled "Project Display" and provides details for a project named "Consolidated Application Improvements". It includes a project description, start date (9/15/2009), and associated strategy (DESS). Below this, there are sections for "Online Users" and a "Glossary". The core of the interface is a table of tasks, organized into four deliverables. Each task row includes a task number, description, start and projected end dates, completion status (with progress bars), responsible person, and actual completion date.

**Project Display Details:**

- School Name:** Consolidated Application Improvements
- Project Title:** Consolidated Application Improvements
- Project Description:** DOE is planning content, process, and web tool enhancements to the Consolidated Application for implementation in the FY11 grant.
- Project Date:** 9/15/2009
- Associated Strategy:** DESS

**Online Users:**

- 01: jhulse@doe.k12.de.us
- 02: lynn.linscott@bsd.k12.de.us
- 03: aneal@colonial.k12.de.us
- 04: mowens@doe.k12.de.us
- 05: jray@doe.k12.de.us

**Glossary:**

Name	Title
Hodges, Amelia	Director, CT&CP
Maccari, Nicolas	Contractor
Kuykendall, Scott	Education Associate
Jarrell, Ted	Education Associate
Hulse, John	Education Associate
Tan, Justin	Education Associate

**Deliverable 1: Customer satisfaction survey**

Task Number	Description	Start Date	Projected End Date	% Complete	Responsible Person	Actual Completion Date
1.01	develop survey questions	9/15/2009	9/25/2009	Completed!	Hulse, John	9/25/2009
1.02	publish survey online	9/25/2009	9/30/2009	Completed!	Hulse, John	9/28/2009
1.03	send survey announcement to LEA Consolidated Grant users	9/30/2009	9/30/2009	Completed!	Hulse, John	9/28/2009
1.04	track survey response rates	9/30/2009	10/16/2009	Completed!	Hodges, Amelia	10/14/2009
1.05	analyze survey data, share with team	10/16/2009	12/18/2009	50% complete	Hulse, John	n/a
1.06	add new deliverables and tasks to project plan as approved by team	10/23/2009	12/18/2009	Yet to be started	Hodges, Amelia	n/a

**Deliverable 3: Progress Update Training for LEAs**

Task Number	Description	Start Date	Projected End Date	% Complete	Responsible Person	Actual Completion Date
3.01	Develop training webinar materials	9/15/2009	10/15/2009	Completed!	Jarrell, Ted	9/14/2009
3.02	Schedule webinars and announce to dates to LEAs	10/1/2009	10/15/2009	Completed!	Jarrell, Ted	10/14/2009
3.03	Conduct training webinars	10/15/2009	11/1/2009	Completed!	Jarrell, Ted	11/6/2009

**Deliverable 4: Revised application questions**

Task Number	Description	Start Date	Projected End Date	% Complete	Responsible Person	Actual Completion Date
-------------	-------------	------------	--------------------	------------	--------------------	------------------------

**Appendix (A)(2) – 4 Excerpt from staff workplan**

***Work Plan – Certificated Staff***

*Staff Member: John Doe*

*Evaluator: Martha Brooks*

*Time Period: June  
2008-June 2009*

<b>Work Group Goal #1: Statewide equity of access to standards-aligned high quality instruction in all content areas</b>		
<b>Individual Objective #1: Promote Standards-Aligned Instruction for all students using Delaware</b>		
<b>Individual Activities/Responsibilities</b>	<b>Indicator(s) of Success</b>	<b>Personal Learning Plan (if applicable)</b>
Work with districts and CD workgroup to identify training targets and audiences	Documentation of Needs Assessment discussions through curriculum cadre, workgroup and other meetings	
Monitor state assessment results and monitoring process to refine training lists	Review and discussion of DSTP release reports with workgroup members with action steps identified	
Guide interdisciplinary conversations about National Math Panel Report Out, and National High School Improvement Conference Action Plans for Delaware	Completion of collaborative project on High School Improvement Rubrics with National High School Center and consultant	
<b>Individual Objective #2: Organize participation by CD workgroup members in monitoring and technical assistance to districts and schools in collaboration with other workgroups and branches within DOE</b>		
<b>Individual Activities/Responsibilities</b>	<b>Indicator(s) of Success</b>	<b>Personal Learning Plan (if applicable)</b>
Participate in planning meetings regarding structure of future monitoring activities and human resource needs to accomplish	Summary documents listing staff assignments and monitoring schedule	Explore research on Education Systems Engineering Models
Collaborate with others in DOE to detail out a plan for differentiated technical assistance to schools and districts based on self-assessment, data analysis, and on-site instructional audit/monitoring process to enhance school improvement efforts	Active participation as project team member on DESS project team and School Success Plan team.	Monitor National info websites

## **Appendix (A)(2) – 5 Race to the Top Budget Summary and Narrative**

### **Budget Summary Narrative**

Delaware is requesting \$107,268,274 from the Race to the Top fund. With every school district, charter school, local school board and union group having signed an MOU to fully participate in all initiatives, Delaware is in a unique position to implement Race to the Top reforms statewide. Because of its size and history of collaborative, state-led reform efforts, Delaware will hit the ground running once the funds are awarded. Long standing investments in the creation of common standards, high quality assessments and robust data systems put the DDOE ahead of the pack in terms of infrastructure and will allow the use of Race to the Top funds for implementation of actual reforms rather than the creation of these key systems.

Because of the comprehensive and overlapping nature of many of the activities that Delaware will undertake with Race to the Top funds, projects have been grouped into key focus areas, Standards and Assessments, Teachers and Leaders, the Performance Management Team and Turnaround schools. These broad project areas will allow Delaware to leverage other Federal funds, maximize opportunities to reallocate state resources and provide maximum flexibility for LEAs to use local resources to meet the Race to the Top goals.

The DDOE expects to receive \$6,005,034 from the Statewide Longitudinal Data Systems (SLDS) grant program. This grant will help the DDOE meet the criteria in section (C)(2) and section (C)(3) around accessing and using State data and using data to inform instruction. If the DDOE is not successful in receiving the SLDS grant, the \$6,005,034 will be added as a project level budget to this application bringing the total application to \$119,278,342 as the project budget amount will also be added to the funds distributed to the LEAs through the Title I allocation. The abstract of the application and the budget detail are found in Appendix (A)(2) - 7.

In addition to the SLDS grant, the DDOE has secured over \$3 million of existing state resources to train all teachers on the new common core standards by the beginning of the 2010-2011 school year. The DDOE is also investing over \$9 million in the creation of a new computer-based adaptive assessment system that will offer both summative and formative assessments. The DDOE will use Race to the Top funds to enhance this investment by offering statewide training in using the newly available formative data to inform and improve instruction. With the full support of the Governor, the business community and many other key stakeholders,

the DDOE will continue to put forward proposals to invest more state dollars in reform efforts and will pursue all funding opportunities to leverage additional federal, local and private funds to accomplish the goals outlined here.

As the State Education Authority, the DDOE has a history of providing technical assistance to LEAs and working with them in a collaborative manner. With a uniform accounting and payroll system employed by every LEA statewide, the DDOE is well positioned to provide the oversight and administration of the Race to the Top funds. All grants are monitored through this accounting system called the Delaware Financial Management System (DFMS). Through DFMS, the DDOE staff can monitor each individual LEA's expenditures, encumbrances, and balances. The system also has very tight controls on liquidation end dates disability, the ability to cut checks or purchase orders past the end date of the grant period. In this same system all revenues and expenditures are rolled up to the main grant or parent grant level for overall grant totals.

The expenditures are monitored by program managers of the DDOE and then are subject to the State of Delaware A-133 audit as required by OMB A-87. The audit is conducted by an independent auditing firm contracted through the Office of the State Auditor and coordinated with the Delaware Department of Education.

To augment this capacity, the DDOE will create a new Project Management Office (PMO) to not only oversee many of the projects taking place during the Race to the Top grant period but also to fully integrate these efforts into the fabric of the Department itself. The PMO will be the nerve center for all Race to the Top activity, consisting of 3 separate teams including the Teacher and Leader Effectiveness Unit, the Performance Management Team and the Turnaround Office, all reporting directly to Secretary Lowery. Through strategic planning and a comprehensive review of current activities, services and budget, the Department will reallocate existing resources towards the PMO to ensure its continuation after the grant period. These teams will work closely with the existing work groups focused on standards and assessments and data management to implement State level initiatives and provide a cohesive support structure for LEAs.

**Budget Part I: Summary Budget Table  
(Evidence for selection criterion (A)(2)(i)(d))**

<b>Budget Categories</b>	<b>FY2011</b>	<b>FY2012</b>	<b>FY2013</b>	<b>FY2014</b>	<b>Total</b>
<b>1. Personnel</b>	1,265,000	1,936,400	3,536,208	4,307,432	11,045,040
<b>2. Benefits</b>	416,389	597,495	1,027,980	1,254,818	3,296,682
<b>3. Travel</b>	28,100	28,100	28,100	28,100	112,400
<b>4. Equipment</b>	83,000	0	0	0	83,000
<b>5. Supplies</b>	80,800	10,800	10,800	10,800	113,200
<b>6. Contractual</b>	7,517,100	8,791,702	6,357,134	4,704,926	27,370,862
<b>7. Training Stipends</b>	0	280,000	280,000	840,000	1,400,000
<b>8. Other</b>	150,000	300,000	300,000	300,000	1,050,000
<b>9. Total Direct Costs (lines 1-8)</b>	9,540,389	11,944,497	11,540,222	11,446,077	44,471,184
<b>10. Indirect Costs</b>	280,381	316,008	194,212	122,352	912,953
<b>11. Funding for Involved LEAs</b>	0	0	0	0	0
<b>12. Supplemental Funding for Participating LEAs</b>	0	1,350,000	2,750,000	4,150,000	8,250,000
<b>13. Total Costs (lines 9-12)</b>	9,820,769	13,610,505	14,484,434	15,718,429	53,634,137
<b>14. Funding Subgranted to Participating LEAs (50% of Total Grant)</b>	9,820,769	13,610,505	14,484,434	15,718,429	53,634,137
<b>15. Total Budget</b>	19,641,538	27,221,010	28,968,868	31,436,858	107,268,274

**Appendix (A)(2) – 6 Project Level Budget Summary and Narrative**

**Standards and Assessment**

<b>Budget Part II: Project-Level Budget Table</b> <b>Project Name: Standards and Assessments</b> <b>Associated with Criteria: (B)</b> <b>(Evidence for selection criterion (A)(2)(i)(d))</b>					
Budget Categories	FY2011 (a)	FY2012 (b)	FY2013 (c)	FY2014 (d)	Total (e)
<b>1. Personnel</b>	330,000	86,700	88,434	90,203	595,337
<b>2. Benefits</b>	93,797	33,517	34,751	36,032	198,097
<b>3. Travel</b>	4,100	4,100	4,100	4,100	16,400
<b>4. Equipment</b>	50,000	0	0	0	50,000
<b>5. Supplies</b>	75,000	5,000	5,000	5,000	90,000
<b>6. Contractual</b>	1,666,100	1,030,302	1,050,908	1,071,926	4,819,236
<b>7. Training Stipends</b>	0	0	0	0	0
<b>8. Other</b>	0	0	0	0	0
<b>9. Total Direct Costs (lines 1-8)</b>	2,218,997	1,159,619	1,183,193	1,207,261	5,769,070
<b>10. Indirect Costs</b>	39,899	15,466	15,795	16,131	87,290
<b>11. Funding for Involved LEAs</b>	0	0	0	0	0
<b>12. Supplemental Funding for Participating LEAs</b>	0	0	0	0	0
<b>13. Total Costs (lines 9-12)</b>	2,258,896	1,175,084	1,198,988	1,223,392	5,856,360

The activities in this project are aimed at ensuring that Delaware’s standards are rigorous and aligned to common core standards and that its student assessments are aligned to those standards. These standards and assessments will serve as the basis for curricula and learning in Delaware, and provide teachers with robust, timely feedback on student performance. The result will be increased learning and a college-going, career-ready culture.

Delaware will use existing resources to provide all teachers with at least 1.5 days of training on the new set of common core standards by fall 2010. This effort is estimated to cost

approximately \$3.9 million and will be accomplished by reallocating state funds within the DDOE.

Delaware is also investing over \$9 million of existing state and local resources in a new, adaptive assessment that will provide formative and summative testing opportunities.

**Multi-State Assessment**

The DDOE is pursuing participation in a multi-state item bank collaborative and the creation of a multi-state common assessment collaborative. This cost is estimated from the State’s discussions with several coalitions that are in the process of being finalized.

Budget Category	Description	FY 2011	FY 2012	FY 2013	FY 2014	Total
Contractual	SEA will join multi-State collaborative on common assessments. To join, the State must commit \$5 per student to develop testing items and professional development materials related to the new standards.	500,000	0	0	0	500,000

**Using Formative Assessments to Inform Instruction**

Delaware will also pay, through Race to the Top funds, for teachers to receive follow up training on formative assessments and using data to inform instruction. It is estimated that 7,000 teachers will receive roughly 2 hours of follow up training at a cost of \$35 per teacher and \$10 per teacher for materials. Delaware will hire a Data Analyst to assist in creating the interface of the new testing system and retain additional contractual support to develop a comprehensive user’s manual for the assessment, a webinar to supplement the training opportunities and a helpline for educators. This analyst will provide data analysis and reports to ensure that teachers have accurate and timely information with which to make instructional decisions. The salary for the Data Analyst is estimated at \$85,000 annually and the contractual programmer support is estimated at \$156,000 each for 2.5 FTEs. The programmers will work full time initially but will be reduced to .5 FTE beginning in FY12 to provide maintenance and support of the applications as needed. Servers and equipment to manage the assessment data will require a onetime investment of \$50,000.

<b>Budget Category</b>	<b>Description</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>Total</b>
<b>Personnel</b>	Data Analyst: The DCAS analyst will be hired to assist in creating the interface for the new testing system with current data systems and support ongoing data reporting. The DCAS analyst will analyze student data from formative and summative assessments in DCAS to support the work of data coaches. Analyses will help teachers identify opportunities to improve instruction based on student performance on DCAS exams.	85,000	86,700	88,434	90,203	<b>350,337</b>
<b>Personnel</b>	Stipends to pay for follow up training of teachers on the new adaptive formative assessments. Approximately 7,000 teachers will receive two hours of training at a cost of \$35 dollars per teacher.	245,000	0	0	0	<b>245,000</b>
<b>Benefits</b>	Other Employment Costs and Benefits for the Data Analyst.	32,327	33,517	34,751	36,032	<b>136,626</b>
<b>Benefits</b>	Other Employment Costs and Benefits for stipends paid to teachers for training.	61,471	0	0	0	<b>61,471</b>
<b>Equipment</b>	Computer Server, hardware and software needed to run the DCAS interface, comprehensive assistance manual, webinar and website related to using the formative assessments to inform instruction.	50,000	0	0	0	<b>50,000</b>
<b>Supplies</b>	Materials for follow up Assessment Training. Material costs are estimated at \$10 per teacher for 7,000 teachers being trained.	70,000	0	0	0	<b>70,000</b>
<b>Contractual</b>	Additional contracted Data Analyst providing full time support of the assessment system needs as well as staffing the Educator helpline.	156,000	159,120	162,302	165,548	<b>642,971</b>
<b>Contractual</b>	Contractual programmers to create the Assessment website and a comprehensive user manual as well as provide analytic support using DCAS data.	234,000	79,560	81,151	82,774	<b>477,485</b>

### **SAT and College Readiness**

To foster a college going, career ready culture, Delaware will adopt the SAT as the statewide assessment of college-readiness. To ensure that all students have access to this important tool, the State will pay for the cost of \$45 per student and will provide each LEA with detailed data reports for \$11,100. Delaware will encourage LEAs to use their Race to the Top resources to offer the PSAT to students as an early indicator and guide towards college readiness. Additionally, Delaware will also provide all 8<sup>th</sup> grade students with a comprehensive college readiness tool estimated to cost \$25 per student.

Budget Category	Description	FY 2011	FY 2012	FY 2013	FY 2014	Total
Contractual	SEA will provide college readiness tools to all 8th grade students. This will cost \$25 per student. Delaware educates approximately 9,000 8th graders annually.	225,000	229,500	234,090	238,772	927,362
Contractual	SEA will provide personalized data reports on SAT performance to each participating LEA. This will cost \$300 annually per LEA for all participating LEAs (37).	11,100	11,322	11,548	11,779	45,750
Contractual	Fees to provide every student access to the SAT. This will cost \$45 dollars per student. Delaware educates approximately 9,000 11th graders annually.	405,000	413,100	421,362	429,789	1,669,251

### AP Summer Institute

To enhance advanced science and math course offerings, Delaware will invest in Advanced Placement (AP) Summer Institute. Aimed at expanding the pool of teachers qualified to teach AP coursework and the number of students taking high quality AP courses, Delaware would offer six institutes, each costing \$22,500. This effort would reach over 180 teachers.

Budget Category	Description	FY 2011	FY 2012	FY 2013	FY 2014	Total
Contractual	SEA will provide professional development opportunities for Educators on Advanced Placement courses	135,000	137,700	140,454	143,263	556,417

### STEM Coordinating Council

Governor Markell, via Executive Order, has created the STEM Coordinating Council to support and enhance coursework in science, technology, engineering and math. This council consists of volunteer members from higher education, the business community and other stakeholder groups. The council will be afforded mileage reimbursement to attend meetings and a budget for meeting supplies and publishing an annual report.

Budget Category	Description	FY 2011	FY 2012	FY 2013	FY 2014	Total
Travel	The STEM Council will meet on a regular basis throughout the next four years to carry out their duties. This will cover mileage reimbursements for council members traveling to the meeting.	4,100	4,100	4,100	4,100	16,400
Supplies	General administrative materials needed for STEM Council meetings and creation of	5,000	5,000	5,000	5,000	20,000

**Teachers and Leaders**

<b>Budget Part II: Project-Level Budget Table</b> <b>Project Name: Teachers and Leaders</b> <b>Associated with Criteria: (D)</b> <b>(Evidence for selection criterion (A)(2)(i)(d))</b>					
<b>Budget Categories</b>	<b>FY2011 (a)</b>	<b>FY2012 (b)</b>	<b>FY2013 (c)</b>	<b>FY2014 (d)</b>	<b>Total (e)</b>
<b>1. Personnel</b>	415,000	1,319,300	2,906,766	3,665,401	8,306,467
<b>2. Benefits</b>	137,124	371,599	793,676	1,011,790	2,314,188
<b>3. Travel</b>	8,000	8,000	8,000	8,000	32,000
<b>4. Equipment</b>	12,000	0	0	0	12,000
<b>5. Supplies</b>	2,000	2,000	2,000	2,000	8,000
<b>6. Contractual</b>	5,476,000	7,486,400	5,031,226	3,358,000	21,351,626
<b>7. Training Stipends</b>	0	280,000	280,000	840,000	1,400,000
<b>8. Other</b>	150,000	300,000	300,000	300,000	1,050,000
<b>9. Total Direct Costs (lines 1-8)</b>	6,200,124	9,767,299	9,321,668	9,185,191	34,474,281
<b>10. Indirect Costs</b>	193,168	257,636	134,754	61,782	647,340
<b>11. Funding for Involved LEAs</b>	0	0	0	0	0
<b>12. Supplemental Funding for Participating LEAs</b>	0	750,000	750,000	750,000	2,250,000
<b>13. Total Costs (lines 9-12)</b>	6,393,291	10,774,934	10,206,422	9,996,973	37,371,621

## Teacher and Leader Preparation and Pipeline

Delaware has developed a comprehensive set of initiatives to simultaneously enhance training and supports for teachers and principals while increasing their accountability to their students. Delaware will use Race to the Top funds to build on existing strengths and address every step of the teacher and leader pipeline, from preparation and alternate certification to hiring, professional development, evaluation and compensation. Delaware’s efforts on behalf of principals will ensure that they are empowered to become instructional leaders and have the tools and training to be effective in this role.

### *Teacher and Leader Preparation Program Grants*

To ensure that Delaware has the highest quality pool of teacher candidates to choose from, Race to the Top funds will be used to offer expansion opportunities to those teacher preparation programs that are shown to be effective at producing high quality teachers. Delaware will make \$150,000 available each year to teacher and leader preparation programs that are shown to produce effective teachers and leaders beginning in FY 2012.

Budget Category	Description	FY 2011	FY 2012	FY 2013	FY 2014	Total
Other	Teacher and Leader Preparation Program Grants	0	150,000	150,000	150,000	450,000

### *Alternate Certification*

Delaware is also committed to expanding opportunities for non-education professionals to become certified teachers and leaders. Using Race to the Top funds, Delaware will expand its alternate certification options and bring nationally recognized programs to the State. Approximately \$3 million over the course of the grant has been allocated to assist these programs begin their operations in Delaware.

Budget Category	Description	FY 2011	FY 2012	FY 2013	FY 2014	Total
Contractual	SEA will expand Alternate Routes to Certification programs by providing several nationally recognized third party providers with funding to establish programs in Delaware. Funding from this grant will support a portion of the ongoing cost of these relationships throughout the length of the grant. These numbers are based on estimates from discussions with potential vendors.	555,000	900,000	965,000	608,000	3,028,000

### *Teacher Residency*

Finally, in its efforts to increase and enhance the teacher pipeline, Delaware will implement a highly targeted Teacher Residency program. This program will target both traditional and non-traditional teacher candidates with the option to become certified by serving as a STEM teacher in a

high-need school. The candidates will receive an \$11,000 annual stipend and will be paired with a highly effective teacher who will receive a \$3,000 stipend to mentor the resident. This program will be administered through a contractual arrangement.

Budget Category	Description	FY 2011	FY 2012	FY 2013	FY 2014	Total
<b>Contractual</b>	SEA will contract for the administration and management of the Teacher Residency project. The first year's contract covers general management costs as well as start up and curriculum development costs for the partner. After that, the funding will go towards the ongoing administration and management of the Teacher Residency project by a third party contractor.	100,000	50,000	50,000	50,000	<b>250,000</b>
<b>Training Stipends</b>	SEA will provide an \$11,000 stipend for Teacher Residency candidates targeting STEM subjects in high need schools. 100 residents will complete the one year program over the course of the grant.	0	220,000	220,000	660,000	<b>1,100,000</b>
<b>Training Stipends</b>	SEA will provide mentoring stipends for experienced teachers to work with Teacher Residents. Mentors will receive a stipend of 3,000 for each Teacher Resident they mentor.	0	60,000	60,000	180,000	<b>300,000</b>

### ***Web Portal and Marketing***

To facilitate the hiring process and ensure that Delaware has the capacity to capitalize on recruitment efforts, the State will develop an online web portal where all candidates will be able to submit their applications for any job opening statewide. This effort will cost approximately \$312,000 (4 programmers at \$80/hour for a 6 month period) to develop and make operational. When finished, this web portal will help streamline the application process for candidates and ensure that they have information about all job opportunities in the State. Delaware will also create an outreach and marketing effort in the region to attract talented applicants to the State and engage parents and community stakeholders in the Race to the Top efforts. These recruiting efforts and the generation of public support will be critical to the sustainability Race to the Top initiatives.

Budget Category	Description	FY 2011	FY 2012	FY 2013	FY 2014	Total
<b>Contractual</b>	SEA will develop an online application portal for all education opportunities in Delaware. This will require the work of 4 programmers (estimated at \$80/hour) over the course of 6 months. The full cost of this project will be covered by this grant.	312,000	0	0	0	<b>312,000</b>
<b>Other</b>	SEA will create a comprehensive marketing campaign to increase and enhance the teacher recruitment efforts as well as a community awareness and parent outreach program	150,000	150,000	150,000	150,000	<b>600,000</b>

## Supporting Teachers and Leaders

Delaware recognizes that our enhanced recruitment efforts must be followed by robust professional development and adequate supports for teachers. To this end, Delaware will be using a significant portion of its Race to the Top funds to give teachers the skills and tools to meet the enhanced accountability and new demands that this reform dictates.

### *Data Coaches*

With the implementation of a new testing system, Delaware’s teachers will have a wealth of data and information available to them. This data is only useful, however, if teachers can translate the information into classroom solutions and use it to inform their teaching. To make sure that each teacher has those skills, Delaware will deploy data coaches to all LEAs. The State will provide 4.5 hours of data coaching per month to each professional learning community (of 6-7 teachers) for two years. The coaches will be contractual in nature and work on a full time basis. 15 data coaches will be provided to the first waive of schools beginning in January 2011. At the peak of the program, 35 data coaches will cover all schools in 2011-12. In sum, each school will have access to a data coach for two years with State support. These data coaches will be fully funded for non high-need schools at a rate of \$104,000 per data coach annually (\$54 hourly rate). Because of the importance of this initiative, high-need schools will be required to contribute 50% of the cost for data coaches. This will help ensure that these schools have a high level of engagement and investment in the successful use of the data coaches and the influx of funds that high-need schools will receive through the Title I allocation formula will ensure that they have sufficient resources to contribute to this initiative. This 50% is not included in the budget detail below.

Budget Category	Description	FY 2011	FY 2012	FY 2013	FY 2014	Total
Contractual	SEA will provide data coaches for all participating LEAs. The State will provide 25 data coaches to non high-need schools for two years, at a cost of \$104,000 per data coach annually. The State will subsidize 50% of the cost of 10 data coaches at high-need schools, at a cost of \$52,000 per data coach annually.	1,352,000	3,182,400	1,731,226	0	6,265,626

### *Development Coaches*

Teachers and leaders will also need support and assistance in transitioning to a new, more rigorous evaluation system. To facilitate this, Delaware will provide development coaches to support assessors and ensure that the new evaluation system is implemented with fidelity and consistency. The State will provide each assessor with one half day of coaching per month, every month for two years.

This will require 15 development coaches to be contracted for two years. The annual cost per development coach is estimated to be \$104,000. For the same reasons described for the data coaches, high-need schools will be asked to contribute 50% of the cost of their development coach. This 50% is not included in the budget detail below.

Budget Category	Description	FY 2011	FY 2012	FY 2013	FY 2014	Total
<b>Contractual</b>	SEA will provide development coaches for all participating LEAs. The State will provide 11 development coaches to non high-need schools for two years, at a cost of \$104,000 per data coach annually. The State will subsidize 50% of the cost of 4 development coaches at high-need schools, at a cost of \$52,000 per data coach annually.	1,352,000	1,379,000	0	0	<b>2,731,000</b>

### ***Schoolwide Comprehensive Professional Development Model***

While targeted assistance for teachers is needed in key reform areas, Delaware will also be investing in changing the culture around professional development entirely. An existing partner has been operating a program to implement just this type of culture shift in Delaware schools for the past two years. Moving forward, the DDOE will contract with an organization like this in order to continue creating a professional development culture in Delaware schools.

Budget Category	Description	FY 2011	FY 2012	FY 2013	FY 2014	Total
<b>Contractual</b>	SEA will partner with a comprehensive professional development provider to implement programs in Delaware schools. The estimated cost is approximately \$40,000 dollars per school. Cost is based on partnering with 25 schools annually for each of the next four years.	1,000,000	1,000,000	1,000,000	1,000,000	<b>4,000,000</b>

### ***Principal Training***

Effective principals, who act as instructional leaders, are crucial to improving student achievement. New principals and those in high-need schools face distinct challenges to be successful. Delaware will use Race to the Top funds to invest in these principals' success by offering intensive research-based leadership training. A contractor will provide training to an estimated 195 novice and high-need school principals over the course of the grant period. For novice or experienced principals in high-need schools, training will be provided in the first two years of the grant and the State will pay 50% of the cost of their training. The principal's school will be responsible for paying the remaining 50% of the training cost for the same reasons outlined for the data and development coaches. This 50% is not included in the budget detail below. For other novice principals, training will be provided as they are

hired and paid for in full by the State. The full cost of this training is estimated to be approximately \$15,000 per principal.

Budget Category	Description	FY 2011	FY 2012	FY 2013	FY 2014	Total
Contractual	SEA will provide novice principals and those in high-need schools with intensive training and professional development. Given principal turnover, the State expects it will fully fund 95 novice principals in non high-need schools over the course of four years. Based on the number of current high-need school principals and anticipated turnover in these schools, the State expects that it will fund half of the training costs for 75 principals over the course of four years. High Need schools will provide the other 50% of the cost for their participation in this project, which is not included in these numbers.	555,000	525,000	450,000	450,000	1,980,000

### ***SAMs***

While the trials of being a principal can be greater for those just starting out or serving in high-need schools, no principal role is free from challenges. Many successful leadership training efforts focus on time management and giving leaders the tools to focus on the things that produce the greatest results. Delaware will use this approach, estimated to cost \$4,000 per principal annually, for every principal statewide that is not participating in the more intensive training. In total, approximately 100 principals will receive this training for two years. Contracting with a leadership training provider to use time studies and targeted professional development will ensure that every principal in Delaware has the ability and tools to be an effective instructional leader.

Budget Category	Description	FY 2011	FY 2012	FY 2013	FY 2014	Total
Contractual	For all principals not receiving intensive training, SEA will provide professional development on the use of School Administration Managers (SAMs). This training will cost \$4,000 per principal per year. The State will provide two years of training to each of approximately 100 principals.	0	200,000	400,000	200,000	800,000

### **Rewarding Results and Retaining Effective Teachers**

Attracting and investing in talented teachers and leaders is only an effective strategy if the tools are in place to keep them. Delaware will implement strategies to use effective teachers and leaders to their fullest potential and reward them for contributing to our successful reform efforts.

#### ***Delaware Fellows***

Beginning in fall 2012, highly-effective teachers and principals will be able to participate in the Delaware Fellows program. This opportunity will require that participants transfer to select high-need

schools in return for a \$5,000 transfer bonus and increased professional development. It is estimated that 215 teachers and 25 principals will participate in this effort. To maximize the impact of this initiative, the participants will receive professional development over the course of two years, carrying the activity into the tydings period. Because this program is intended to promote consistency and stability in these schools, it is critical that the Fellows be afforded the maximum time available in these assignments. This will increase the effectiveness and improve outcomes at each of the high-need schools.

<b>Budget Category</b>	<b>Description</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>Total</b>
<b>Personnel</b>	SEA will award a \$5,000 transfer bonuses to each highly effective teacher and principal that transfers to a high-need school through the Delaware Fellows Program. 215 teachers and 25 principals will participate in the Fellows program during the course of the grant.	0	0	225,000	975,000	<b>1,200,000</b>
<b>Benefits</b>	Other employment costs for the Delaware Fellows bonuses. This is based on the State approved rate for 2010 and a 2% inflation rate.	0	0	58,725	259,545	<b>318,270</b>
<b>Contractual</b>	SEA will provide participants in the Delaware Fellows program with intensive summer training and monthly professional development. This additional professional development will cost \$4,000 per teacher for 215 teachers and \$5,000 per principal for 215 principals.	0	0	185,000	800,000	<b>985,000</b>

### ***Retention Bonuses***

Another strategy that Delaware will use with Race to the Top funds is offering retention bonuses for highly-effective teachers and leaders that continue to serve their high-need schools. The State will select certain schools for these bonuses and anticipates that during the grant period approximately 600 bonuses will be awarded starting in the 2011-12 school year. Principals will be eligible to receive \$10,000 while teachers will be eligible for \$8,500 with a \$1,500 supplement for critical subject areas.

<b>Budget Category</b>	<b>Description</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>Total</b>
<b>Personnel</b>	SEA will award retention bonuses to highly effective teachers and leaders in high-need schools. The State estimates that it will award 600 awards ranging from \$8,500 to \$10,000 each over the course of the grant period.	0	896,000	2,250,000	2,250,000	<b>5,396,000</b>
<b>Benefits</b>	Other employment costs for the retention bonuses. This is based on the State approved rate for 2010 and a 2% inflation rate.	0	229,286	587,250	598,950	<b>1,415,486</b>

### ***Academic Achievement Awards***

Race to the Top will allow Delaware to maintain a program that it began with ARRA funding. This program rewards consistently high-performing schools by providing \$150,000 school level bonuses

to five schools that have exceeded their AYP target for two or more years or significantly closed the achievement gap. Delaware will continue this program through the 2013-14 school year.

Budget Category	Description	FY 2011	FY 2012	FY 2013	FY 2014	Total
<b>Supplemental Funding for Participating LEAs</b>	SEA will award school level bonuses of \$150,000 to five schools annually based on performance. The criteria will be based on closing the achievement gap and progress on AYP	0	750,000	750,000	750,000	<b>2,250,000</b>

### **Teacher and Leader Effectiveness Unit**

Changing the role of the DDOE is the final, critical component of the Race to the Top reform. This change will ensure that the substantial investments in teachers and leaders will result in sustainable, robust reform. The Teacher and Leader Effectiveness Unit (TLEU) will lead that change. This group, consisting of a Director and two program managers, will be full time DDOE employees embedded within the Project Management Office. Their role will be to provide vital strategic vision, coordination and oversight for the LEAs and contractors leading these initiatives. During the start up and transition period, the TLEU will hire contractual support as needed to assist in quickly implementing the variety of initiatives and in the out years, the TLEU will bring in contractual support to help in evaluating programs and providing technical assistance to any struggling LEAs.

<b>Budget Category</b>	<b>Description</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>Total</b>
<b>Personnel</b>	The Chief Officer of the TLEU will be responsible for developing and executing strategy to improve teacher and leader effectiveness. The TLEU leader will drive much of the RTTT reform and will be responsible for all the teacher and leader preparation, recruitment, retention, and development initiatives associated with the RTTT proposal. In addition, the TLEU will work closely with other departments to ensure that their work is aligned with the State's broader strategic priorities for improving teacher and leader effectiveness.	130,000	132,600	135,252	137,957	<b>535,809</b>
<b>Personnel</b>	Preparation Program Manager: This manager will be responsible for overseeing efforts to improve the pipeline of effective teachers and leaders, and efforts to place more highly-effective teachers and leaders in high-need schools. They will report to the Chief TLEU Officer.	95,000	96,900	98,838	100,815	<b>391,553</b>
<b>Personnel</b>	Professional Development Program Manager: This manager will be responsible for overseeing efforts to improve the quality of professional development, and to ensure that the evaluation system is implemented with fidelity and links to development plans. They will report to the Chief TLEU Officer.	95,000	96,900	98,838	100,815	<b>391,553</b>
<b>Personnel</b>	Special Projects Program Manager: This manager will be responsible for overseeing the development of new career paths for teachers and leaders, including the teacher leader program, and will lead other special initiatives. They will report to the Chief TLEU Officer.	95,000	96,900	98,838	100,815	<b>391,553</b>
<b>Benefits</b>	Other Employment costs and benefits for the four personnel in the Teacher and Leader Effectiveness Unit.	137,124	142,312	147,701	153,295	<b>580,432</b>
<b>Travel</b>	Estimated cost of travel needs, including mileage reimbursement, conferences and monitoring requirements.	8,000	8,000	8,000	8,000	<b>32,000</b>
<b>Equipment</b>	Computers and Office Equipment for new personnel.	12,000	0	0	0	<b>12,000</b>
<b>Supplies</b>	Office supplies and support services directly related to the TLEU activities.	2,000	2,000	2,000	2,000	<b>8,000</b>
<b>Contractual</b>	SEA will contract for additional support for the Teacher and Leader Effectiveness Unit. This will be provided on an on-going basis for the course of the grant to be allocated as needed to meet capacity requirements. A portion of this money will be used to contract for value added growth analysis.	250,000	250,000	250,000	250,000	<b>1,000,000</b>

## Turnaround Schools

<b>Budget Part II: Project Level Budget Table</b> <b>Project Name: Turnaround Schools</b> <b>Associated with Criteria: (E)(1) and (E)(2)</b> <b>(Evidence for selection criterion (A)(2)(i)(d))</b>					
<b>Budget Categories</b>	<b>FY2011 (a)</b>	<b>FY2012 (b)</b>	<b>FY2013 (c)</b>	<b>FY2014 (d)</b>	<b>Total (e)</b>
<b>1. Personnel</b>	320,000	326,400	332,928	339,587	1,318,915
<b>2. Benefits</b>	113,288	117,516	121,904	126,458	479,166
<b>3. Travel</b>	8,000	8,000	8,000	8,000	32,000
<b>4. Equipment</b>	12,000	0	0	0	12,000
<b>5. Supplies</b>	2,000	2,000	2,000	2,000	8,000
<b>6. Contractual</b>	75,000	75,000	75,000	75,000	300,000
<b>7. Training Stipends</b>	0	0	0	0	0
<b>8. Other</b>	0	0	0	0	0
<b>9. Total Direct Costs (lines 1-8)</b>	530,288	528,916	539,832	551,045	2,150,080
<b>10. Indirect Costs</b>	22,197	22,139	22,603	23,079	90,018
<b>11. Funding for Involved LEAs</b>	0	0	0	0	0
<b>12. Supplemental Funding for Participating LEAs</b>	0	600,000	2,000,000	3,400,000	6,000,000
<b>13. Total Costs (lines 9-12)</b>	552,485	1,151,055	2,562,435	3,974,124	8,240,099

Delaware's reform efforts will only be successful if progress is made in all schools, especially those that are considered persistently lowest-achieving. Delaware recognizes the unique challenges facing these schools and embraces the turnaround models outlined in the guidance as needed tools in changing these schools into success stories. Delaware will leverage the 1003(g) School Improvement Grants available under ARRA to implement much of the initiatives that will impact these schools. A Partnership Zone will be created and each school will receive intensive, rich interventions. To ensure that these interventions are successful, Delaware will use Race to the Top funds to provide supplemental support to those schools in the Partnership Zone. The anticipated participation in the Partnership Zone is three schools in 2011-12 with another seven joining in 2012-13. Schools will remain in the

Partnership Zone for three years and receive \$200,000 each year from Race to the Top. To ensure that every school that joins the Partnership Zone receives the full benefit of participation, the use of this supplemental funding will carry into the tydings period.

Budget Category	Description	FY 2011	FY 2012	FY 2013	FY 2014	Total
<b>Supplemental Funding for Participating LEAs</b>	SEA will supply each school in the Partnership Zone with additional funds to ensure sufficient resources are available. Each school that enters the Partnership Zone will receive \$200,000 in supplemental funding for each of 3 years. 10 schools will enter the Partnership Zone during the grant period.	0	600,000	2,000,000	3,400,000	6,000,000

### Turnaround Office

The supports needed for turning around the lowest achieving schools are substantial, not only for schools but also the LEAs in which they reside. As another component of the Project Management Office, the State Turnaround Office will provide the capacity needed. This office will also consist of one Director and three program managers and will hire contractual support as needed to provide additional supports to the Partnership Zone schools.

<b>Budget Category</b>	<b>Description</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>Total</b>
<b>Personnel</b>	The Turnaround leader will be responsible for providing support to schools in the Partnership Zone, particularly by providing access to national best practice, mentorship, advice on implementing turnaround effectively, will establish partnerships to support the State's turnaround efforts, will monitor performance of turnaround schools and will manage the work of the rest of the Turnaround office.	130,000	132,600	135,252	137,957	535,809
<b>Personnel</b>	The Turnaround Accountability manager will monitor performance of turnaround schools and coordinate supports to address the specific needs of individual schools	95,000	96,900	98,838	100,815	391,553
<b>Personnel</b>	The Turnaround Identification manager will identify potential turnaround schools and will perform Comprehensive Success Reviews for the State.	95,000	96,900	98,838	100,815	391,553
<b>Benefits</b>	Other Employment costs and benefits for three personnel in the Turnaround Office	113,288	117,516	121,904	126,458	479,166
<b>Travel</b>	Estimated cost of travel needs, including mileage reimbursement, conferences and monitoring requirements	8,000	8,000	8,000	8,000	32,000
<b>Equipment</b>	Computers and Office Equipment for new personnel	12,000	0	0	0	12,000
<b>Supplies</b>	Office supplies and support services directly related to the activities of the Turnaround Office	2,000	2,000	2,000	2,000	8,000
<b>Contractual</b>	Additional program management support for the Turnaround Office. This will be provided on an on-going basis for the course of the grant to be allocated as needed to meet capacity requirements.	75,000	75,000	75,000	75,000	300,000

## Performance Management Team

The final component of Delaware’s Project Management Office is the Performance Management Team (PMT). The PMT will mine the extensive data being generated as these projects get underway and will provide early warnings for any programs, LEAs or schools going off track. The PMT will work closely with the Turnaround Office and the TLEU to ensure that their efforts are on track to succeed and meet the goals established in this application. The PMT will also be responsible for tracking and reporting the official performance measure data.

<b>Budget Category</b>	<b>Description</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>Total</b>
<b>Personnel</b>	PMT leader: The PMT leader will be responsible for tracking performance towards goals at the State, LEA, and school levels, and identifying when performance is off track. When goals are likely to be missed, the PMT leader will lead implementation teams in problem solving to identify opportunities to get back on track. The PMT leader will be a coach and advisor to implementation teams to spread best practice and improve overall system performance. In addition, the PMT leader will be responsible for presenting analyses of performance data to the Secretary of Education, and for identifying specific actions that need to occur to improve performance.	120,000	122,400	124,848	127,345	494,593
<b>Personnel</b>	PMT Analyst: PMT analyst The PMT analyst supports the work of the PMT leader, and provides in-depth analysis of performance data to identify best practice, recognize when performance is on or off track, and suggest interventions when performance is lagging expectations. The PMT analyst will participate in problem solving and will coach implementation teams to improve overall system performance.	80,000	81,600	83,232	84,897	329,729
<b>Benefits</b>	Other Employment costs and benefits for two personnel in the Performance Management Office	72,180	74,864	77,649	80,539	305,231
<b>Travel</b>	Estimated cost of travel needs, including mileage reimbursement, conferences and monitoring requirements	8,000	8,000	8,000	8,000	32,000
<b>Equipment</b>	Computers and Office Equipment for new personnel	9,000	0	0	0	9,000
<b>Supplies</b>	Office supplies and support services directly related to the activities of the Performance Management Team.	1,800	1,800	1,800	1,800	7,200
<b>Contractual</b>	Additional program management support for the Performance Management Team. This will be provided on an on-going basis for the course of the grant to be allocated as needed to meet capacity requirements.	300,000	200,000	200,000	200,000	900,000



## Appendix (A)(2) – 7 Longitudinal Data System Grant Budget

DASER Grant Proposal												
Item / Outcome	Subtask	Categories	Item Description	Year 1 Grant Funds	Year 1 State Funds	Year 2 Grant Funds	Year 2 State Funds	Year 3 Grant Funds	Year 3 State Funds	Grant Funds Total	State Funds Total	Comments
<b>Travel for Grantee Meetings</b>												
N/A												
			Mileage	\$200.00		\$200.00		\$200.00		\$600.00	\$0.00	
			Hotel	\$1,200.00		\$1,200.00		\$1,200.00		\$3,600.00	\$0.00	
			Meals	\$300.00		\$300.00		\$300.00		\$900.00	\$0.00	
			<b>Total Travel</b>							<b>\$5,100.00</b>	<b>\$0.00</b>	
<b>Professional Project Manager</b>												
<b>Manage Project</b>												
<b>Personnel</b>												
			Development Manager		\$30,000.00		\$30,000.00		\$30,000.00		\$90,000.00	Applications Development M
			Project Oversight		\$25,000.00		\$25,000.00		\$25,000.00		\$75,000.00	Director / Czeizinger
			Integration Management		\$50,000.00		\$50,000.00		\$50,000.00		\$150,000.00	Pupil Accounting Manager /
			Fringe Benefits							\$0.00	\$0.00	
			Travel							\$0.00	\$0.00	
			Equipment		\$2,000.00					\$0.00	\$2,000.00	PC for Project Manager
			Supplies		\$200.00		\$200.00		\$200.00	\$0.00	\$600.00	Supplies for PM
<b>Contractual</b>												
			Project Manager	\$165,000.00		\$165,000.00		\$165,000.00		\$495,000.00	\$0.00	
			Construction							\$0.00	\$0.00	
			Other							\$0.00	\$0.00	
			<b>Total Direct Costs</b>							<b>\$495,000.00</b>	<b>\$317,600.00</b>	
			Indirect costs							\$0.00	\$0.00	
			Training stipends							\$0.00	\$0.00	
			<b>Total Costs</b>							<b>\$495,000.00</b>	<b>\$317,600.00</b>	
<b>Outcome #1 - Client ID Crosswalk Subsystem</b>												
<b>Build the system</b>												
<b>Personnel</b>												
			State Policy Analyst		\$35,000.00		\$35,000.00		\$35,000.00	\$0.00	\$105,000.00	Policy Analyst / Haberstroh
			Lead DOE Programmer (20%)		\$25,000.00		\$25,000.00		\$25,000.00	\$0.00	\$75,000.00	Senior DOE Programmer / Te
			Fringe Benefits							\$0.00	\$0.00	
			Travel							\$0.00	\$0.00	
			Equipment							\$0.00	\$0.00	
			Supplies							\$0.00	\$0.00	
<b>Contractual</b>												
			DOE Contracted Programmer	\$165,000.00		\$165,000.00				\$330,000.00	\$0.00	
			DOL Contracted Programmer	\$165,000.00						\$165,000.00	\$0.00	165000 per year contract em
			DHSS Contracted Programmer	\$165,000.00						\$165,000.00	\$0.00	165000 per year contract em
			DSCYF Contracted Programmer	\$165,000.00						\$165,000.00	\$0.00	165000 per year contract em
			DOE Contracted Documentation and Train	\$165,000.00		\$165,000.00		\$165,000.00		\$495,000.00	\$0.00	165000 per year contract em
			Construction							\$0.00	\$0.00	
			Other							\$0.00	\$0.00	

<b>Total Direct Costs</b>								<b>\$1,320,000.00</b>	<b>\$180,000.00</b>	
Indirect costs								\$0.00	\$0.00	
Training stipends								\$0.00	\$0.00	
<b>Total Costs</b>								<b>\$1,320,000.00</b>	<b>\$180,000.00</b>	
<b>Outcome #2 - Interoperability</b>										
<b>Metadata Dictionary/ERD</b>										
Personnel								\$0.00	\$0.00	
Fringe Benefits								\$0.00	\$0.00	
Travel								\$0.00	\$0.00	
Equipment								\$0.00	\$0.00	
Supplies								\$0.00	\$0.00	
<b>Contractual</b>								\$0.00	\$0.00	
ERD Consultant	\$165,000.00							\$165,000.00	\$0.00	
Maintenance			\$49,500.00		\$49,500.00			\$99,000.00	\$0.00	
Construction								\$0.00	\$0.00	
Other								\$0.00	\$0.00	
<b>Total Direct Costs</b>								<b>\$264,000.00</b>	<b>\$0.00</b>	
Indirect costs								\$0.00	\$0.00	
Training stipends								\$0.00	\$0.00	
<b>Total Costs</b>								<b>\$264,000.00</b>	<b>\$0.00</b>	
<b>ISA</b>										
<b>Personnel</b>								\$0.00	\$0.00	
Fringe Benefits								\$0.00	\$0.00	
<b>Travel</b>								\$0.00	\$0.00	
ESP Solutions or vendor ISA	\$1,500.00		\$3,000.00		\$3,000.00			\$7,500.00	\$0.00	
Equipment								\$0.00	\$0.00	
Supplies								\$0.00	\$0.00	
<b>Contractual</b>								\$0.00	\$0.00	
ESP Solutions or vendor ISA	\$80,000.00		\$16,800.00		\$17,640.00			\$114,440.00	\$0.00	
Construction								\$0.00	\$0.00	
Other								\$0.00	\$0.00	
<b>Total Direct Costs</b>								<b>\$121,940.00</b>	<b>\$0.00</b>	
Indirect costs								\$0.00	\$0.00	
Training stipends								\$0.00	\$0.00	
<b>Total Costs</b>								<b>\$121,940.00</b>	<b>\$0.00</b>	
<b>Process Flow Diagram</b>										
<b>Personnel</b>								\$0.00	\$15,000.00	Education Specialist / Pond
DDOE Education Associate		\$7,500.00		\$7,500.00				\$0.00	\$15,000.00	Education Specialist / Pond
Fringe Benefits								\$0.00	\$0.00	
<b>Travel</b>								\$0.00	\$0.00	
ESP Solutions								\$0.00	\$0.00	
Equipment								\$0.00	\$0.00	
Supplies								\$0.00	\$0.00	
<b>Contractual</b>								\$0.00	\$0.00	
ESP Solutions or Vendor								\$0.00	\$0.00	
Construction								\$0.00	\$0.00	
Other								\$0.00	\$0.00	

<b>Total Direct Costs</b>								<b>\$1,320,000.00</b>	<b>\$180,000.00</b>
Indirect costs								\$0.00	\$0.00
Training stipends								\$0.00	\$0.00
<b>Total Costs</b>								<b>\$1,320,000.00</b>	<b>\$180,000.00</b>
<b>Outcome #2 - Interoperability</b>									
<b>Metadata Dictionary/ERD</b>									
Personnel								\$0.00	\$0.00
Fringe Benefits								\$0.00	\$0.00
Travel								\$0.00	\$0.00
Equipment								\$0.00	\$0.00
Supplies								\$0.00	\$0.00
<b>Contractual</b>								\$0.00	\$0.00
ERD Consultant	\$165,000.00							\$165,000.00	\$0.00
Maintenance			\$49,500.00		\$49,500.00			\$99,000.00	\$0.00
Construction								\$0.00	\$0.00
Other								\$0.00	\$0.00
<b>Total Direct Costs</b>								<b>\$264,000.00</b>	<b>\$0.00</b>
Indirect costs								\$0.00	\$0.00
Training stipends								\$0.00	\$0.00
<b>Total Costs</b>								<b>\$264,000.00</b>	<b>\$0.00</b>
<b>ISA</b>									
<b>Personnel</b>									
Fringe Benefits								\$0.00	\$0.00
<b>Travel</b>									
ESP Solutions or vendor ISA	\$1,500.00		\$3,000.00		\$3,000.00			\$7,500.00	\$0.00
Equipment								\$0.00	\$0.00
Supplies								\$0.00	\$0.00
<b>Contractual</b>									
ESP Solutions or vendor ISA	\$80,000.00		\$16,800.00		\$17,640.00			\$114,440.00	\$0.00
Construction								\$0.00	\$0.00
Other								\$0.00	\$0.00
<b>Total Direct Costs</b>								<b>\$121,940.00</b>	<b>\$0.00</b>
Indirect costs								\$0.00	\$0.00
Training stipends								\$0.00	\$0.00
<b>Total Costs</b>								<b>\$121,940.00</b>	<b>\$0.00</b>
<b>Process Flow Diagram</b>									
<b>Personnel</b>									
DDOE Education Associate		\$7,500.00		\$7,500.00				\$0.00	\$15,000.00
Fringe Benefits								\$0.00	\$0.00
<b>Travel</b>									
ESP Solutions								\$0.00	\$0.00
Equipment								\$0.00	\$0.00
Supplies								\$0.00	\$0.00
<b>Contractual</b>									
ESP Solutions or Vendor								\$0.00	\$0.00
Construction								\$0.00	\$0.00
Other								\$0.00	\$0.00

<b>Total Direct Costs</b>								<b>\$1,050,000.00</b>	<b>\$150,000.00</b>
Indirect costs								\$0.00	\$0.00
Training stipends								\$0.00	\$0.00
<b>Total Costs</b>								<b>\$1,050,000.00</b>	<b>\$150,000.00</b>

**Outcome #4 - Enterprise Identity Management and Portal System**

**Portal**

**Personnel**

Data Governance Coordinator (25%)		\$18,750.00		\$18,750.00		\$18,750.00		\$0.00	\$56,250.00	Education Technician / Phillip
Fringe Benefits								\$0.00	\$0.00	
Travel								\$0.00	\$0.00	

**Equipment**

Portal Development Server	\$10,000.00							\$10,000.00	\$0.00	
Portal Development Database Server	\$10,000.00							\$10,000.00	\$0.00	
Portal Web Server	\$30,000.00							\$30,000.00	\$0.00	
Portal Database Server	\$30,000.00							\$30,000.00	\$0.00	
Developer Systems	\$9,000.00							\$9,000.00	\$0.00	
Visual Studio 2008 Professional	\$3,000.00							\$3,000.00	\$0.00	

**Contractual**

Application Program Developer	\$165,000.00		\$165,000.00		\$165,000.00		\$495,000.00	\$0.00		
DOE Contracted Programmer					\$165,000.00		\$165,000.00			Contracted programmer from
Construction							\$0.00	\$0.00		
Other							\$0.00	\$0.00		
<b>Total Direct Costs</b>							<b>\$752,000.00</b>	<b>\$56,250.00</b>		

Indirect costs								\$0.00	\$0.00	
Training stipends								\$0.00	\$0.00	
<b>Total Costs</b>								<b>\$752,000.00</b>	<b>\$56,250.00</b>	

**Outcome #5 - Enterprise Reporting**

**N/A**

**Personnel**

DOE Programmer		\$105,000.00		\$105,000.00				\$0.00	\$210,000.00	Education Associate / 1/2 Ma
Fringe Benefits								\$0.00	\$0.00	
Travel								\$0.00	\$0.00	
Equipment								\$0.00	\$0.00	
Supplies								\$0.00	\$0.00	

**Contractual**

Education and Reporting Analyst	\$145,000.00		\$145,000.00		\$145,000.00		\$435,000.00	\$0.00		
Documentation and Training Professional	\$135,000.00		\$135,000.00		\$135,000.00		\$405,000.00	\$0.00		
Construction							\$0.00	\$0.00		
Other							\$0.00	\$0.00		
<b>Total Direct Costs</b>							<b>\$840,000.00</b>	<b>\$210,000.00</b>		

Indirect costs								\$0.00	\$0.00	
Training stipends								\$0.00	\$0.00	
<b>Total Costs</b>								<b>\$840,000.00</b>	<b>\$210,000.00</b>	

**Outcome #6 - Electronic Transcript Subsystem**

**Implement NTC**

Personnel							\$0.00	\$0.00
Fringe Benefits							\$0.00	\$0.00
Travel							\$0.00	\$0.00
Equipment							\$0.00	\$0.00
Supplies							\$0.00	\$0.00
<b>Contractual</b>								
Annual subscription	\$37,500.00		\$37,500.00		\$37,500.00		\$112,500.00	\$0.00
State setup	\$25,000.00						\$25,000.00	\$0.00
Register all districts	\$950.00						\$950.00	\$0.00
District implementation and training	\$5,700.00						\$5,700.00	\$0.00
Create data format and transactions	\$180,000.00						\$180,000.00	\$0.00
Construction							\$0.00	\$0.00
<b>Other</b>								
Private in-state colleges	\$7,256.00		\$7,256.00		\$7,256.00		\$21,768.00	\$0.00
Higher ed exchange	\$18,141.00		\$18,141.00		\$18,141.00		\$54,423.00	\$0.00
NTC Network unlimited	\$36,282.00		\$36,282.00		\$36,282.00		\$108,846.00	\$0.00
Secure PDF	\$3,628.00		\$3,628.00		\$3,628.00		\$10,884.00	\$0.00
Data Source Deployment	\$18,141.00		\$18,141.00		\$18,141.00		\$54,423.00	\$0.00
<b>Total Direct Costs</b>							<b>\$574,494.00</b>	<b>\$0.00</b>
Indirect costs							\$0.00	\$0.00
Training stipends							\$0.00	\$0.00
<b>Total Costs</b>							<b>\$574,494.00</b>	<b>\$0.00</b>
<b>Data Standards</b>								
Personnel							\$0.00	\$0.00
Fringe Benefits							\$0.00	\$0.00
Travel							\$0.00	\$0.00
Equipment							\$0.00	\$0.00
Supplies							\$0.00	\$0.00
Contractual							\$0.00	\$0.00
Construction							\$0.00	\$0.00
Other							\$0.00	\$0.00
<b>Total Direct Costs</b>							<b>\$0.00</b>	<b>\$0.00</b>
Indirect costs							\$0.00	\$0.00
Training stipends							\$0.00	\$0.00
<b>Total Costs</b>							<b>\$0.00</b>	<b>\$0.00</b>
<b>Course Classification System</b>								
Personnel							\$0.00	\$0.00
Fringe Benefits							\$0.00	\$0.00
Travel							\$0.00	\$0.00
Equipment							\$0.00	\$0.00
Supplies							\$0.00	\$0.00
<b>Contractual</b>								
Documentation and Training Analyst	\$165,000.00		\$165,000.00		\$165,000.00		\$495,000.00	\$0.00
Construction							\$0.00	\$0.00
Other							\$0.00	\$0.00
<b>Total Direct Costs</b>							<b>\$495,000.00</b>	<b>\$0.00</b>
Indirect costs							\$0.00	\$0.00
Training stipends							\$0.00	\$0.00

<b>Total Costs</b>							<b>\$495,000.00</b>	<b>\$0.00</b>		
	Year 1	Year 1	Year 2	Year 2	Year 3	Year 3				
	Grant Total	State Total	Grant Total	State Total	Grant Total	State Total	<b>Grant Total</b>	<b>State Total</b>		
	\$2,704,298.00	\$370,950.00	\$1,649,948.00	\$368,950.00	\$1,650,788.00	\$248,950.00	<b>\$6,005,034.00</b>	<b>\$988,850.00</b>		
	<b>Grand Total</b>						<b>\$6,993,884.00</b>			

Appendix (A)(2) – 8 Letters of Support



January 13, 2010

The Honorable Lillian Lowery, Ed.D.  
Secretary, Department of Education  
401 Federal Street – Suite 2  
Dover, DE 19901

Dear Dr. Lowery:

As President of the Delaware State Education Association, I am writing to express support for the goals the Markell Administration has set for Delaware's public schools, which are the foundation for the state's Race to the Top application.

The federal Race to the Top grant program offers Delaware an opportunity to strengthen and enhance our current high-quality public education system. It will aid Delaware in its efforts to strive to enable all students, especially those in low-resourced schools and those with social and economic disadvantages, to reach their full potential and successfully enter the workforce of the future.

The voice and input of educators expressed through their unions and their collective bargaining agreements are an essential and positive part of the process to achieve these goals. The reforms outlined in Delaware's plan represent the months of challenging collaborative work among the Markell Administration, the Delaware Department of Education, and the Delaware State Education Association. We commend your staff for their willingness to listen to our concerns and suggestions and for fashioning reasonable solutions to the issues we have brought to your attention. Should Delaware's application for RTTT funding be approved, successful implementation of the program will hinge upon the continued understanding that key stakeholders must be fully engaged in the conversation and program design. DSEA stands ready to continue that spirit of collaboration.

Several elements of the Race to the Top application and the Delaware Department of Education's Strategic Plan are supported by the Delaware State Education Association Resolutions. They include:

**DELAWARE STATE EDUCATION ASSOCIATION**  
Headquarters | 136 East Water Street | Dover, Delaware 19901 | P + 302.734.5834 | F + 674.8499 | TF + 866.734.5834  
Branch Office | 4135 Oglethorpe-Stanton Road | Suite 101 | Newark, Delaware 19713 | P + 302.366.8440 | F + 302.366.0287  
[www.dsea.org](http://www.dsea.org)

Diane Dandhua  
President

Mike Hoffmann  
Vice President

Karen Croese  
Treasurer

Mary Jo Faust  
NEA Director

Howard M. Weinberg  
Executive Director



- The implementation of the Delaware Comprehensive Assessment System (DCAS)
  - A new student assessment system which is both formative and summative using multiple measures and growth model testing to assess student learning
- Providing professional development during the transition to new standards and assessments
- Creating a coherent approach to professional development that links offerings with specific skill and role expectations, and evaluation
- Providing collaborative planning time during the school day
- Training superintendents and principals in evaluations and feedback with audits conducted and calibration of the assessors
- Creating “teacher leader” roles to give highly effective teachers the option of additional responsibilities and compensation
- Developing a plan for “turn around schools” in the Partnership Zone through the collective bargaining process
- Developing a teacher residency program
- Providing schools with data coaches and developmental coaches
- Prioritizing instructional leadership by providing intensive training to school leaders and by redistributing administrative work to school administrative managers (SAMs)

These laudable ideas, as well as others, can make important contributions to the goals that the Delaware State Education Association members have long held as crucial to successful education reform efforts.

The Race to the Top program presents unique challenges and opportunities for Delaware. No education reform effort of this magnitude will succeed without a strong partnership between educators, parents, students, administrators, local school boards, community leaders and state policy makers. DSEA remains committed to partnering with these stakeholders to successfully implement educationally sound programs that will positively impact the learning environment of all Delaware public schools.

Sincerely,



**Diane T. Donohue**  
 President  
 Delaware State Education Association

# Delaware Association of School Administrators

860 Silver Lake Blvd., Suite 150 • Dover, DE 19904-2402

Phone (302) 674-0630 / Fax (302) 674-8305

www.edasa.org

2009 - 2010

Officers

Marian Wolak  
President

J. Glenn Davidson  
President-Elect

Juanita Wilson  
Past President

Edward Seibert  
Treasurer

Executive Director  
G. Scott Reihm

Executive Assistant  
Deborah A. Virdin

January 12, 2010

Lillian Lowery, Ed. D.  
Delaware Department of Education  
John G. Townsend Building  
Dover, DE 1901

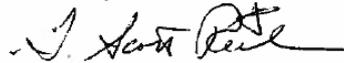
Dear Dr. Lowery,

The Delaware Association of School Administrators(DASA) would like to add our support to the Department in its application for Race to the Top funds. Our Association supports the concepts as outlined in the Delaware plan.

The bold reforms outlined in Delaware's plan represent the outcomes of months of challenging collaborative work, yet also signal a deep commitment from our state leaders to embrace promising new approaches that have the potential to provide all Delaware children access to excellent education.

We realize that much work needs to be done in the next 18 months in order to turn these concepts into reality in terms of details and definitions. DASA accepts the challenge and looks forward to working with the Department and other stakeholder groups in defining the process.

Sincerely,



G. Scott Reihm, Executive Director  
DASA



everychild.onevoice.

January 8, 2010

United States Secretary of Education Arne Duncan  
US Department of Education  
Race to the Top  
Office of Elementary and Secondary Education,  
400 Maryland Ave., S.W., Room 3E108,  
Washington, D.C. 20202-3118

Dear Secretary Duncan,

It is an exciting time for education in the United States but it doesn't compare to what is happening in Delaware. As part of Delaware's Race to the Top application, I would like to tell you why, I believe, Delaware should be funded to its maximum potential. Governor Markell and his administration have fully embraced the need to strengthen our schools, to focus on student achievement, its demand for accountability from all parties, and the significant supports and opportunities it will provide for educators. The federal *Race to the Top* grant program is a tremendous opportunity for Delaware to build on this remarkable collective effort over the last two decades to create world-class schools.

What I am most excited about though, is Delaware's Parent Involvement, Family and Community Engagement initiatives. For the past year, I have been working with Lt. Governor Denn, Secretary of Education Lowery and Board of Education President Gray. These individuals have committed themselves through their actions, to help achieve and implement successful and effective parental involvement policies. They have embraced PTA's National Standards for Family-School Partnerships and our using its Implementation guide to focus their efforts to build student success. They have met with PTA leaders and local school parents, to find out what actually happens in the schools and how Parent Involvement is initiated in the local community. They have crossed the state and presented at numerous programs and meetings, during both day and night to inform districts and identify programs that work. Through this partnership with our organization, I have no doubt that their efforts will lead to improvements in student academic achievement and will strengthen partnerships among parents, teachers, principals, administrators, and other school personnel in meeting the education needs of our children.

Delaware has also started a number of new initiatives, having listened to parents and others, who are concerned about education in Delaware. Governor Markell has released a plan to strengthen Delaware's schools. This action plan focuses on four specific goals to help ensure that Delaware schools are world-class - improving student readiness, ensuring teacher quality, effectively using student data, and turning around persistently low-performing schools. Delaware has joined with 48 other states to help develop the Common Core Standards, which is also a goal of our national organization,

925 Bear-Corbitt Road  
Room 101  
Bear, DE 19701

de\_office@pta.org  
www.delawarepta.org  
www.pta.org

(302) 838-8770  
(302) 838-8772 FAX

## *The Delaware Early Childhood Council*

401 Federal Street, Dover, DE 19901

January 3, 2010

Dr. Lillian Lowery  
Secretary of Education  
Department of Education  
401 Federal Street  
Dover, DE 19901

Dear Dr. Lowery:

As you know, the Delaware Early Childhood Council is the state's advisory Board on programs for children birth to age five. On behalf of this group, I am pleased to express our enthusiastic support for the Markell Administration's goals and agenda to bring unprecedented resources and innovative initiatives to further Delaware's objective of achieving world-class public schools.

These bold reforms provide an excellent framework for the state's application for *Race to the Top*. They integrate well with the work the Council and the Office of Early Childhood at the Department of Education have been doing for the past eight years to assure that all children are well prepared to become successful adults.

The Council has appreciated the opportunity to participate in the formation of the Governor's plan and his administration's interest in and support for our work. *Early Success: Delaware's Plan for Early Childhood* encompasses the social, emotional, and cognitive development of our state's youngest children. The Department of Education influences and has ownership of most of the quality programs that are building Delaware's early childhood system. These initiatives have been substantially strengthened by the Markell Administration's education initiatives.

The Delaware Early Childhood Council strongly supports the state's application for *Race to the Top* and is pleased that Delaware has the opportunity to pursue this historic challenge. It comes at the most opportune time when the Governor and Secretary of Education have shown an unprecedented commitment to providing the highest quality educational opportunities for all Delaware children.

Sincerely,



Ann D. Wick, Chairman



Gov. Jack Markell  
Tatnall Building  
Dover, Delaware

January 14, 2010

Dear Governor Markell,

On behalf of Delaware's charter schools, the Delaware Charter Schools Network puts forth its support of the state's application for the federal Race to the Top grant as it has been presented to us both through the written scope of work and through meetings with Delaware Department of Education representatives and representatives of your staff. The heart of many of the proposed large scale reforms of this plan are among the foundational building blocks of the Delaware charter school movement that have demonstrated success in supporting struggling students and raising the bar for student achievement statewide.

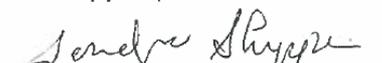
As you know, charter schools are among the top performers in the state. In 2008 DSTP testing, two of the five top performing schools with the highest percentage of Title 1 students in the state were charter schools. In 2009, three charter schools were ranked in the top ten among 103 Delaware elementary schools for 3<sup>rd</sup> grade DSTP testing. Two charter schools were ranked in the top 10 among 38 schools for 10<sup>th</sup> grade testing. At 8<sup>th</sup> grade testing, two charter schools with an open lottery student selection system ranked #1 and #2 among 46 middle schools in the state.

However, test scores are not the only indicator of student success. Charter schools in Delaware have been recognized for excellence in curriculum delivery (by the Core Knowledge Foundation), excellence in programmatic deliver (by the large allotment of appointments to military service academies), excellence in services for special education students (by student surveys that recognize drop out prevention efforts), excellence in academics (by top 100 high school rankings for several charter schools in several national publications), and excellence in choice (with more than 2500 students on waiting lists for charter schools).

These successes in Delaware's public charter schools have been built upon setting high standards for all students and testing the envelope for even higher levels of performance, developing strong systems for ensuring individual student achievement, improving teacher quality through shared decision making models, and pioneering innovative approaches to serving students. Delaware's public charter schools look forward to serving as partners and leaders in this effort.

According to a recent University of Delaware poll, 75% of respondents support the charter school choice in this state. Delaware's public charter schools have demonstrated and will continue to demonstrate that they are valuable assets to the state's portfolio of public schools. In fact, Delaware is uniquely poised among the contenders in this grant challenge in being able to demonstrate a portfolio that can and does work together to support student achievement. We look forward to continuing to develop a collaborative relationship with the Department of Education in its effort to enhance the state's public education landscape through thoughtful and supportive inclusion of public charter schools.

Sincerely yours,

  
Dr. Sondra Shippen, Kuumto Academy  
President

  
Susan Harris  
Executive Director

# *The Delaware Business Roundtable, Inc.*

1201 Orange Street, Suite 1010 • Wilmington, Delaware 19801  
(302) 655-2673 • Fax (302) 655-4374

January 6, 2010

The Honorable Lillian M. Lowery  
Secretary of Education  
Delaware Department of Education  
John G. Townsend Building  
401 Federal Street, Suite 2  
Dover, DE 19903-1402

Dear Madame Secretary:

On behalf of the Delaware Business Roundtable, I am writing to express my deep and sincere support for the Markell Administration's "Plan to Strengthen Delaware's Schools," which serves as a strong foundation for the state's *Race to the Top* application.

*Race to the Top* is an unprecedented opportunity for Delaware to build on the successes of the last two decades toward creating world-class schools. As you know, the Delaware Business Roundtable has supported Vision 2015 initiatives since 2006. I am quite pleased that your plan to strengthen our schools aligns tightly with Vision 2015 in its innovative approach, its focus on student achievement, its demand for accountability from all parties, and the significant supports and opportunities it will provide for educators.

The bold reforms outlined in the state's plan represent that outcome of months of challenging work, yet also signal a deep commitment from our state leaders to embrace promising new approaches that have the potential to provide all Delaware children access to excellent education.

I applaud you and Governor Markell for developing an ambitious state plan for public education and for your commitment to submit a competitive *Race to the Top* application. Due to your leadership, Delaware is well-positioned to compete for crucial resources to implement innovative, ambitious education improvements.

I believe that education is the cornerstone of our country's foundation, with the potential to move us out of our recession and regain economic leadership on the global stage. On behalf of the members of the Delaware Business Roundtable, I commit to supporting our state leaders and our educators to the fullest extent possible as we pursue this historic opportunity to build an education system that each and every Delaware child deserves.

Sincerely,

A rectangular red box redacting the signature of Ernest J. Dianastasis.

Ernest J. Dianastasis  
Managing Director, CAI  
Chairman, Delaware Business Roundtable

Support

DELAWARE STATE  
CHAMBER OF COMMERCE



Richard K. Struthers, Chairman  
James A. Wolfe, President & CEO

January 7, 2009

The Honorable Lillian M. Lowery  
Secretary of Education  
Delaware Department of Education  
John G. Townsend Building  
401 Federal Street, Suite 2  
Dover, DE 19903-1402

Secretary of Education

JAN 8 2010

1612

Dear Madame Secretary:

I am writing on behalf of the Delaware State Chamber of Commerce to pledge our unwavering support for the Markell Administration's bold plan to reform education in our state. Your strong plan will improve the quality of public education in Delaware, and this will not only benefit our children, but will improve the lives, economy and future of all Delawareans. Furthermore, your forthright plan lays the groundwork for a solid application for federal *Race to the Top* funding.

The Delaware State Chamber of Commerce is the largest, most influential business organization in the state. The mission of the State Chamber is to promote an economic climate that strengthens the competitiveness of Delaware businesses and benefits citizens of the state. This can only be accomplished by growing a workforce that has a solid educational background with all Delaware public school students having access to the best possible education in the world.

The Chamber has embraced support of education as a primary, long-term strategic goal of our organization. Under the leadership and dedication of you and Governor Markell, our educators will have access to unprecedented resources to implement innovative, ambitious education improvements.

I thank you for your commitment to the state of Delaware and to the thousands of children your work impacts everyday. On behalf of the Delaware State Chamber of Commerce, I offer my full support to our state leaders and educators in your industrious dedication and tireless work to create world-class schools that will benefit all Delawareans.

Sincerely,

A rectangular red box redacting the signature of James A. Wolfe.

James A. Wolfe

1201 N. Orange Street, Suite 200, P.O. Box 671, Wilmington, Delaware 19899-0671 • (302) 655-7221  
Kent and Sussex (SUX) 252-8507 • Fax (302) 654-0881  
www.dscc.com



**Metropolitan Wilmington  
Urban League**

*Empowering Communities.  
Changing Lives.*

January 6, 2010

Dr. Lillian M. Lowery  
Secretary of Education  
Delaware Department of Education  
John G. Townsend Building  
401 Federal Street  
Dover, Delaware 19901

Dear Secretary Lowery:

On behalf of the Metropolitan Wilmington Urban League, I write to express our sincere support for the goals and agendas set by the Markell administration for Delaware's public schools. The Markell Administration's leadership comes at a crucial time in the history of the State of Delaware.

Through months of challenging collaborative work, coupled with a deep commitment from our State's leaders, Delaware's plan includes the type of bold reforms that have the potential to provide all Delaware children access to an excellent education and the tools necessary to make a difference in the 21<sup>st</sup> Century economy. We are pleased that the Markell Administration's plan, the foundation for the State's *Race to the Top* application, will strengthen our schools through a focus on student achievement, a demand for accountability from all parties and significant supports and opportunities for educators to produce equitable educational success for all students.

The federal *Race to the Top* grant program is a tremendous opportunity for Delaware to build on the remarkable collective efforts put forth over the last two decades to create world-class schools. The State of Delaware has been a leader in education reform for years. Now, due to the leadership and dedication of our Governor and Secretary of Education, Delaware educators will have access to unprecedented resources to implement innovative and ambitious education improvements.

Every child in America deserves a quality education that will prepare them to compete in an increasingly global marketplace. For the past decade, the Metropolitan Wilmington Urban League has tirelessly worked to advocate, lead and influence laws, policies, and evidence-based practices to improve educational outcomes for African American, Latino and low-income students.

On behalf of the Metropolitan Wilmington Urban League Board of Directors, staff, volunteers and constituents, I commit to supporting our State leaders and our educators to the fullest extent possible as we pursue this historic opportunity to implement sustainable solutions that will benefit each and every Delaware student.

Sincerely,

Deborah T. Wilson  
President and CEO

cc: MWUL Board of Directors

100 West 10<sup>th</sup> Street  
Suite 710  
Wilmington, DE 19801

302-622-4300  
302-622-4303 fax  
[www.mwul.org](http://www.mwul.org)

*William R. Allan  
Chairman*

*Immediate Past Chair  
Patrice Gilliam-Johnson, Ph.D*

*Secretary  
Joan Spiegelman*

*Assistant Secretary  
Terri Hasson*

*Treasurer  
Michael Kelley*

*President & CEO  
Deborah T. Wilson*

*Founding Board Member and  
Chairman Emeritus  
James H. Gilliam, Sr.*

*Founding Board Member Emeritus  
Charles M. Cawley*

*Board of Directors  
Beatrice (Bebe) Ross Coker  
Dottie DeCarlo  
Timothy Devlin, Esq.  
Nancy Doorey  
Renee Du Jean  
Romona Fullman, Esq.  
Guillermina Gonzalez  
Mary Grantham  
Reverend Ward Greer  
Samuel E. Lathem  
Reeda Riggins  
Gwendolyn W. Sanders, Ed.D.  
Craig Snelgrove  
Jane Vincent  
Forrest Watson III, MBA  
Garrett Wilson  
Joseph L. Yacyshyn  
William Daniel Young*

*David H. Williams, Attorney at Law  
Morris James, LLC*



The Latin American  
Community Center  
403 N. Van Buren Street  
Wilmington, DE 19806  
302-655-7338  
302-655-7334/fax  
www.thelatincenter.org

December 31, 2009

The Honorable Lillian M. Lowery  
Secretary of Education  
Delaware Department of Education  
John G. Townsend Building  
401 Federal Street, Suite 2  
Dover, DE 19903-1402

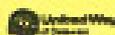
Dear Madame Secretary:

On behalf of the Latin American Community Center, I am writing to again express my genuine support for the goals and agenda that you and Governor Markell have set for Delaware's public schools. Your plan will serve as a strong foundation for the state's *Race to the Top* application. As I stated when I spoke earlier this month to the State Board of Education, we cannot continue to do the same things and expect different results. Now is the time for education reform in Delaware.

The bold agenda set forth in the state's plan matches well with the vision and mission of the Latin American Community Center as we seek to empower the members of our community to become contributing members of society. Our goal is to change lives and education is the cornerstone of our mission. We know that a quality education will ensure our children's ability to compete for jobs in a knowledge-based economy, as well as ensure the economic health of our State and local communities.

Federal *Race to the Top* funding can have an immediate impact on the lives of all Delawareans, and particularly upon the future of the Latin American community in our state. The forward thinking reforms outlined in the state's plan signal a deep commitment from our state leaders to embrace promising new approaches that have the potential to provide all Delaware children access to excellent education. Through this unique funding program, Delaware educators will have access to unprecedented resources to implement innovative, ambitious education improvements for the entire state, changing the lives of children for generations to come.

As a supporter of Vision 2015, I am pleased that the Markell administration's plan to strengthen our schools aligns tightly with Vision 2015 in its innovative approach, its focus on student achievement, its demand for accountability from all



parties, and the significant supports and opportunities it will provide for educators.

The leadership and determination of the Markell Administration to focus on our children comes at a crucial time in our state's history. On behalf of the Latin American Community Center, I commit to supporting our state leaders and our educators to the fullest extent possible as they pursue this historic opportunity and implement sustainable solutions that will benefit not only the Latin American community, but each and every Delaware student.

Sincerely,

A rectangular box with a red border, used to redact the signature of Maria Matos.

Maria Matos  
Executive Director  
Latin American Community Center



100 West 10th Street, Suite 106  
Wilmington, DE 19801  
phone: 302-994-7738  
deinfo@edvoters.org  
www.educationvotersdelaware.org

January 11, 2010

The Honorable Lillian M. Lowery  
Delaware Secretary of Education  
John G. Townsend Building  
401 Federal Street, Suite 2  
Dover, DE 19903-1402

Dear Madame Secretary:

On behalf of Education Voters of Delaware, we want to share our support for the goals and agenda you and Governor Markell have outlined for Delaware's public schools. Your leadership comes at a critical time for our state and nation, as the U.S. Department of Education has made available unprecedented resources for education reform through the *Race to the Top* grant program.

The bold reforms outlined in the state's plan make clear the deep commitment that you and other state leaders share to provide all Delaware children access to excellent education. Education Voters of Delaware believes that it is every child's right and our public leaders' responsibility to demand excellence, spend public funds more efficiently and effectively, and close the preparation and achievement gaps. We are thrilled that the state's plan to strengthen our schools aligns so closely with these principles.

We also believe that these bold goals will position Delaware as a strong competitor for federal *Race to the Top* funds. Because of your leadership in developing an ambitious agenda and your commitment to submitting a highly-competitive *Race to the Top* application, Delaware schools are on a path to become world-class.

As you know, Education Voters of Delaware believes that as parents, teachers, community members, and Delaware citizens, we *all* have a responsibility to our children and our communities to prepare the next generation for success. We are committed to fully support the Department of Education as you pursue this historic opportunity and implement sustainable solutions that will benefit each and every Delaware student.

Sincerely,

Syl Ma S. Banks  
Governing Council Chair  
Education Voters of Delaware

Executive Director  
Education Voters of Delaware



Connecting Families, Communities & Schools

Community Services Building  
100 West 10th Street, Suite 105  
Wilmington, DE 19801

Phone: 302-431-8938  
Fax: 302-511-1538

[www.learninglinkde.org](http://www.learninglinkde.org)

December 31, 2009

The Honorable Lillian M. Lowery  
Secretary of Education  
Delaware Department of Education  
John G. Townsend Building  
401 Federal Street, Suite 2  
Dover, DE 19903-1402

Dear Madame Secretary:

On behalf of the Learning Link of Delaware, I am writing to express my support for the Markell Administration's "Plan to Strengthen Delaware's Schools." Your plan is a solid building block for the state's *Race to the Top* application and for the future of education in our state.

The federal *Race to the Top* grant program is a tremendous opportunity for Delaware to build on the remarkable efforts over the last two decades to create world-class schools. As I'm sure you are aware, engaging families in the process of education is an essential strategy in reaching more students and meeting higher standards, and I am pleased that the Markell Administration has made family engagement a priority.

I am excited that your plan matches well with the mission and vision of the Learning Link of Delaware. Our program was created to accelerate the educational achievement of every student in the state and to reduce the growing achievement gap between white students and minority students. Through training programs, outreach and greater communication, it links families, schools and communities to build a supportive learning environment in which all children can grow and succeed. We regard the need to involve parents as a critical reform component. The goals of the Learning Link of Delaware meld well with the outcomes suggested in your plan.

We hope that by working closely together, we can all be a part of the success stories of future generations of Delawareans by helping our children to get off to a better start in life with innovative and ambitious education improvements.

Also, as a proponent of the continued development of Vision 2015, I am quite pleased that your plan to strengthen our schools aligns tightly with Vision 2015 in its innovative approach, its focus on student achievement, its demand for accountability from all

**Mission Statement:**

We link families, communities and schools to accelerate the educational achievement for every student in Delaware.

parties, and the significant supports and opportunities it will provide for educators and parents.

I look forward to working with Delaware families as the Markell Administration sets course on a new era in education for our children. On behalf of the Learning Link of Delaware I commit to supporting our state leaders and our educators as they pursue this historic journey that will benefit each and every Delaware student.

Sincerely,

A rectangular red box used to redact the signature of Shannon Griffin.

Shannon Griffin  
Executive Director



January 11, 2010

The Honorable Lillian M. Lowery  
Secretary of Education  
Delaware Department of Education  
John G. Townsend Building  
401 Federal Street, Suite 2  
Dover, DE 19903-1402

Dear Madam Secretary:

I am writing with the full support of the Rodel Foundation of Delaware for the education agenda that Governor Markell has presented as our state's plan, which will position our state as a strong competitor for federal *Rise to the Top* funds. Delaware has been an education reform leader among the states for over a decade and, now, with your commitment to transformation, we have a chance to break new ground as an international leader.

As you know, the Rodel Foundation's mission is to help create one of the finest public education systems in the nation. In 2004, we researched where the state stood relative the rest of the nation's schools with the publication of *Opportunity Knocks*. In 2006, we helped convene thousands of stakeholders from around the state to develop Vision 2015, a blueprint for world-class schools in Delaware. 2007 saw the launch of the Vision Network of charter and district schools that are committed to pursuing the innovative goals of Vision 2015; the Network now includes 25 schools that serve 20,000 students statewide. In 2009, we worked with a broad array of public and private partners to create Education Voters Delaware to build grassroots political support for fundamental changes aligned with Vision 2015. (For example, Education Voters was instrumental in securing the swift passage of legislation that enabled Delaware to attract nationally-recognized programs like Teach For America and teacher residencies.)

All of this has prepared us for this moment. We have a plan, we have a broad base of public and private supporters, but we lacked the executive leadership and resources to act. Today, with the leadership of the Markell Administration, we believe we have a unique chance to deliver on the goals of Vision 2015. The state's plan, your leadership and these unprecedented federal resources represent an historic opportunity to put children first and to break new ground as a nation.

100 West 10th Street, Suite 704  
Wilmington, Delaware 19801  
Telephone: 302-571-1536  
Facsimile: 302-571-1538  
[www.rodelfoundationde.org](http://www.rodelfoundationde.org)

**LONGWOOD FOUNDATION, INC.**

100 WEST 10TH STREET, SUITE 1109  
WILMINGTON, DELAWARE 19801-1694  
(302) 654-2477

January 15, 2010

Lillian Lowery  
Secretary of Education  
State of Delaware  
John G. Townsend Building  
401 Federal Street  
Dover, Delaware 19901

Dear Secretary Lowery,

I write to express the Longwood Foundation's support for Delaware's Race to the Top (RTTP) application. As you know, the Foundation has been an investor in Delaware education for about 70 years. We have supported independent and charter schools for more than a decade. Most recently, we supported Delaware's effort to develop its education strategy and RTTP application.

We are excited that the Obama Administration has made an unprecedented investment in education and has reserved a significant portion of those funds for States that are innovative and committed to tackling some of the more challenging dimensions of the Country's educational challenges. The timing could not be better because RTTP funding would be a perfect complement to a nearly two decade long educational system improvement in Delaware.

You and Governor Markell have done a great job of engaging all the interested parties in a dialog to define how Delaware will continue to improve its educational system over the next three years. From these conversations, you have distilled a strong set of goals and an agenda for the State to follow. While Delaware has been a leader in education for years, you have taken the focus to a higher level and promised new resources to implement innovative and ambitious improvements.

We are pleased that the State's education plan focuses on student achievement, demands accountability from all parties, and provides significant support for educators. We are particularly pleased to see the investment in the people in Delaware's educational system – most notably our school leaders and teachers.

The Markell administration's leadership comes at a crucial time in Delaware's history. On behalf of Longwood Foundation, I commit to supporting our State leaders and our educators to the fullest extent possible as they pursue this historic opportunity and implement sustainable solutions that will benefit each and every Delaware student.

Sincerely,

A red rectangular box redacting the signature of Thère du Pont. A blue arrow points to the left side of the box.

Thère du Pont  
President



**GOVERNOR'S ADVISORY COUNCIL FOR EXCEPTIONAL CITIZENS**

GEORGE V. MASSEY STATION  
516 WEST LOCKERMAN STREET  
DOVER, DELAWARE 19904  
TELEPHONE: (302) 739-4553  
FAX: (302) 739-6126

January 8, 2010

The Honorable Lillian Lowery  
Secretary of Education  
Department of Education  
401 Federal Street, Suite 2  
Dover, DE 19901

Dear Secretary Lowery:

The Governor's Advisory Council for Exceptional Citizens (GACEC) is pleased to support the goals and agenda the Markell Administration has set for Delaware's public schools, which are the foundation for the state's *Race to the Top* application. The GACEC is state and federally mandated to oversee the unmet needs of citizens with exceptionalities, with a strong focus on unmet special educational needs. As you know, the Council serves as the Individuals with Disabilities Education Act (IDEA) advisory panel to agencies providing educational services/programs for children birth to age 21. The GACEC also serves as the review board for policies, procedures and practices related to the delivery of services for all citizens with exceptionalities in Delaware. The federal *Race to the Top* grant program is a tremendous opportunity for Delaware to build on the remarkable collective effort over the last two decades to create world-class schools.

Delaware has been a leader in education reform for many years. Now, due to your dedication and leadership and the leadership and dedication of Governor Markell, Delaware educators will have access to unprecedented resources to implement innovative, ambitious improvements in education. The two of you have shown that you truly believe in putting the needs of the students first. You are working to replace excuses with solutions and are working towards making schools in Delaware a world class system.

The GACEC is pleased that the Markell Administration's plan to strengthen our schools, is focused on student achievement and accountability from all parties, along with significant supports and opportunities being provided for educators.

The *Race to the Top* grant program proposes the effective use of longitudinal data systems. This tracking system will be designed and implemented for Pre-K to college, including career choices made by students to assist in ensuring college and workforce success. The data system will track progress and foster continuous improvement for all students including special education students in Delaware. An ongoing goal of the GACEC has been to review data from the Department of Education (DOE). Council will continue with this goal and looks forward to tracking the improvement of all students, particularly students in special education.

The bold reforms outlined in Delaware's plan represent the outcome of months of challenging collaborative work. The plan signals a deep commitment from our state leaders to embrace promising new approaches that have the potential to provide all Delaware children access to excellent education. The Markell Administration understands that public education is the foundation for a strong future and society. As U. S. Department of Education Secretary Arne Duncan stated, "The education reform movement is not a table where we all sit around and talk. It's a train that is leaving the station, gaining speed, momentum and direction. It is time for everyone everywhere we go to get on board." Delaware has been on board, the Markell Administration is gaining the speed and momentum in the right direction.

The Markell Administration's leadership comes at a crucial time in Delaware's history. The Governor's Advisory Council for Exceptional Citizen (GACEC) commits to supporting our state leaders and educators to the fullest extent possible as they pursue this historic opportunity to implement sustainable solutions that will benefit each and every student in Delaware. We wish you luck in this endeavor.

Sincerely,



Robert D. Overmilker  
Chairperson

RDO:kpc

CC: The Honorable Jack Markell, Governor  
The Honorable Matt Denn, Lt. Governor



OFFICE OF THE SECRETARY

4425 NORTH MARKET STREET • WILMINGTON, DELAWARE • 19802 • (302) 761-8000 • FAX (302) 761-6621

January 8, 2010

Lillian M. Lowery  
Secretary of Education  
Delaware Department of Education  
Townsend Building  
Dover, Delaware 19901-3639

Dear Secretary Lowery,

On behalf of the Delaware Department of Labor, We are writing in support of the state's *Race to the Top* application. The federal *Race to the Top* grant program is a wonderful opportunity for Delaware to build on the collective reform efforts undertaken in the state over the last two decades in order to create world-class schools.

Delaware has been a leader in education reform for years, and the *Race to the Top* initiative will complement the reform efforts of our Governor and Secretary of Education. Most importantly, this grant will allow for Delaware educators to have access to additional resources needed to implement innovative and very ambitious education improvements.

We fully support the Markell Administration's plan to strengthen our schools, its focus on student achievement, its' demand for accountability from all stakeholders and the significant support and opportunities this grant will provide for Delaware educators.

It is well known that the jobs of today and tomorrow will demand advanced skill levels and those skill sets will have a direct impact on individuals earning levels. It is further known that lower levels of education will result in significantly higher levels of unemployment and the working poor. In addition, the world has become dramatically more interconnected and competitive.

Today, the United States finds itself in a situation unlike any the country has experienced in our history. Advances in the field of telecommunications, technology and travel have effectively removed national borders as barriers to global commerce and global hiring. In effect, competition now comes from the company across the ocean as well the company across town. To that end it is imperative that the states' education system has the necessary resources to provide a first class education that speaks directly to the skills necessary to be successful in today's employment market.

The Delaware Department of Labor is the administrative entity for all WIA funding, and in partnership with the Delaware Workforce Investment Board and many of the partners outlined in this grant we continually seek to build and improve our program services for all dislocated workers as well as partner with our educational system to ensure that programs and course offerings represent what the employer community values and represent the best thinking on the jobs of the future.

The Delaware Department of Labor in partnership with the Delaware Department of Education look to forward to working together to identify and develop curriculum needs in order to develop sustainable initiatives that will provide our children with career opportunities for the long term. Additionally, we will work with our business community in order to capture their current and future needs so that all stakeholders are actively involved and committed to providing the best educational opportunities for educating Delaware's children...our future.

Please do not hesitate to contact me if, during the grant review process you should have any questions and we will be more than happy to provide additional information.

Sincerely,



John P. McMahon, Jr.  
Secretary  
Delaware Department of Labor



January 8, 2010

Daniel E. Cruce, Esq.  
Associate Secretary/Chief of Staff  
Administration & Innovation  
Delaware Department of Education  
401 Federal Street, Suite #2  
Dover, DE 19901-3639

Dear Associate Secretary Cruce,

I am honored to write and express my sincere support of the goals and education agenda the Markell Administration has formulated for Delaware's public schools, which is the foundation for the state's *Race to the Top* application. As you are aware, Delaware continues to be a leader in our commitment and effort to reform our education system. The highest priority is to ensure that the students continue to gain progress throughout our efforts and exit the system highly prepared for continued education, secure a meaningful career and have a high quality of life. Over the past two decades, Delaware has worked to create world-class schools, and the *Race to the Top* grant initiative is a tremendous opportunity for Delaware to build on that collective effort.

Now, due to the leadership and dedication of our Governor and Secretary Lillian Lowery at the helm of our Department of Education, Delaware educators will have access to unprecedented resources to implement innovative, ambitious education improvements. I am pleased about the Markell Administration's plan to strengthen our schools, its focus on student achievement, its demand for accountability from all parties, and the significant supports and opportunities it will provide for educators.

Those of us within the Delaware Department of Health and Social Services know that making sure children are healthy and ready to learn when they enter school is the first step towards future success. As a result, we run Child Development Watch, an early intervention program for children ages birth to three. Early intervention programs like Child Development Watch are designed to improve the mental, verbal, social, and emotional wellbeing of young children who may have developmental delays or who are vulnerable due to biological or environmental factors. These programs enhance a child's potential and development while providing support and assistance to the family.

The bold reforms outlined in Delaware's plan represent the outcome of months of challenging collaborative work, yet also signal a deep commitment from our state leaders to embrace promising new approaches that have the potential to provide all Delaware children access to excellent education.

Daniel E. Cruce, Esq.

January 8, 2010

Page 2

The Markell Administration's leadership comes at a crucial time in our Delaware's history. On behalf of the Delaware Department of Health and Social Services, I commit to supporting our state leaders and our educators to the fullest extent possible as they pursue this historic opportunity and implement sustainable solutions that will benefit each and every Delaware student.

Sincerely,

A rectangular red box redacting the signature of Rita M. Landgraf.

Rita M. Landgraf  
Secretary



*The Department of Services  
for Children, Youth  
and Their Families*

---

*Office of the Secretary*

*(302) 633-2500*

---

January 8, 2016

The Honorable Lillian Lowery  
Cabinet Secretary  
Delaware Department of Education  
401 Federal Street, Suite #2  
Dover, Delaware 19901-3639

Dear Secretary Lowery,

I am pleased to write this letter in support of Delaware's *Race to the Top* application. The federal *Race to the Top* grant program is a tremendous opportunity for Delaware to build on the remarkable collective effort over the last two decades to create world-class schools.

Thanks to the leadership and dedication of our Governor and you, as Secretary of Education, Delaware educators will have access to unprecedented resources to implement innovative and ambitious improvements in education.

These goals are clearly aligned with initiatives within my own Department of Services for Children, Youth and Their Families. Through the Department's Education Unit, we have committed to further supporting and enhancing our educational programs to ensure every possible advantage for the children in our care to ensure success as they return to their communities and schools.

On behalf of the Children's Department, we support the bold reforms outlined in Delaware's plan. The plan clearly represents the outcome of months of challenging collaborative work, yet also signals a deep commitment from our state leaders to embrace promising new approaches that have the potential to provide all Delaware children access to excellent education.

Our Administration's leadership comes at a crucial time in our Delaware's history. On behalf of the Department of Services for Children, Youth and Their Families, I commit to supporting our state leaders and our educators to the fullest extent possible as we pursue this historic

*Delaware Youth and Family Center  
1825 Faulkland Road • Wilmington, Delaware 19805*

opportunity to implement sustainable solutions that will benefit each and every Delaware student.

Please feel free to contact my office at (302) 633-2500 if you have any questions or require additional information.

Sincerely,

A rectangular red box used to redact the signature of Vivian L. Rappeselli.

**Vivian L. Rappeselli**  
Cabinet Secretary

EDWARD E. KAUFMAN  
DELAWARE

[www.kaufman.senate.gov](http://www.kaufman.senate.gov)

G11 DIRKSEN SENATE OFFICE BUILDING  
WASHINGTON, DC 20510  
(202) 224-5042

## United States Senate

JUDICIARY COMMITTEE  
MEMBER

FOREIGN RELATIONS COMMITTEE  
MEMBER

January 15, 2009

The Honorable Arne Duncan  
Secretary  
U. S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

**Re: Race to the Top**

Dear Secretary Duncan:

I write to express my deep and sincere support for the goals and agenda the Markell Administration has set for Delaware's public schools, which is the foundation for the state's *Race to the Top* application.

The federal *Race to the Top* grant program is a tremendous opportunity for Delaware to build on the remarkable collective effort over the last two decades to create world-class schools.

Delaware has been a leader in education reform for years. Now, due to the leadership and dedication of our Governor and Secretary of Education, Delaware educators will have access to unprecedented resources to implement innovative, ambitious education improvements.

I am pleased that the Markell Administration's plan to strengthen our schools, its focus on student achievement, its demand for accountability from all parties, and the significant supports and opportunities it will provide for educators.

On January 14, 2009 the Delaware State Board of Education unanimously passed regulatory changes to educator evaluations and the way failing schools are restructured. While Delaware already meets many of the *Race to the Top* priorities, these changes will strengthen even more Delaware's alignment with the goals of *Race to the Top*.

The bold reforms outlined in Delaware's plan represent the outcome of months of challenging collaborative work, yet also signal a deep commitment from our state leaders to embrace promising new approaches that have the potential to provide all Delaware children access to excellent education.

I commit to supporting our state leaders and our educators to the fullest extent possible as they pursue this historic opportunity and implement sustainable solutions that will benefit each and every Delaware student.

Sincerely,



Edward E. Kaufman  
United States Senator

24 NORTH WEST FRONT STREET  
WINDSOR BUILDING, SUITE 101  
MILFORD, DELAWARE 19963  
(302) 424-8090

1105 NORTH MARKET STREET  
SUITE 2000  
WILMINGTON, DELAWARE 19801  
(302) 573-6345

## United States Senate

WASHINGTON, DC 20510-0803  
January 14, 2010

The Honorable Arne Duncan  
Secretary  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Secretary Duncan,



Let me begin today on a personal note by thanking you and your cabinet colleagues for joining us in the celebration of the life of the Vice President's mother Jean Biden. Given all that each of you have to do, your presence in that church said volumes. I know the Biden family deeply appreciated your joining all of us, and I'm certain that the people of our state join them in that sentiment.

I write to express enthusiastic support for the goals and agenda that the Markell Administration has set for Delaware's public schools, which provide the foundation for our state's Race to the Top application.

The federal Race to the Top grant program is a tremendous opportunity for Delaware to build on the collective effort we have made and sustained over the past sixteen years to create world-class schools. Delaware has been a leader in education reform for a number of those years, especially in terms of our state-of-the-art data system, our rigorous academic standards and our commitment to accountability at all levels. Now, due in large part to the leadership and dedication of our Governor and Secretary of Education, Delaware educators will have access to unprecedented resources to implement further innovative and ambitious education improvements.

I am encouraged by the Markell Administration's plan to strengthen our schools, especially its focus on student achievement, its demand for increased accountability from all parties, and the significant support and opportunities it will provide for educators. As Congress and the Obama Administration set upon the task of reauthorizing the No Child Left Behind Act, I am proud that this reform model will serve to further strengthen Delaware's position as a national leader in education.

The Markell Administration's plan builds upon some of our state's most important strengths. Delaware's student assessment system will be improved by including a state computer-adaptive assessment system that provides both formative and summative results. The state's already sophisticated teacher evaluation system will be strengthened by establishing a common set of expectations, providing a multi-part framework for recognizing performance, and requiring student growth for effective ratings.

Additionally, the Markell Administration's plan tackles tough issues that have been a source of great contention within Delaware since well before my time as governor of Delaware. The proposal gives the state the authority to ensure that our most troubled schools can be turned around in a collaborative, yet credible, manner within two years. Also, the Delaware plan provides new opportunities for effective teachers to advance and to contribute to high-need schools by creating teacher-leader roles within schools and by offering attraction and retention bonuses to highly-effective teachers in high-need schools.

However, while these reforms are critical to the future of Delaware's education, the most important components of this plan are its achievability and sustainability. As a former governor, I understand well that even the best reform proposals can be dead-on-arrival due to a lack of collaboration between all stakeholders. The Markell Administration wisely avoided this outcome at the beginning stages of this proposal's development by including the teachers' union, principals, superintendents, local officials, state legislators and business leaders from all across Delaware in the planning and negotiation process. This collaboration has forged a strong commitment among all stakeholders to achieve meaningful reform that will ensure that Delaware's young people will be given the education they deserve.

In closing, the Markell Administration's leadership comes at a crucial time in Delaware's history, as well as our nation's history. I strongly support this Administration's leadership and the efforts by Delaware's leaders and our educators as they pursue this historic opportunity and implement sustainable solutions that will benefit each and every Delaware student. And speaking of leadership, thank you from the bottom of my heart for the remarkable leadership that you and the President are providing our nation in this incredibly important arena.

With best personal regards, I am

*over, keep up the great work you are doing. You are one of our heroes in the Obama administration.*

Sincerely yours,

Thomas R. Carper  
United States Senator



State of Delaware  
Office of the Lieutenant Governor

Matthew Denn  
Lieutenant Governor

January 18, 2010

The Honorable Arne Duncan  
United States Secretary of Education  
400 Maryland Avenue SW  
Washington D.C. 20202

Dear Secretary Duncan:

I am very pleased to write a letter in support of Delaware's application for Race to the Top funding. Delaware's proposal not only exceeds the requirements of the RTT program, but is sustainable so that its benefit to schoolchildren will long outlive the RTT funds we hope to receive.

The Governor and I are both products of Delaware's public schools, and we both spend a lot of time in Delaware's public schools—talking to teachers, administrators, and students, and sitting in on classes. Seeing our schools at work has confirmed for me that the most important determinant of how our kids will do is the quality, motivation, tools, and training of the adults who interact with those kids in the classroom.

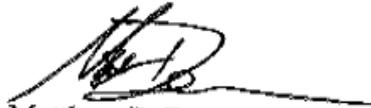
It is for that reason that I believe Delaware's Race to the Top application not only meets the demands of the RTT program, but will also dramatically improve the quality of our public schools for years to come. Because in rising to meet the challenge presented by this grant opportunity, Delaware has put steps in place to guarantee that teachers are treated like the critical professionals they are—that they are well trained, provided with the data they need to do their jobs, and expected to produce results. Under Delaware's new regulations, excellence is rewarded and poor performance is not tolerated. As a result, more of our kids will be taught by high quality, well-prepared, well-trained, motivated teachers.

The reason these changes are sustainable is that our state's teachers—whose counterparts in other states have been skeptical of some of the changes encouraged by RTT—are uniformly supporting Delaware's application. Our teachers believe that if they are properly equipped that they will help our students to thrive in the way that our plan demands, and they trust the Governor to implement our plan fairly. Delaware's school boards and superintendents are also universally supporting our application. There is a consensus in Delaware that our students

deserve these bold changes, and the forging of that consensus will pay dividends far into the future.

I have five year old twin boys—one of them will be starting kindergarten at our local public elementary school in September. Each day my boys come home from pre-school talking about their teachers. They are living proof of what I have always suspected—that other than parents, teachers are the most profound influence on our children's lives and futures. I want every kid in our state, and especially those facing the greatest challenges at home, to be inspired and motivated by their teachers as I was by mine. Delaware's reform plan will bring us much closer to that goal. I hope that you will award Delaware the RTT funds needed to ensure the success of our efforts.

Respectfully,

A handwritten signature in black ink, appearing to read 'M. P. Denn', with a long horizontal flourish extending to the right.

Matthew P. Denn  
Lieutenant Governor

## Appendix (A)(2) - 9

### *A World-Class Education for Every Child Delaware's Plan to Strengthen Our Schools*

Every child in Delaware deserves a world-class education. From the moment they leave our schools, Delaware's students will compete for jobs and college admission against students from across our country and around the globe. Their ability to compete – and Delaware's economic future – depends on providing Delaware students with the education they need to make a difference in the 21st century economy. Today and tomorrow, a thriving public education system is and will be the cornerstone to ensuring that Delaware remains an attractive place for families to live and for businesses to grow.

In order to improve the quality of Delaware schools and better prepare Delaware students for college, work and life, the Governor and the Department of Education have created an education reform action plan that represents the input of more than one hundred participants, including teachers, administrators, the business community, parents, the disabilities community, higher education leaders, and legislators.

This action plan focuses on four specific goals to help ensure that Delaware schools are world-class – improving student readiness, ensuring teacher quality, effectively using student data, and turning around persistently low-performing schools. The specifics of each goal are outlined below.

**Improving Student Readiness: “Improve student readiness for post-secondary education and workforce opportunities by implementing rigorous college- and career-ready standards and valid and reliable high-quality assessments.”**

Delaware needs to set high standards for what we want our children to learn. Those standards need to be benchmarked against both national and international standards to ensure that our children are prepared to compete in the world economy. Delaware also needs to measure

effectively what our children have learned and use that information to ensure they are getting the best instruction possible.

Delaware's education community will:

- Continue to participate with governors and state education leaders from across the country in the development of Common Core standards.
- Work with districts and charter schools to prioritize the standards and develop grade level expectation for Delaware students.
- Assist districts in development of instructional programs based on the Common Core standards, including programs for students with disabilities and those who are learning English as a second language.
- Implement a new student assessment system to replace the DSTP with the Delaware Comprehensive Assessment System ("DCAS") – a series of assessments that can be given up to three times a year to better assess student progress and help teachers adjust to each child's needs.
- Focus on incorporating Science, Technology, Engineering and Mathematics ("STEM") programs into schools, including the formation of a STEM Coordinating Council, implementation of STEM programs in all districts and some charter schools, and professional development focused on interdisciplinary teaching of STEM material.
- Maintain link between student assessments and graduation/end of course requirements.
- Permit districts to opt into receiving flexible funding – In order to opt in, districts must:
  - Have stakeholder support for doing so within the district;
  - Submit financial reports, including reports showing that the district has met goals set by the Department regarding the percentage of funding spent on instructional versus non-instructional expenses; and
  - Increase student achievement.

**Ensuring Teacher Quality: "Improve teacher effectiveness and equitable distribution of qualified teachers for all students."**

Great teachers are the foundation of student success. Delaware will improve the way it prepares, hires, and supports teachers. Delaware must also evaluate how the best teachers in our schools developed those skills, and apply those lessons to developing teachers of the future. We will also better compensate teachers in the most challenging schools who have proven to be effective, and pursue funding capabilities to make that happen. Delaware's education community will:

Provide Support for Educators:

- Strengthen the leadership in Delaware schools and the capacity of those leaders to engage with teachers to improve instruction by:
  - Encouraging districts to use teacher leaders within their schools to provide day-to-day feedback and support to other teachers;
  - Assisting districts in implementing a new collaborative leadership model that will allow principals to spend less time on administrative tasks and more time supporting educators; and
  - Continuing to develop a pipeline for strong school principals by establishing regional leadership preparation programs to assist districts and schools in school leadership succession planning.
- Assist districts in providing more collaborative time for their teachers by surveying current practices and providing technical assistance to districts and schools to assist them in identifying scheduling changes that will permit shared planning opportunities.
- Implement a parent education and awareness campaign to promote parental involvement.
- Implement performance incentives for schools that show school-wide student growth, and allow teachers to assist in deciding how the funding should be spent.
- Utilize the DCAS assessment system to ensure teachers receive real-time feedback on student achievement and are able to use that data to inform their planning and instruction.
- Provide training on current data systems to assist teachers in identifying areas needing focus in their classroom and in using the data proactively.

### Enhance Educator Preparation and Selection

- Evaluate and improve the effectiveness of teacher preparation programs in our colleges and universities by using data systems to link teacher assessments to the teacher preparation programs from which the teacher graduated.
- Work with the institutions of higher education to establish teacher residency programs.
- Evaluate and support the newly implemented Teach for America program.
- Provide a statewide teacher application and website dedicated to recruitment of all education personnel.
- Work collaboratively with the Delaware State Education Association and the Delaware Economic Development Office to develop a statewide marketing strategy for promoting Delaware educator positions.
- Work with school districts on evaluating reforms that would help them hire the most qualified teachers out of college earlier in the process.
- Work with stakeholders to develop a robust program of alternative routes to certification for school administrators.

### Improve Educator Assessment and Professional Development

- Adopt a robust rating system, for both teachers and administrators, that will strengthen the link between student growth and evaluations of educator performance by:
  - Re-defining the student improvement component of the Delaware Performance Appraisal System ("DPAS II") to require measurement of student growth, benchmarked against standards to be set by the Secretary after consultation with various stakeholders;
  - Changing the current DPAS II rating system so that educators must earn a Satisfactory rating on the student growth evaluation to receive an overall "Effective" rating. In addition, change the rating system so that educators who earn a Satisfactory rating on the student growth evaluation cannot be rated "Ineffective;" and

- Requiring schools to provide a mentor or instructional coach to teachers who do not receive an "Effective" rating as part of their improvement plan.
- Work with stakeholders to identify appropriate student growth measurements, to ensure that appropriate levels of growth within the relevant school year are being measured for teacher evaluation purposes.
- Add to the evaluation system a new “Highly Effective” rating for outstanding educators.
- Require novice teachers to show appropriate levels of student growth among their students prior to offering continuing licenses and tenure protections to those teachers.
- Provide school leaders with additional training on performing teacher assessments.
- Implement certification program for professional development courses, requiring that state or federally funded programs meet National Staff Development Council requirements and be related to the State and school strategic plans.
- Require that professional development courses taken by educators be related to areas of improvement identified by the educator’s latest assessment.

#### Ensure Equitable Distribution of Teachers across Delaware Schools

- Build on the Teach for America program and other alternative certification processes to enhance teacher quality at challenging schools.
- Provide performance incentives for highly effective teachers choosing to work in critical areas or challenging schools.
- Provide hiring incentives for teachers choosing to work in critical areas and challenging schools.
- Collect data from districts regarding distribution of teachers based on the teachers’ assessment ratings.
- Explore other means of attracting teachers to high needs subjects and schools, including working with local colleges to better prepare aspiring teachers for work in those areas.

**Effective Use of Longitudinal Data Systems: “Design and implement Pre-K to College and Career data systems that track progress and foster continuous improvement.”**

Delaware will use the data we collect about students throughout their education careers to support decision-making in the classroom and to determine what teaching methods, teachers and schools are effectively educating students. Delaware's education community will:

- Train educators to use Delaware's highly-rated longitudinal data system to its fullest potential.
  - Teachers, students, and parents can use data to provide continual feedback on how students are progressing, thereby allowing targeted opportunities for improvement throughout the school year.
  - Educators can use data system not only to measure individual student performance but also to measure areas of strength and weakness across an entire class, so educators can identify areas needing remediation class wide.
  - The data system can be used proactively to identify leading indicators for at-risk students, so that educators can be aware, for example, of students who may be at-risk of dropping out of school.
- Build on the current data system to permit cross-agency sharing to:
  - Assist in ensuring college and workforce success;
  - Provide teachers with key non-academic indicators, including attendance, mobility, and social services information;
  - Provide parents and students with access to data systems to provide linkages to assist with college and workforce information; and
  - Provide rich opportunities for outside research on education programs.
- Build a data governance process to ensure appropriate sharing of information when linking early learning, K-12, postsecondary, workforce, and social services data.
- Use the data system as a repository of instructional information and materials, which teachers can store and retrieve as needed for planning purposes.
- Build capacity in the Department of Education to use the data system for programmatic evaluation, to identify elements – such as scheduling and instructional changes – that have led to increased student performance.

**Turning Around Persistently Low-Performing Schools: “Provide intensive support and effective interventions to turn around the lowest performing schools and ensure optimal student learning and growth.”**

Approximately 40,000 Delaware students are in schools that did not meet targets for educational progress in 2008-09. Of those, 26,000 are in schools that have not made their targets for at least five consecutive years. Delaware must do more to target those schools needing assistance so that all of Delaware’s children receive the opportunity to succeed. By capitalizing on tens of millions of dollars that have potentially been made available by the federal government for this purpose, Delaware’s education community will:

- Provide supports and flexibility to schools that have not met targets for educational progress in an area for at least two years. The Department will provide a school support team and work with the district to create an improvement plan that may include increased use of community partnerships and supplemental services for students, professional development and mentoring, use of family crisis therapists, and technical assistance. The Department will offer districts the opportunity to implement performance incentives to attract and retain effective teachers and principals.
- Expand supports and evaluate more aggressive reforms for schools that continue not to make educational progress. Schools that do not make educational progress in an area for three or more years will work with the district and the Department to implement a reform plan that may include replacing school leadership and/or select staff, providing outside expertise to advise the school, decreasing management authority at the school level, and implementing scheduling changes to increase teacher collaboration time and extend learning time. The district may also choose to institute flexible funding for the school, with performance incentives for effective teachers and school leaders.
- Pursue more aggressive reform in those schools that have shown a sustained inability to make educational progress. Districts with such schools will be required to make fundamental changes in the school, which may include closing the school, converting the school to a charter school, contracting with a management company to manage the

school, or other major restructuring efforts that will vary depending on the school's particular circumstances.

- Schools not meeting educational targets but whose students are showing growth will have more latitude, while schools not showing progress will face more prescriptive options, such as requiring new school leadership, instructional reform and extended learning time.

Develop a "Partnership Zone" program in which a limited number of schools that have been well below performance targets for several years will partner with the district and the Department to chart a new course for achieving student success. At the schools, the Department and the district will negotiate and enter an agreement on how to turn that school around. Those agreements will require major changes in the school – such as reorganization of school leadership, redistributing educators to use them most effectively, financial incentives for teachers who join the school or choose to stay at the school, specialized educator training, and allowing new administrators to have critical flexibilities over budgeting and staff with appropriate oversight. Districts will also have the option of restarting the school as a charter school, contracting with an outside management organization, or closing the school. Changes implicating collective bargaining protections would be negotiated with the local bargaining unit, and the Secretary of Education would be empowered to resolve such disputes.

Appendix (A)(2) -10 Senate Concurrent Resolution Supporting Delaware's Race to the Top Application

SPONSOR:

Sen. Sokola & Rep. Schooley

Sens.	Reps.
Blevins	Booth
Hall-Long	Jaques
McDowell	Keeley
Sorenson	Kowalko
	Mulrooney
	Scott

DELAWARE STATE SENATE  
145th GENERAL ASSEMBLY

SENATE CONCURRENT RESOLUTION NO. 24

SUPPORTING DELAWARE'S APPLICATION FOR A FEDERAL RACE TO THE TOP  
GRANT.

WHEREAS, Delaware has been recognized nationally for its leadership in education, in areas including closing the achievement gap, establishing a robust data system, designing a state-of-the-art student assessment system, and increasing Advanced Placement participation; and

WHEREAS, the American Recovery and Reinvestment Act has made available \$4.35 billion for competitive Race to the Top grants to states making the most progress in education; and

WHEREAS, the Race to the Top application presents an opportunity to attract millions of dollars to Delaware to invest in education and support progress toward statewide goals; and

WHEREAS, Race to the Top grants are focused on the following four reforms: college and career-ready standards and high-quality assessments for all students; pre-K to higher education data systems; teacher effectiveness and equitable distribution of effective teachers; and intensive support and effective interventions for lowest-performing schools; and

WHEREAS, Race to the Top grants are intended to save and create jobs and reform education, drive results for students, increase capacity, accelerate reform, and foster continuous improvement; and

WHEREAS Delaware has an opportunity to use federal stimulus funding to be more innovative and creative in education investments, and U.S. Secretary of Education Arne Duncan has stated, ""States that are simply investing in the status quo will put themselves at a tremendous competitive disadvantage... I can't emphasize strongly enough how important it is for states and districts to think very creatively and to think very differently about how they use [the stabilization funds provided]."

NOW, THEREFORE:

BE IT RESOLVED by the Senate and the House of Representatives of the 145<sup>th</sup> General Assembly of the State of Delaware that the General Assembly supports Delaware's application for a federal Race to the Top grant. The General Assembly urges the Governor, Lt. Governor, and Department of Education to submit a competitive application to aggressively pursue the four reforms as outlined by the U.S. Department of Education described above. The application should involve stakeholder input within Delaware and reflect national and international best practices.

#### SYNOPSIS

This Resolution supports Delaware's application for a federal Race to the Top grant and encourages the Governor, Lt. governor, and Department of Education to submit a competitive application.

Author: Senator Sokola

Appendix (A)(2) – 11 Moderate Democrat’s letter of support for the President’s education reform agenda

June 25, 2009

Dear Mr. President:

There is no issue more intricately connected to the future prosperity of our nation than the quality of our public schools. While the latest data show that elementary school students have made promising gains in reading and math, academic achievement is far too low for too many students and over 1.2 million students drop out of high school every year.

As members of the Moderate Democrats Working Group in the United States Senate, we are writing to offer our cooperation in developing legislation to enact a number of ambitious, innovative proposals in your education reform agenda. We plan to lend our voices to the debate as proponents of education reform as we move through this year’s appropriations process and reauthorization of the Elementary and Secondary Education Act.

We are committed to addressing the educational achievement gaps that persist among groups of various economic, regional and racial backgrounds and between the United States and other industrialized nations. These achievement gaps have imposed “the economic equivalent of a permanent national recession” on our country, according to a recent report by McKinsey & Company. Had the United States closed the gap in education achievement with better-performing nations like Finland, Iceland, and Poland, our GDP could have been up to \$2.3 trillion higher last year, the report finds.

Solving today’s economic challenges means creating new jobs and investing in the growth industries of tomorrow. As legislators, we believe we must embrace promising new approaches to education policy if we are to prepare our children to fill the jobs of the future. By 2016, four out of every 10 new American jobs will require at least some advanced education or training. To retain our global economic leadership, we share your sense of urgency in moving an education reform agenda through Congress.

We support action on a number of education reform proposals put forth in your Fiscal Year 2010 budget proposal. We commend you for the emphasis you have placed on teacher quality. Every teacher touches the lives of countless children, and every adult remembers their favorite teachers and the impact they had. The research confirms what our intuition tells us:

nothing has a greater impact on outcomes in the classroom than the quality of our teachers. We must do more to recruit, prepare and reward outstanding teachers, and part of that means overhauling the way we compensate them. Most professions recognize and reward better performance with better pay, but teacher compensation is based almost exclusively on degree attainment and years of service.

We therefore share your support for dedicating increased resources to the Teacher Incentive Fund, which will spur states to develop new ways to identify and retain excellent teachers and attract new talent to the profession. We believe that resources from this fund should support states and districts that recognize student achievement to be the most important indicator of an educator's performance. We look forward to working collaboratively with teachers to develop these new compensation systems—a critical ingredient to their success.

Second, we support expanding the number of effective public charter schools. Like traditional public schools, charter schools vary greatly in quality. We should encourage the replication of the highest-performing public charters and ensure real accountability measures for those who oversee them. We all have charter schools in our states that have demonstrated—through innovative and student-centered approaches—that every child can learn, regardless of socio-economic background. Conversely, charter schools that consistently fail our children should be shut down.

Third, we support your Administration's desire to extend student learning time. The American school year is based on the old agrarian calendar, which gave children two months off to help work on the family farm. Students lose an average of 2.6 months of grade-level equivalency in math skills over the summer—a phenomenon referred to as the “summer slide.” While American boys and girls slide, students in China receive an additional 40 days of classroom instruction. We cannot expect to compete with emerging nations when we devote less time to educating our next generation.

Fourth, we believe our education reform agenda should be driven by accurate information, which will require the development of state-of-the-art data systems. Many schools, educators and policymakers currently lack information critical to informed decision-making. We must invest in new data systems that track individual student performance across grades, schools, towns and teachers. Such systems will allow us to examine the pedagogical background of our

most successful teachers and find new ways to support that training. Our goal is to achieve the capacity to view, with the click of a button, the path every child has taken through their academic life, linking their achievements and setbacks to every school and classroom they pass through.

We have no illusions that the road to education reform will be free of obstacles. However, we pledge to work in the Senate to lead the fight for accountability and high standards for all students. Every child can learn, and expectations matter. We should endeavor to fulfill the potential of all of our young people, not merely those born to greater privilege. While there are many practical steps we can and must take to strengthen our nation's education policy, now is the time to explore new paths and reject stale thinking. Our country's economic well-being depends upon the quality of the education our children are receiving in classrooms across America today.

Our nation must confront the growing challenges of an increasingly competitive global economy: an outdated health care system in need of reform, an energy policy requiring an overhaul, and an economy still on the road to recovery. We will not be equal to the extraordinary task before us without a public school system that offers our children the tools needed to reach their potential. We thank you for leading us down the path to education reform and stand ready to contribute our ideas and energy as we work together to enact an agenda for change.

Sincerely,

Senator Evan Bayh

**Senator Tom Carper (D-DE)**

Senator Blanche Lincoln

Senator Mary Landrieu

Senator Michael Bennet

Senator Joseph Lieberman

Senator Bill Nelson

Senator Claire McCaskill

Senator Mark Warner

Senator Herb Kohl

Appendix (A)(3) – 1 NAEP average scale scores and percent at or above proficient

**Grade 4 NAEP Math**

	2003		2005		2007		2009	
	Scale Score	Percent Proficient						
All students	236	31%	240	36%	242	40%	239	36%
White	244	43%	249	50%	249	53%	249	50%
American Indian	‡	‡	‡	‡	‡	‡	‡	‡
African American	223	12%	226	15%	230	20%	226	17%
Asian American	250	59%	260	70%	261	70%	258	66%
Hispanic	226	17%	229	18%	234	25%	231	22%
Regular Ed	238	33%	242	38%	244	43%	242	39%
Special Ed	215	11%	222	19%	227	22%	220	16%
Not Low Income	243	42%	247	48%	248	50%	248	48%
Low Income	225	16%	229	19%	232	23%	229	21%
Not LEP	236	31%	240	37%	242	41%	240	37%
LEP	‡	‡	229	22%	226	14%	221	11%

**Grade 4 NAEP Reading**

	1998		2002		2003		2005		2007	
	Scale Score	Percent Proficient								
All students	207	22%	224	35%	224	33%	226	34%	225	34%
White	218	30%	233	45%	233	44%	235	46%	233	44%
American Indian	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
African American	189	10%	209	18%	211	16%	212	15%	213	18%
Asian American	‡	‡	242	58%	238	48%	239	55%	246	62%
Hispanic	176	6%	212	18%	209	20%	216	22%	218	24%
Regular Ed	214	25%	227	36%	225	34%	227	35%	227	36%
Special Ed	161	5%	197	18%	205	16%	209	19%	205	16%
Not Low Income	219	30%	232	44%	231	41%	233	43%	232	43%
Low Income	189	11%	211	19%	212	18%	214	18%	214	19%
Not LEP	208	23%	225	35%	225	33%	226	35%	226	34%
LEP	‡	‡	‡	‡	‡	‡	206	16%	207	15%

**Grade 8 NAEP Math**

	2003		2005		2007		2009	
	Scale Score	Percent Proficient						
All students	277	26%	281	30%	283	31%	284	32%
White	287	35%	291	40%	294	43%	294	43%
American Indian	‡	‡	‡	‡	‡	‡	‡	‡
African American	260	8%	264	13%	265	10%	267	13%
Asian American	‡	‡	306	59%	309	65%	312	69%
Hispanic	257	11%	268	16%	267	17%	278	22%
Regular Ed	281	28%	283	31%	285	33%	288	35%
Special Ed	237	3%	251	11%	258	12%	255	9%
Not Low Income	285	32%	288	36%	290	39%	292	41%
Low Income	261	10%	265	13%	270	16%	271	17%
Not LEP	278	26%	282	30%	284	32%	284	32%
LEP	‡	‡	‡	‡	‡	‡	‡	‡

**Grade 8 NAEP Reading**

	1998		2002		2003		2005		2007	
	Scale Score	Percent Proficient								
<b>All students</b>	254	23%	267	33%	265	31%	266	30%	265	31%
<b>White</b>	263	30%	275	42%	273	40%	274	41%	274	41%
<b>American Indian</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
<b>African American</b>	234	9%	252	14%	248	13%	252	13%	250	14%
<b>Asian American</b>	‡	‡	282	54%	281	52%	276	42%	277	47%
<b>Hispanic</b>	248	17%	250	14%	246	13%	253	16%	257	21%
<b>Regular Ed</b>	259	26%	271	36%	268	33%	268	32%	268	33%
<b>Special Ed</b>	213	2%	229	2%	224	4%	231	5%	239	10%
<b>Not Low Income</b>	262	30%	275	41%	271	38%	271	36%	270	37%
<b>Low Income</b>	238	11%	253	16%	250	16%	254	16%	254	18%
<b>Not LEP</b>	254	24%	268	33%	265	31%	266	31%	265	31%
<b>LEP</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡

(A)(3) – 2 Rank Order of NAEP improvements

	Years of NAEP Assess.	Rank Order of Improvement in Average Scale Scores for NAEP Assessments (1996 to 2009)	National Ranking Based on NAEP 2009 Average Scale Scores (Mean Scores)	National Ranking on Percentage of Students At or Above Proficient Achievement Level on NAEP 2009
<b>Grade 4</b>				
<b>Math</b>	1992 1996 2003 2005 2007 2009	1 <sup>st</sup> – D.C. (+32) 2 – Florida (+26) <b>3 – Delaware (+24)</b> 4 – MA (+23) 5 – MD (+23) 11 - VA (+20) 15 - NJ (+19) 20 - NY (+18) 22 - PA (+17) ~28 <sup>th</sup> - Nation <sup>1</sup> (+17) 45 - WV (+10)	1 <sup>st</sup> – MA (252) 2 – NH (251) 3 – MN (249) 4 – VT (248) 5 – NJ (247) 11- MD (244) 14 - PA (244) 17 - VA(243) 26 - NY (241) <b>30 - Delaware (239)</b> ~31 <sup>st</sup> - Nation <sup>1</sup> (239) 52- DC (219)	1 <sup>st</sup> – MA (57%) 2 – NH (56%) 3 – MN (54%) 4 – VT (51%) 5 – NJ (49%) 8 – PA (46%) 15 - MD (44%) 18 - VA (43%) 27 - NY (40%) ~30 <sup>th</sup> - Nation <sup>1</sup> (38%) <b>37 - Delaware (36%)</b> 52 - D.C. (17%)
<b>Grade 8</b>				
<b>Math</b>	1990 1992 1996 2003 2005 2007 2009	1 <sup>st</sup> – MA(+21) 2 – DC (+21) 3 – LA (+20) 4 – SC (+20) <b>5 – MD (+19)</b> <b>6 – Delaware (+17)</b> 9 – VA (+16) 19 – NY (+12) ~26 <sup>th</sup> - Nation <sup>1</sup> (+11) 42 - IA (0)	1 <sup>st</sup> – MA (299) 2 – MN (294) 3 – VT (293) 4 – ND (293) 5 – NJ (293) 12 - MD (288) 13 - PA (288) 22 - VA (286) <b>30 - Delaware (284)</b> 32 - NY (283) ~34 <sup>th</sup> - Nation <sup>1</sup> (282) 52- DC (254)	1 <sup>st</sup> – MA (52%) 2 – MN (47%) 3 – NJ (44%) 4 – MT (44%) 5 – VT (43%) 9 – MD (40%) 10 - PA (40%) 22 - VA (36%) 30 - NY (34%) ~33 <sup>rd</sup> - Nation <sup>1</sup> (33%) <b>33 - Delaware (32%)</b> 52 – D.C. (11%)

Note:

Last state/jurisdiction in list is ranked lowest. Not all st<sup>1</sup>ates have scores for both years. New Jersey & Pennsylvania did not participate in eighth grade math in 1996.<sup>2</sup>

---

<sup>1</sup>Nation is public schools only

	Years of NAEP Assess.	Rank Order of Improvement in Average Scale Scores for NAEP Assessments (1998 to 2007)	National Ranking Based on NAEP 2007 Average Scale Scores (Latest Mean Scores)	National Ranking on Percentage of Students At or Above Proficient Achievement Level on NAEP 2007
<b>Grade 4</b>				
<b>Reading</b>	1992 1994 1998 2002 2003 2005 2007	1 <sup>st</sup> - Florida (+16) 2 - D.C. (+15) 3 - Hawaii (+14) <b>4 - Delaware (+13)</b> 5 - MA (+10) 6 - MD (+10) 8 - VA (+9) ~20 <sup>th</sup> - Nation <sup>1</sup> (+4) 41 - CT (-4)	1 <sup>st</sup> - MA (241) 2 - NJ (238) 7 - VA (233) 9 - PA (233) <b>14 - Delaware (233)</b> 17 - MD (225) 20 - NY (224) ~32 - Nation <sup>1</sup> (220) 52 - DC (197)	1 <sup>st</sup> - MA (49.2%) 2- NJ (43.1%) 6 - PA (40.2%) 9 - VA (37.6%) 17 - NY (36.0) 18 - MD (35.9%) <b>26 - Delaware (33.8%)</b> ~33 - Nation <sup>1</sup> (31.7%) 52 - D.C. (13.8%)
<b>Grade 8</b>				
<b>Reading</b>	1998 2002 2003 2005 2007	<b>1<sup>st</sup> - Delaware (+9)</b> 2 - FL (+6) 3 - D.C. (+4) 4 - MA (+4) 5 - WY (+4) 7 - MD (+3) 17 - VA (0) ~23 - Nation <sup>1</sup> (0) 29 - NY (-3) 38 - NM (-7)	1 <sup>st</sup> - MA (273) 5 - NJ (270) 12 - PA (268) 17 - VA (267) 21 - MD (265) <b>24 - Delaware (265)</b> 27 - NY (264) ~32 - Nation <sup>1</sup> (261) 52- DC (241)	1 <sup>st</sup> - MA (43.0%) 4 - NJ (39.0%) 11 - PA (36.4%) 19 - VA (33.7%) 22 - MD (33.2%) 23 - NY (32.2%) <b>28 - Delaware (30.5%)</b> ~31 - Nation <sup>1</sup> (29.2%) 52 - D.C. (12.1%)

Note: Last state/jurisdiction in list is ranked lowest. Not all states have scores for all years. New Jersey & Pennsylvania did not participate in 1998.

Appendix (A)(3) – 3 ESEA Data – Students Meeting State Standards

Grade 3 Subgroups Meeting State Standards - Math

	<b>All</b>	<b>American Indian</b>	<b>African American</b>	<b>Asian</b>	<b>Hispanic</b>	<b>White</b>
<b>1999</b>	63.54	68.75	39.21	82.28	41.38	76.15
<b>2000</b>	72.73	66.67	53.18	92.78	60.90	83.13
<b>2001</b>	71.32	61.12	51.44	90.29	60.45	82.92
<b>2002</b>	72.05	62.50	53.73	89.14	62.83	82.92
<b>2003</b>	73.60	91.30	55.91	92.44	66.99	84.10
<b>2004</b>	77.51	80.95	60.82	93.67	73.61	87.18
<b>2005</b>	78.86	87.50	65.47	93.99	71.54	87.20
<b>2006</b>	78.20	84.62	63.03	94.96	72.40	87.66
<b>2007</b>	77.44	74.29	61.60	94.94	74.83	87.88
<b>2008</b>	77.42	87.50	62.65	89.66	75.35	86.79
<b>2009</b>	78.48	71.05	63.29	93.75	76.64	88.30

	<b>Male</b>	<b>Female</b>	<b>Low Income</b>	<b>Not Low Income</b>	<b>With Disabilities</b>	<b>Without Disabilities</b>	<b>LEP</b>	<b>Not LEP</b>
<b>1999</b>	64.57	62.42	43.69	74.89	22.05	67.11	23.23	64.03
<b>2000</b>	73.13	72.30	56.90	81.61	36.87	74.44	50.00	72.87
<b>2001</b>	70.90	71.76	55.73	80.82	27.74	76.61	41.22	71.73
<b>2002</b>	72.59	71.46	57.31	81.34	37.15	76.39	65.28	72.15
<b>2003</b>	74.35	72.84	61.61	82.60	40.65	77.91	51.16	73.93
<b>2004</b>	78.15	76.83	66.93	84.71	47.33	82.00	69.92	77.75
<b>2005</b>	79.64	78.06	69.56	85.56	49.67	83.06	57.47	79.54
<b>2006</b>	78.64	77.75	66.44	87.75	47.63	83.02	60.08	78.73
<b>2007</b>	78.59	76.18	66.00	86.40	49.10	81.76	73.97	77.57
<b>2008</b>	77.42	77.41	66.83	86.41	48.67	81.79	75.62	77.54
<b>2009</b>	78.67	78.29	68.44	87.53	45.66	82.85	79.28	78.43

Grade 3 Subgroups Meeting State Standards – Reading

	<b>All</b>	<b>American Indian</b>	<b>African American</b>	<b>Asian</b>	<b>Hispanic</b>	<b>White</b>
<b>1999</b>	68.62	87.50	49.79	79.75	48.71	78.66
<b>2000</b>	76.80	77.77	62.40	92.26	62.72	84.87
<b>2001</b>	74.11	72.23	57.82	85.30	56.15	84.39
<b>2002</b>	79.31	85.71	64.91	91.05	72.26	87.75
<b>2003</b>	79.31	90.48	65.25	92.34	73.23	87.59
<b>2004</b>	82.36	80.00	70.07	95.11	74.27	89.87
<b>2005</b>	84.45	79.49	73.93	95.59	78.95	90.77
<b>2006</b>	83.95	88.46	71.99	95.65	81.39	90.78
<b>2007</b>	81.23	81.25	67.85	97.56	82.97	88.84
<b>2008</b>	81.69	90.91	69.13	91.77	80.05	89.33
<b>2009</b>	81.42	91.43	67.81	95.59	79.46	89.69

	Male	Female	Low Income	Not Low Income	With Disabilities	Without Disabilities	LEP	Not LEP
1999	65.01	72.47	51.21	78.59	20.63	72.74	17.17	69.26
2000	73.85	79.89	62.83	84.61	32.86	78.90	42.86	77.02
2001	70.54	77.67	59.19	82.85	29.81	77.74	38.73	74.58
2002	76.75	81.94	65.86	87.50	42.10	82.06	72.54	79.42
2003	76.19	82.31	67.96	87.21	44.16	81.44	67.02	79.44
2004	80.40	84.37	73.45	87.96	52.56	83.75	67.46	82.76
2005	81.70	87.08	76.36	89.73	63.00	85.25	64.57	84.92
2006	80.98	86.83	73.85	91.31	58.64	85.04	75.00	84.16
2007	78.25	84.30	71.44	88.12	56.95	82.20	82.35	81.19
2008	79.22	84.12	71.92	89.24	60.83	82.52	80.59	81.76
2009	78.60	84.20	71.81	89.49	63.67	82.06	81.55	81.41

Grade 8 Subgroups Meeting State Standards – Math

	All	American Indian	African American	Asian	Hispanic	White
1999	35.80	23.07	14.57	62.05	14.14	45.26
2000	41.21	33.34	18.40	67.67	20.19	51.64
2001	40.17	24.33	17.82	76.00	21.73	51.38
2002	48.07	44.00	24.60	78.61	31.06	59.27
2003	47.18	49.99	25.59	77.84	33.22	59.00
2004	50.17	58.62	27.55	75.71	32.92	64.24
2005	52.81	37.50	32.11	83.75	40.00	66.34
2006	62.26	70.00	41.70	88.00	49.46	75.89
2007	61.20	48.28	40.83	87.50	47.79	75.37
2008	64.91	78.13	46.37	90.70	56.39	77.05
2009	65.86	69.57	46.43	90.58	63.24	78.09

	Male	Female	Low Income	Not Low Income	With Disabilities	Without Disabilities	LEP	Not LEP
1999	37.53	34.04	15.73	45.01	4.43	39.03	5.36	36.01
2000	43.92	38.43	20.30	49.45	3.91	44.15	25.64	41.29
2001	42.05	38.26	19.57	49.40	5.58	45.76	25.32	40.32
2002	50.05	45.97	27.21	58.04	8.12	54.08	31.59	48.24
2003	47.41	46.93	27.44	58.98	12.10	53.30	23.47	47.43
2004	50.51	49.81	30.26	61.37	16.01	56.25	22.73	50.55
2005	53.80	51.77	33.83	63.78	14.87	58.69	25.20	53.17
2006	63.00	61.49	45.44	73.41	22.86	68.61	30.94	62.70
2007	62.29	60.06	44.59	71.84	21.71	67.38	22.14	61.76
2008	64.95	64.87	49.16	75.48	22.75	71.76	43.50	65.35
2009	66.30	65.41	51.55	76.49	25.96	72.53	48.33	66.31

Grade 8 Subgroups Meeting State Standards – Reading

	All	American Indian	African American	Asian	Hispanic	White
1999	62.16	69.23	43.19	79.52	40.98	70.85
2000	67.42	57.89	47.34	78.58	48.84	76.95
2001	66.20	62.16	48.02	81.50	48.01	75.89
2002	71.47	70.83	54.37	88.77	57.55	79.84
2003	69.79	75.01	54.54	85.50	55.34	78.65
2004	70.90	66.67	53.94	82.93	55.50	81.83
2005	78.53	79.31	66.83	91.88	66.77	86.67
2006	83.53	90.00	72.73	94.29	76.90	90.42
2007	81.86	81.48	70.02	95.40	72.43	90.06
2008	80.79	90.63	68.02	93.88	75.87	88.99
2009	81.13	78.95	68.94	90.26	79.20	89.05

	Male	Female	Low Income	Not Low Income	With Disabilities	Without Disabilities	LEP	Not LEP
1999	56.96	67.47	41.55	71.62	10.18	67.58	30.36	62.38
2000	63.96	70.98	46.90	75.58	14.10	71.72	25.64	67.63
2001	61.14	71.28	47.08	74.55	17.50	72.78	24.09	66.62
2002	67.21	75.94	54.20	79.59	22.04	78.06	36.95	71.86
2003	64.93	74.86	53.76	79.02	25.39	75.66	15.66	70.28
2004	66.60	75.53	54.44	79.71	30.39	75.81	18.81	71.47
2005	74.24	82.91	65.32	85.73	33.59	82.54	32.23	79.12
2006	79.04	88.03	73.72	89.60	44.65	87.22	48.42	83.89
2007	79.79	83.94	70.71	88.52	45.59	85.08	42.99	82.31
2008	77.68	83.83	69.44	88.00	40.99	84.16	55.93	81.27
2009	78.42	83.89	71.58	87.88	47.40	84.29	58.54	81.66

Grade 10 Subgroups Meeting State Standards - Math

	All	American Indian	African American	Asian	Hispanic	White
1999	30.51	4.17	10.92	59.41	14.95	38.46
2000	35.56	35.72	13.61	63.01	17.13	44.48
2001	34.81	40.91	12.71	68.02	14.28	43.75
2002	43.08	40.00	17.51	68.53	24.76	54.03
2003	45.21	60.60	20.42	76.44	26.21	56.16
2004	53.18	83.33	27.17	80.19	34.10	63.36
2005	52.06	51.43	28.87	80.91	39.39	62.59
2006	58.90	65.38	35.38	79.31	43.88	70.34
2007	56.86	59.46	35.83	85.53	43.38	68.45
2008	57.87	58.33	36.52	83.83	46.72	69.03
2009	56.53	59.46	34.03	80.88	48.49	68.88

	Male	Female	Low Income	Not Low Income	With Disabilities	Without Disabilities	LEP	Not LEP
1999	31.98	29.00	11.98	35.67	0.95	32.30	7.90	30.74
2000	37.16	33.99	15.40	40.79	2.04	37.23	13.52	35.67
2001	37.60	32.00	13.92	40.38	4.73	38.15	15.63	34.96
2002	45.92	40.23	21.65	48.78	6.63	47.82	26.96	43.33
2003	47.70	42.85	22.36	53.11	5.49	50.39	24.05	45.44
2004	55.06	51.26	30.96	60.06	10.66	57.87	29.81	53.51
2005	51.69	52.43	32.08	59.20	8.74	57.84	26.03	52.31
2006	59.47	58.29	38.73	66.82	15.56	64.64	33.33	59.20
2007	58.33	55.40	38.38	64.14	16.27	61.86	37.93	57.12
2008	59.09	56.70	39.54	65.62	15.58	63.11	38.65	58.24
2009	57.97	55.11	39.16	64.77	14.76	61.78	29.61	57.01

Grade 10 Subgroups Meeting State Standards - Reading

	All	American Indian	African American	Asian	Hispanic	White
1999	53.71	25.00	31.75	67.06	34.80	63.22
2000	61.32	64.28	39.82	71.10	41.96	70.78
2001	59.60	61.90	38.38	74.87	36.50	69.00
2002	66.42	63.33	45.35	75.13	47.61	76.19
2003	66.61	78.79	46.30	82.30	43.87	76.47
2004	71.31	88.89	50.99	85.92	54.65	79.56
2005	70.04	71.43	50.59	82.49	53.97	79.71
2006	70.58	64.00	53.04	80.93	53.68	79.67
2007	72.42	72.97	56.03	84.51	59.85	81.93
2008	70.70	73.91	54.17	84.01	56.18	80.14
2009	71.00	74.29	52.95	82.53	61.87	81.36

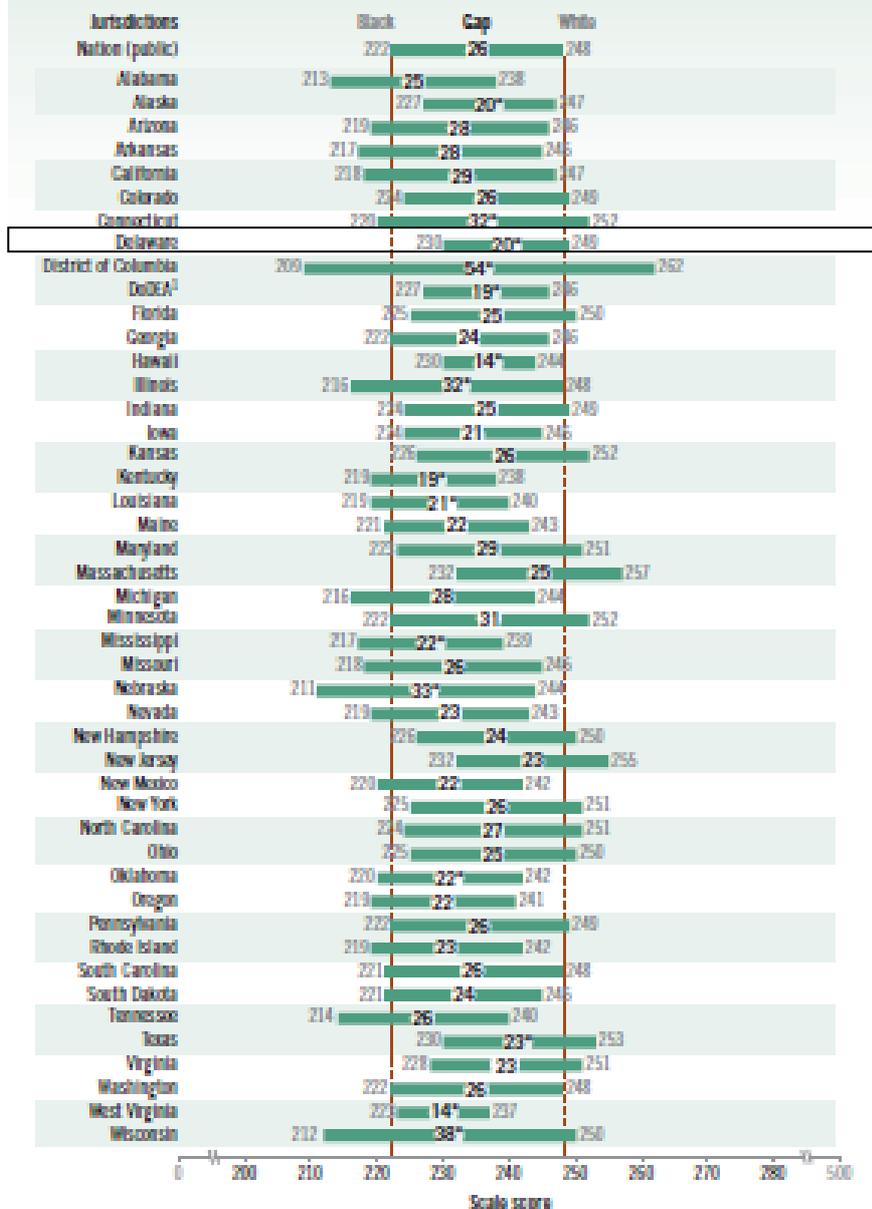
	Male	Female	Low Income	Not Low Income	With Disabilities	Without Disabilities	LEP	Not LEP
1999	48.91	58.55	31.91	59.71	7.40	56.49	14.49	54.07
2000	56.45	66.12	38.90	67.08	10.44	64.00	8.11	61.59
2001	56.06	63.14	37.26	65.50	11.06	64.31	18.03	59.93
2002	62.70	70.17	44.05	72.38	13.82	72.89	31.86	66.93
2003	62.35	70.66	42.96	74.77	13.10	73.05	14.67	67.14
2004	68.09	74.56	50.03	77.82	16.16	76.65	23.08	71.84
2005	65.34	74.69	51.20	76.63	17.87	75.40	19.35	70.46
2006	66.87	74.37	52.44	76.97	21.19	75.65	25.00	71.02
2007	70.03	74.76	55.46	78.87	26.17	76.64	27.83	73.06
2008	67.84	73.41	53.80	77.54	22.85	74.88	32.88	71.37
2009	69.56	72.37	55.55	78.02	26.82	74.79	34.59	71.59

Appendix (A)(3) – 4 The Black White achievement gap by scale score<sup>3</sup>

---

<sup>3</sup> The charts in Appendix (A)(3) – 4 are from the National Center for Education Statistics “Achievement Gaps: How Black and White Students in Public Schools Perform in Mathematics and Reading on the National Assessment of Educational Process.”

## The Black-White achievement score gap in mathematics for public school students at grade 4, by state or jurisdiction: 2007



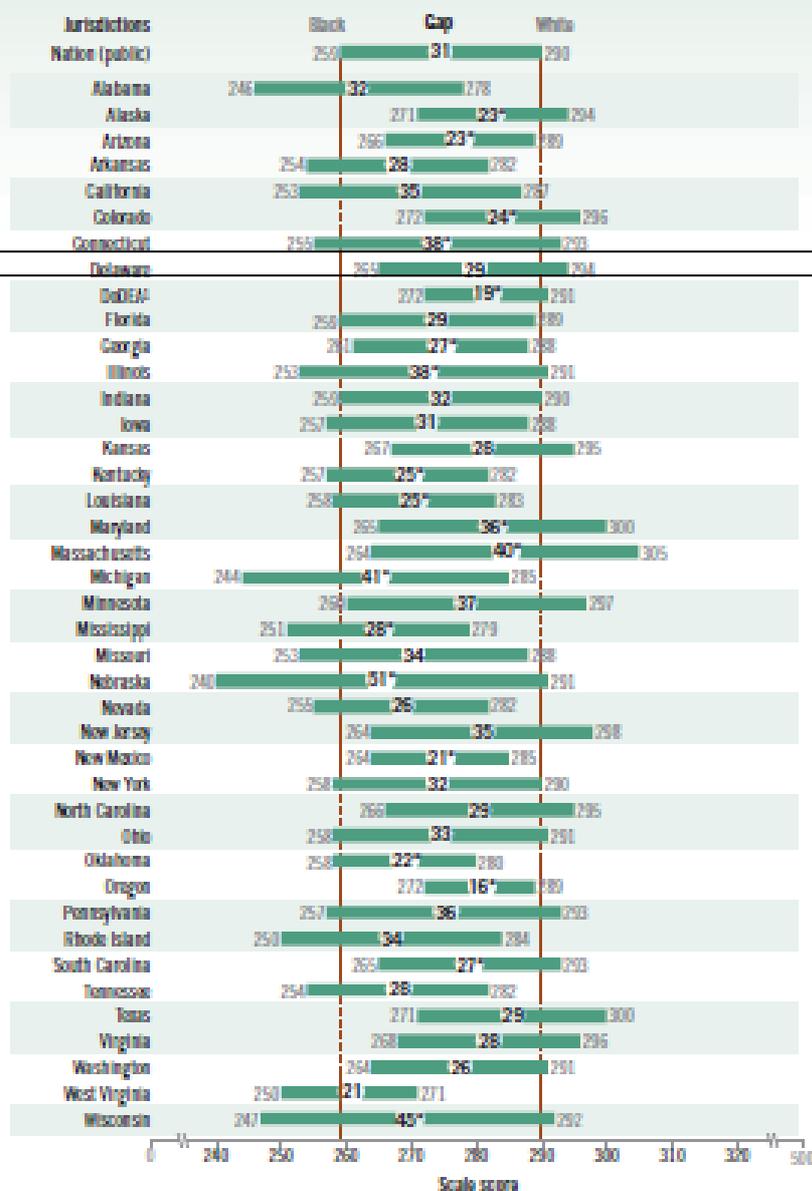
\* Significantly different (p<.05) from the nation (public) when comparing one state to the nation at a time.

<sup>1</sup> Department of Defense Education Activity (overseas and domestic schools).

NOTE: States whose Black student population size was insufficient for comparison are omitted. Reporting standards not met for Idaho, Montana, North Dakota, Utah, Vermont, and Wyoming.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessment.

## The Black-White achievement score gap in mathematics for public school students at grade 8, by state or jurisdiction: 2007



\* Significantly different (p<.05) from the nation (public) when comparing one state to the nation at a time.

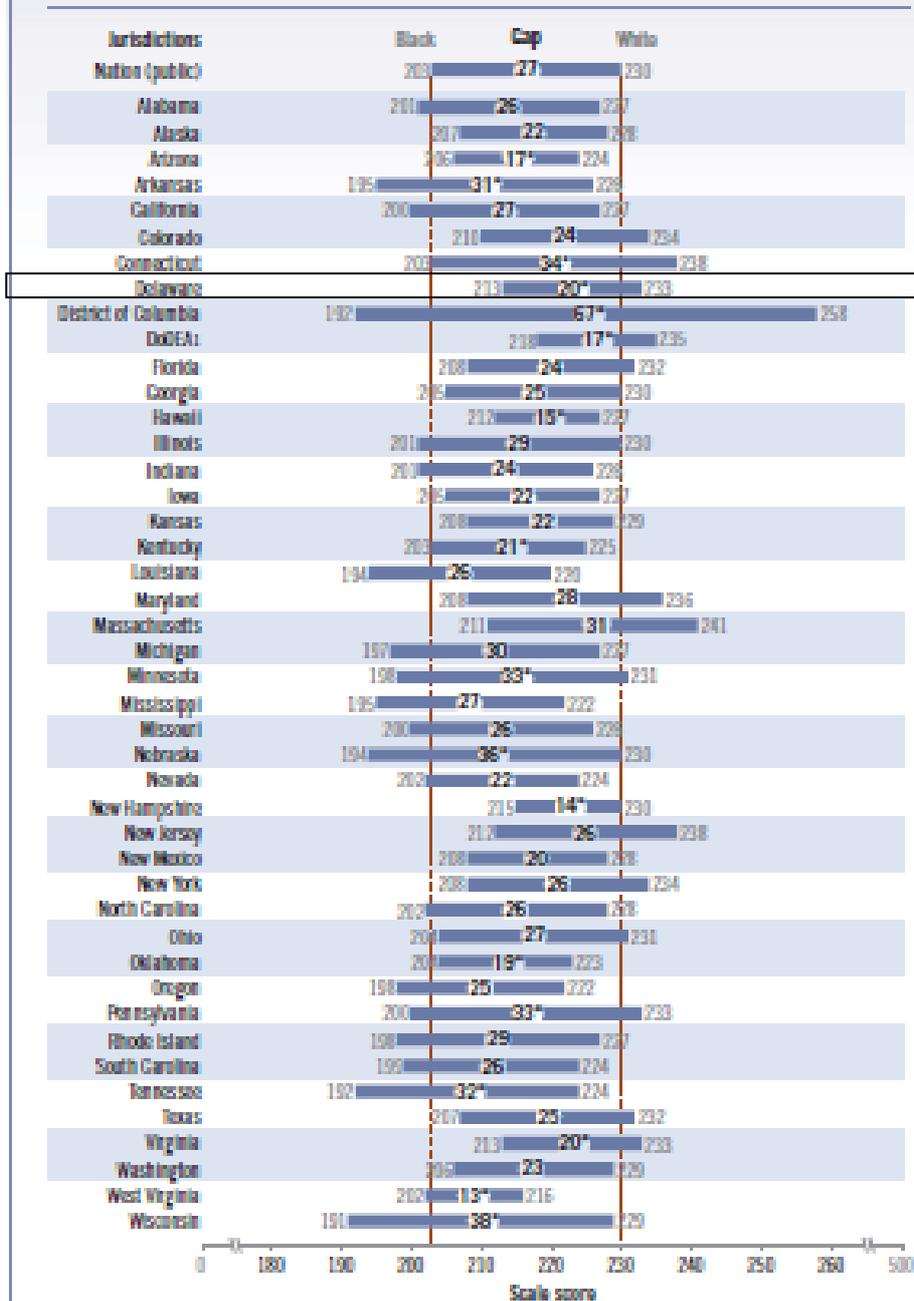
<sup>1</sup> Department of Defense Education Activity (overseas and domestic schools).

NOTE: States whose Black or White student population size was insufficient for comparison are omitted.

Reporting standards not met for District of Columbia, Hawaii, Idaho, Maine, Montana, New Hampshire, North Dakota, South Dakota, Utah, Vermont, and Wyoming.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessment.

## The Black-White achievement score gap in reading for public school students at grade 4, by state or jurisdiction: 2007



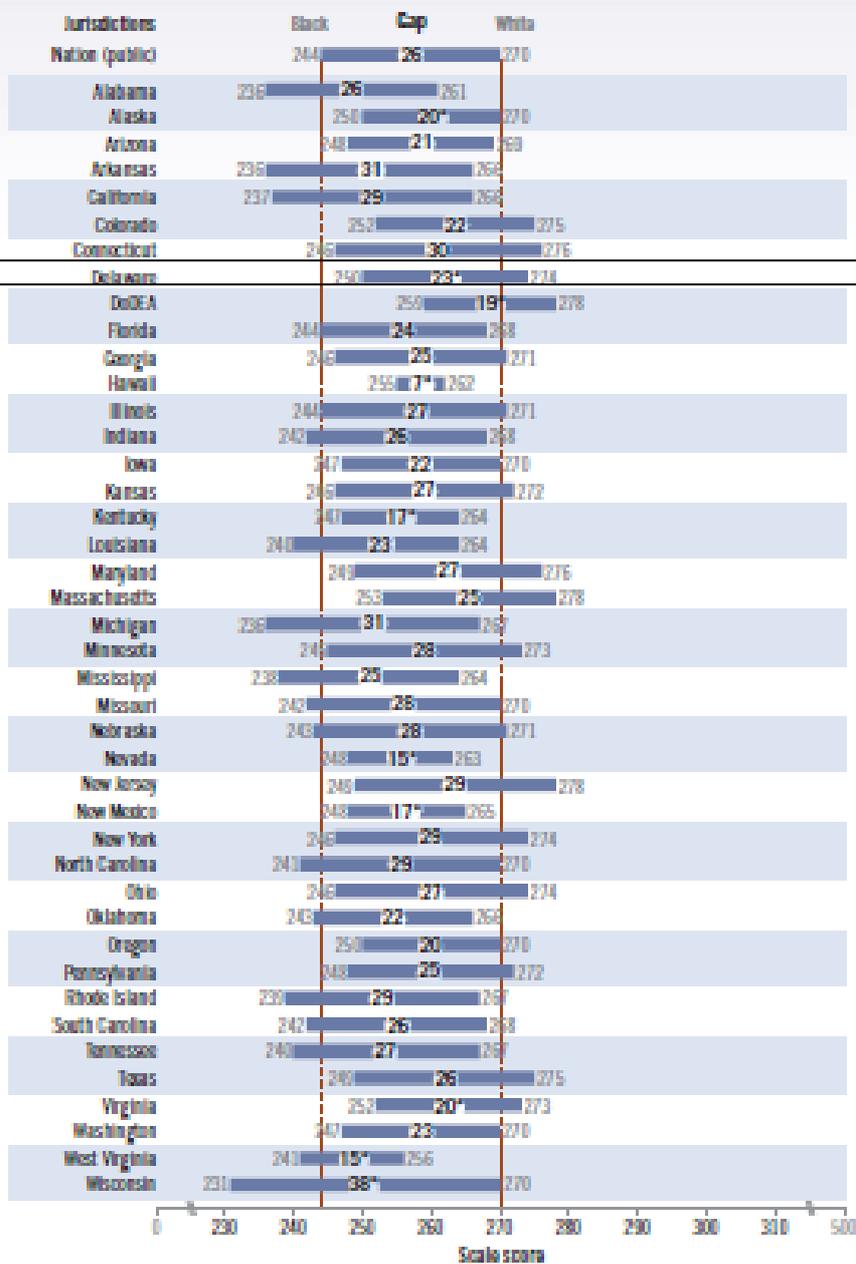
\* Significantly different (p<.05) from the nation (public) when comparing one state to the nation at a time.

<sup>1</sup> Department of Defense Education Activity (overseas and domestic schools).

NOTE: States whose Black student population size was insufficient for comparison are omitted. Reporting standards not met for Idaho, Maine, Montana, North Dakota, South Dakota, Utah, Vermont, and Wyoming.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading Assessment.

## The Black-White achievement score gap in reading for public school students at grade 8, by state or jurisdiction: 2007



\* Significantly different (p<.05) from the nation (public) when comparing one state to the nation at a time.

<sup>1</sup> Department of Defense Education Activity (overseas and domestic schools).

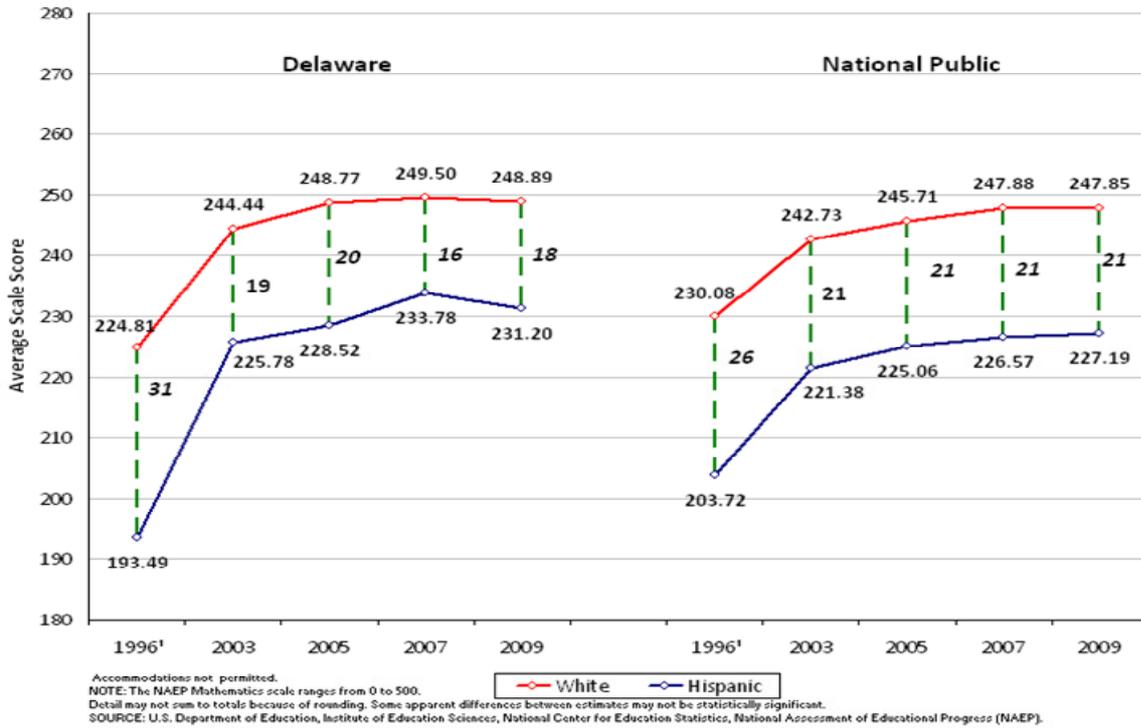
NOTE: States whose Black or White student population size was insufficient for comparison are omitted.

Reporting standards not met for District of Columbia, Idaho, Maine, Montana, New Hampshire, North Dakota, South Dakota, Utah, Vermont, and Wyoming.

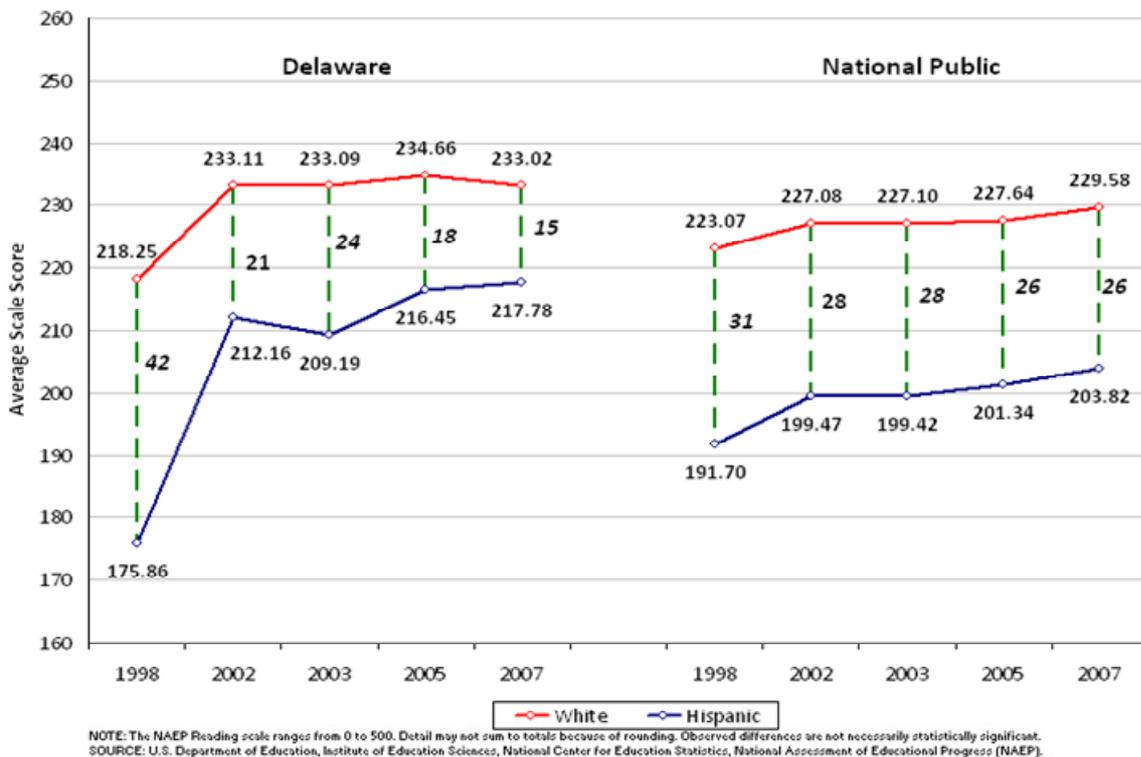
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading Assessment.

Appendix (A)(3) – 5 NAEP Achievement Gap (White-Hispanic, National School Lunch and

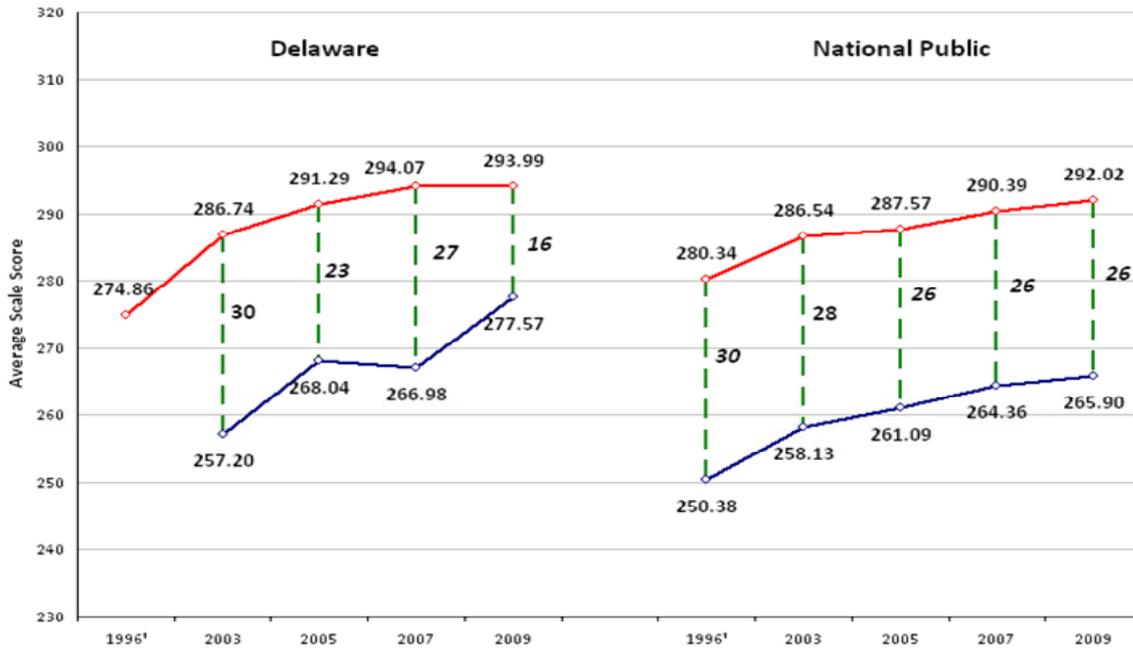
**NAEP Mathematics Grade 4 – White - Hispanic  
Gap - Average Scale Score: 1996-2009**



**NAEP Reading Grade 4 – White - Hispanic  
Gap - Average Scale Score: 1998-2007**

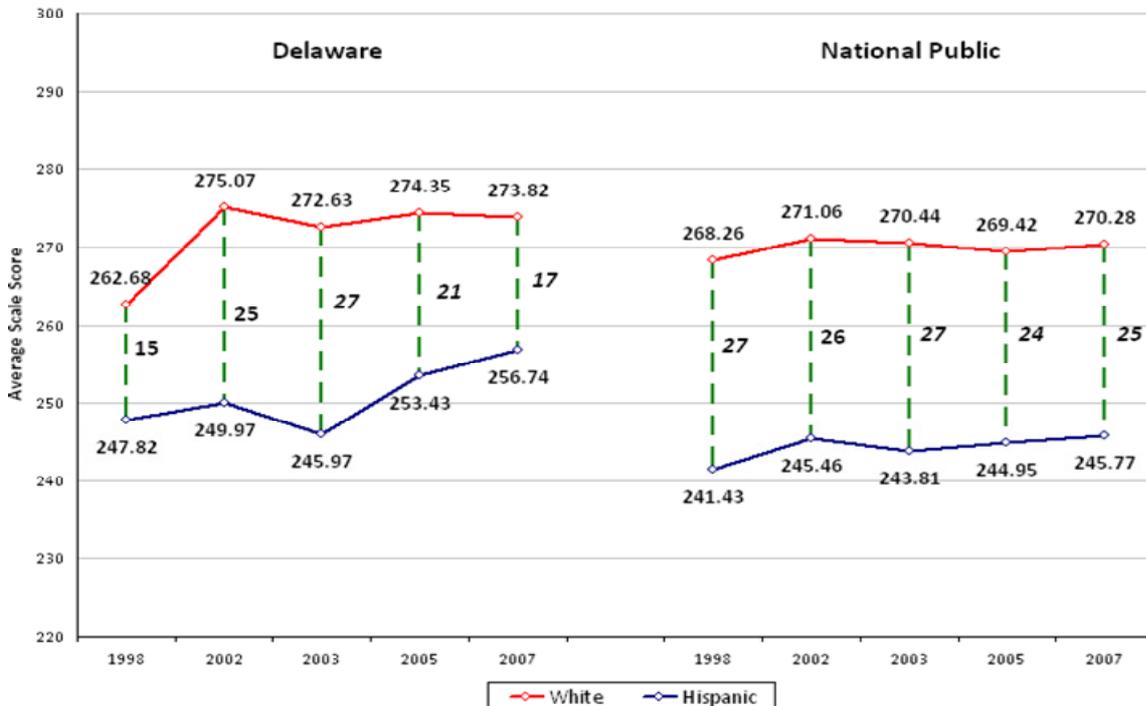


**NAEP Mathematics Grade 8 – White - Hispanic  
Gap - Average Scale Score: 1996-2009**



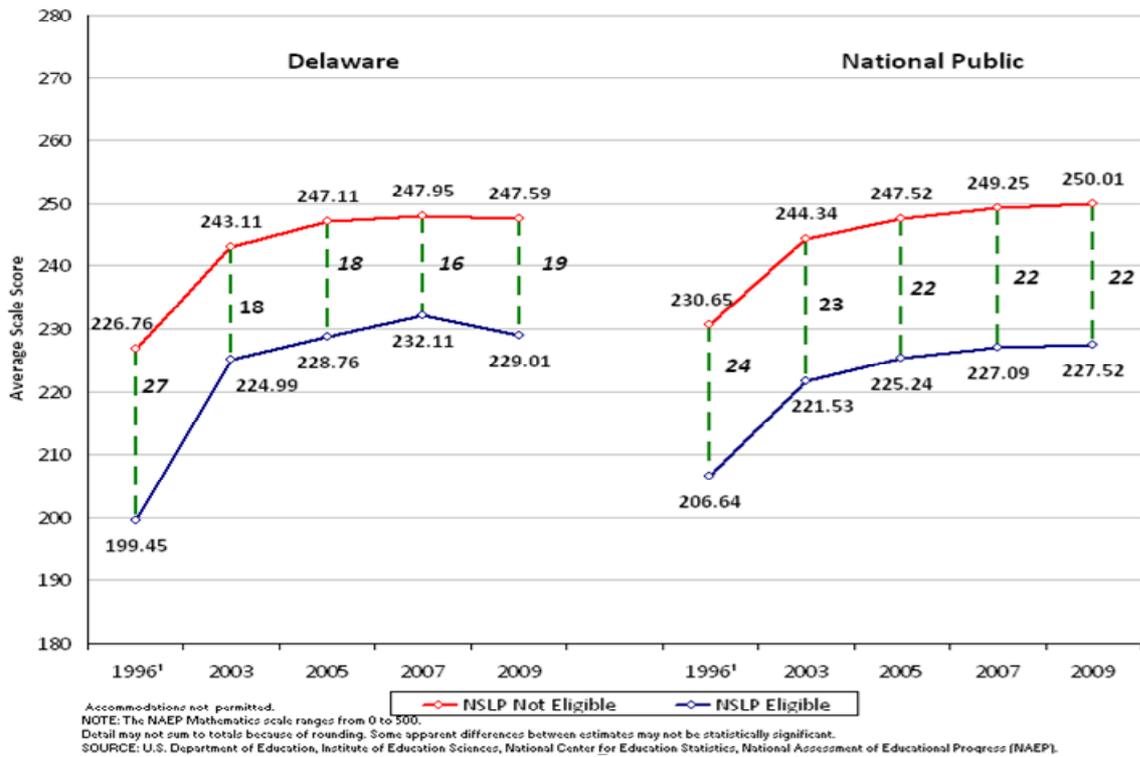
<sup>1</sup>Accommodations not permitted.  
 NOTE: The NAEP Mathematics scale ranges from 0 to 500.  
 Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

**NAEP Reading Grade 8 – White - Hispanic  
Gap - Average Scale Score: 1998-2007**

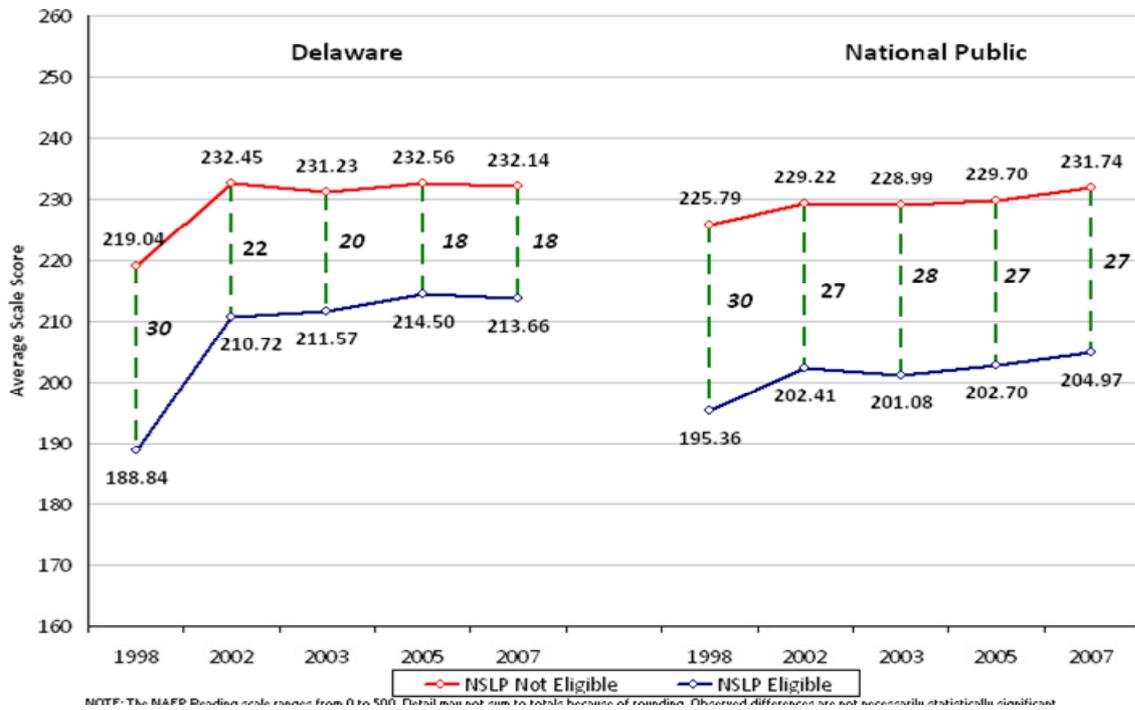


NOTE: The NAEP Reading scale ranges from 0 to 500. Detail may not sum to totals because of rounding. Observed differences are not necessarily statistically significant.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

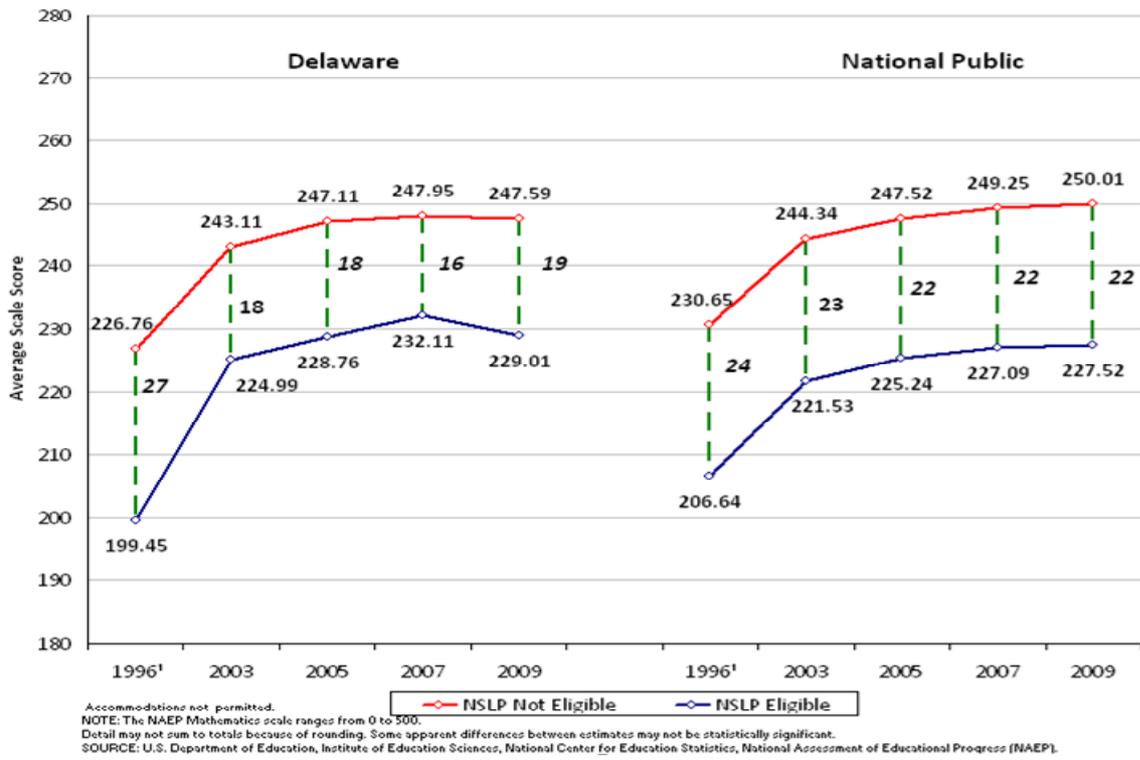
**NAEP Mathematics Grade 4 – National School Lunch Program  
Gap - Average Scale Score: 1996-2009**



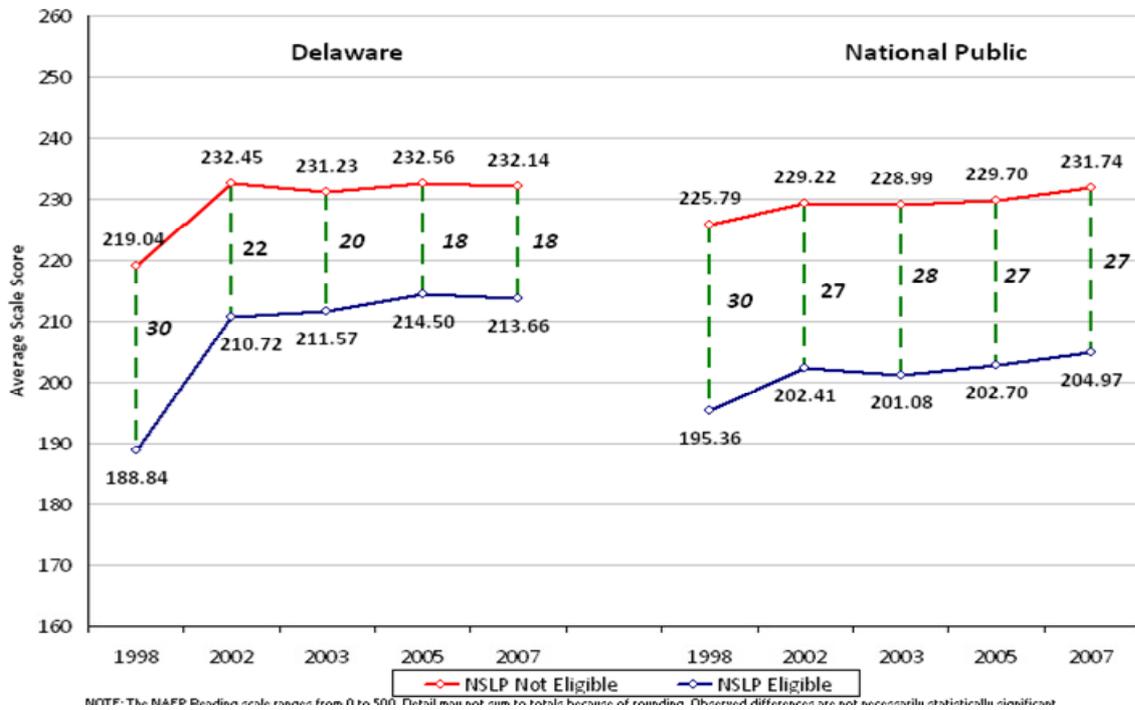
**NAEP Reading Grade 4 – National School Lunch Program  
Gap - Average Scale Score: 1998-2007**



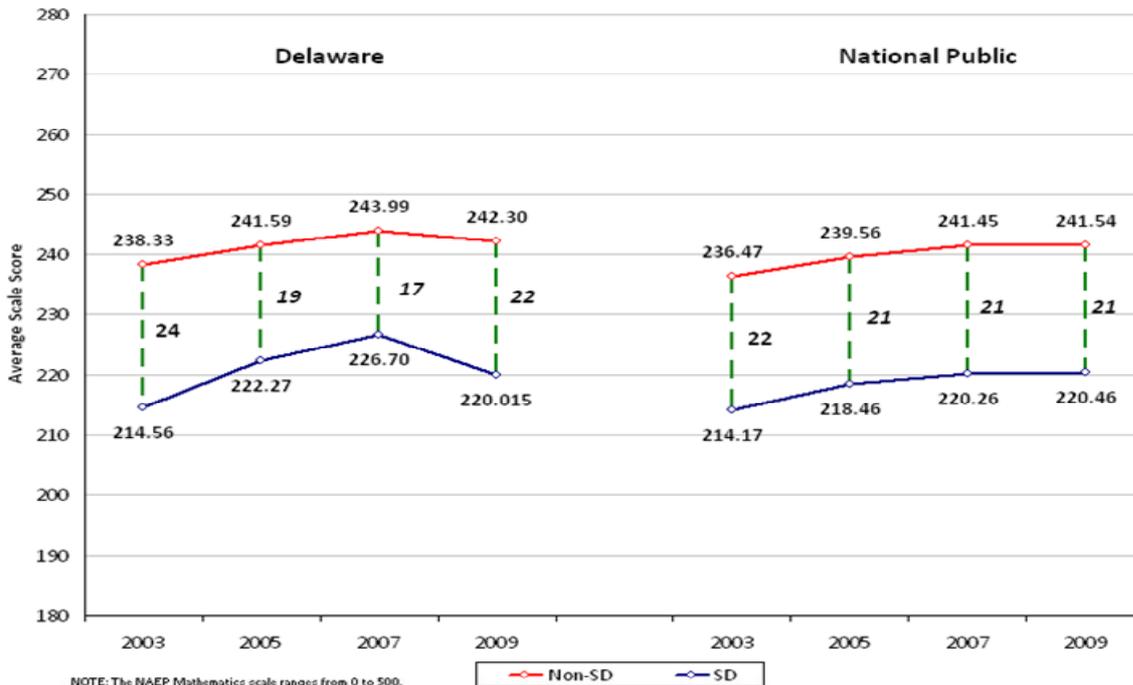
**NAEP Mathematics Grade 4 – National School Lunch Program  
Gap - Average Scale Score: 1996-2009**



**NAEP Reading Grade 4 – National School Lunch Program  
Gap - Average Scale Score: 1998-2007**

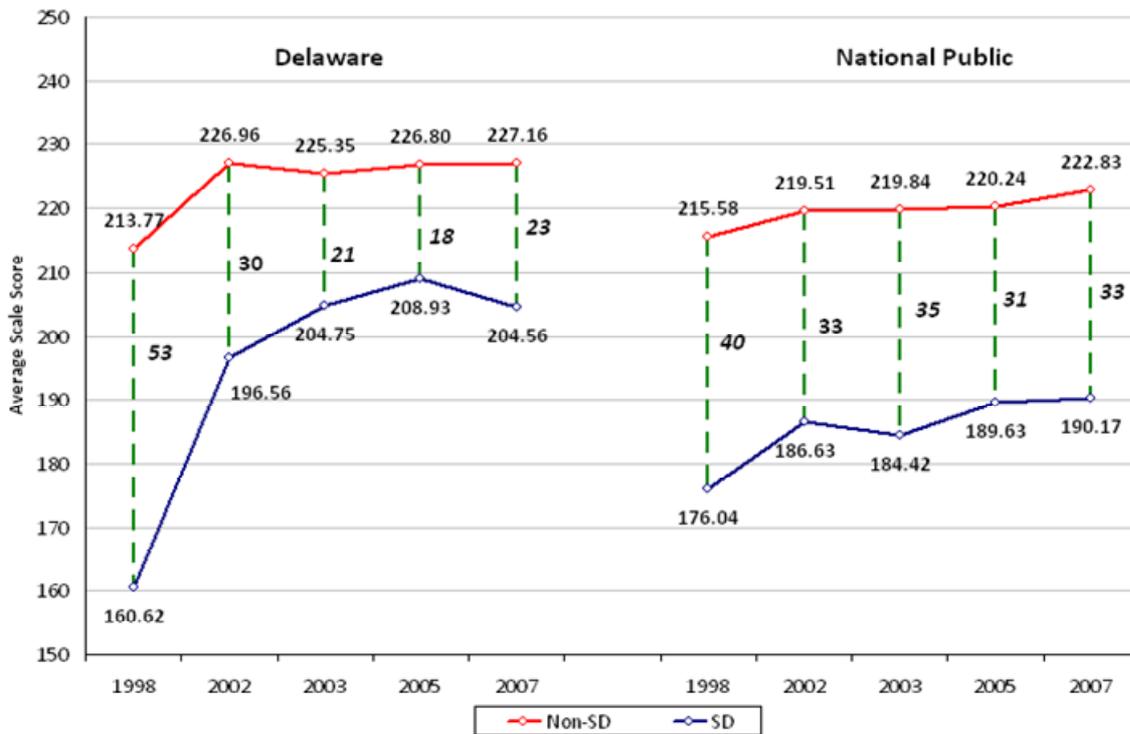


**NAEP Mathematics Grade 4 – Students with Disabilities  
Gap - Average Scale Score: 2003-2009**



NOTE: The NAEP Mathematics scale ranges from 0 to 500. Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

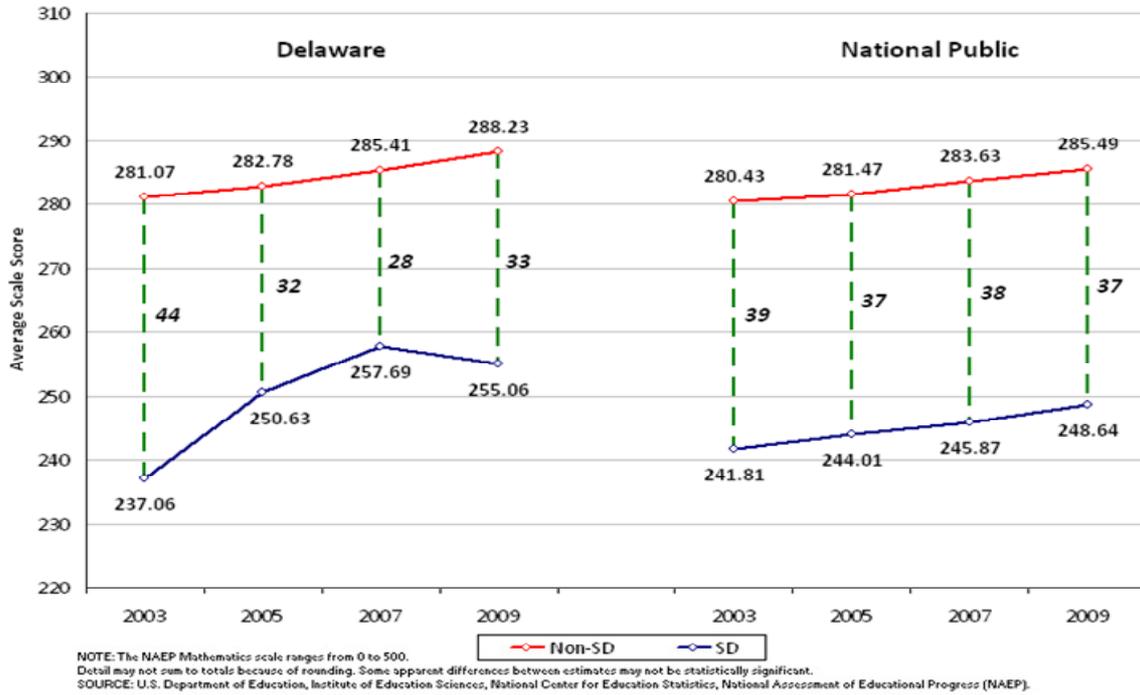
**NAEP Reading Grade 4 – Students with Disabilities  
Gap - Average Scale Score: 1998-2007**



NOTE: The NAEP Reading scale ranges from 0 to 500. Detail may not sum to totals because of rounding. Observed differences are not necessarily statistically significant.

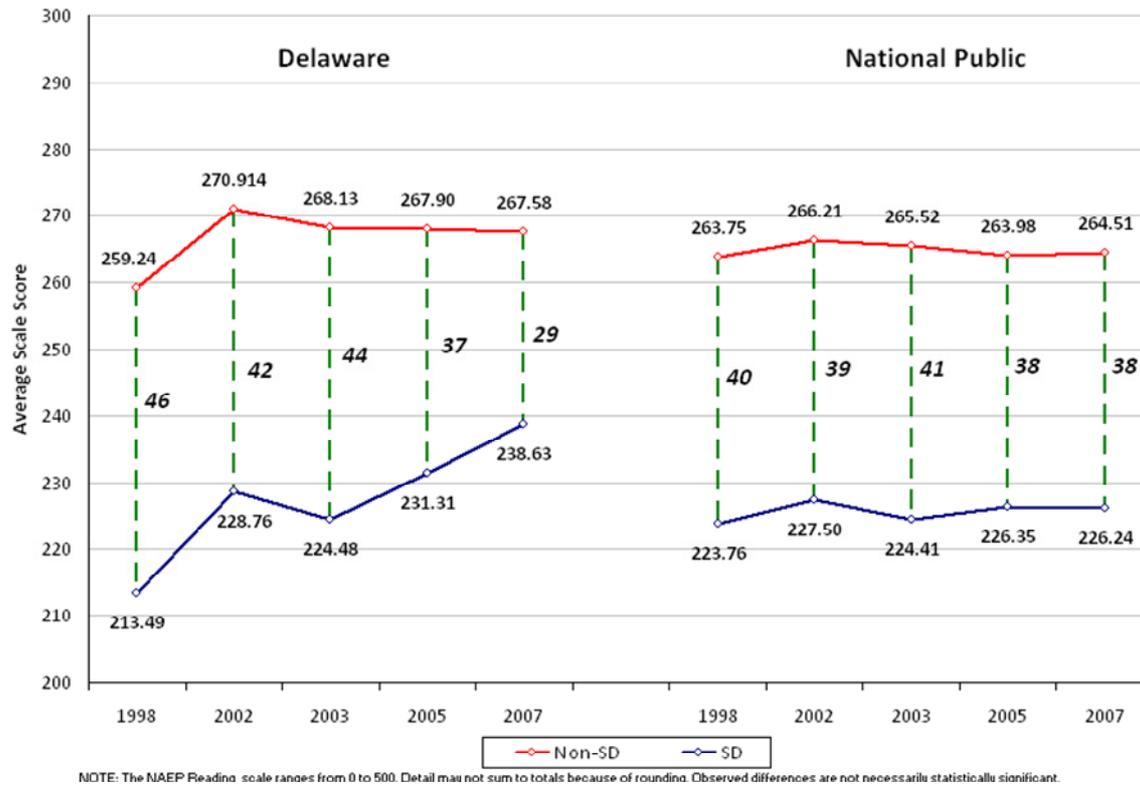
### NAEP Mathematics Grade 8 — Students with Disabilities

Gap - Average Scale Score: 2003-2009



### NAEP Reading Grade 8 — Students with Disabilities

Gap - Average Scale Score: 1998-2007



## Appendix (A)(3) – 6 Changes to DSTP cut scores

Besides the initial determination, Delaware has only made one change to cut scores between 1999 and 2009. Cut scores for grades 3, 5, 8, and 10 were first set in 1999 using the first two years of DSTP data (from 1998 and 1999) as a baseline. The State created five levels of scores ranging from Well Below the Standard to Distinguished. In 2000, Delaware added testing for grades 2, 4, 6, 7 and 9. In 2002, the State determined three categories of progress for these grades – unsatisfactory, warning and satisfactory.. The only change to these scores occurred in Spring 2006, Delaware changed cut scores for DSTP to enable a coherent system of cut scores across all grade levels from 2 through 10. There were minimal changes in the cut scores for grades 3, 5, 8, and 10. New cuts were put in place for grades 4, 6, 7, and 9 so that they had the same five levels of performance as the other tested grades. The only exception is grade 2 which still has cut scores with three performance levels.

Appendix (A)(3) – 7 NAEP Exclusion Rate

**The Nation's Report Card 2007 State Assessment**

**Table** **Fourth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) in NAEP reading, by assessment year and testing status as a percentage of all students: Various years, 1998–2007**

Year and testing status	SD and/or ELL		SD		ELL		
	Delaware	Nation	Delaware	Nation	Delaware	Nation	
1992 <sup>1</sup>	<b>Identified</b>	12	11	11	8	1	3
	Excluded	6	6	5	5	#	2
	Assessed under standard conditions	6	4	6	3	1	1
1994 <sup>1</sup>	<b>Identified</b>	15	14	14	11	1	4
	Excluded	6	6	6	5	1	2
	Assessed under standard conditions	9	8	9	6	1	2
1998 <sup>1</sup>	<b>Identified</b>	16	17	14	12	2	6
	Excluded	7	10	7	7	#	4
	Assessed under standard conditions	9	7	8	5	2	2
1998	<b>Identified</b>	16	18	14	11	3	7
	Excluded	1	7	1	5	#	3
	Assessed under standard conditions	11	7	9	4	2	4
2002	Assessed with accommodations	4	3	4	3	#	1
	<b>Identified</b>	17	21	15	13	3	9
	Excluded	8	7	7	5	2	2
2003	Assessed under standard conditions	4	10	3	4	1	6
	Assessed with accommodations	5	4	5	4	#	1
	<b>Identified</b>	18	22	17	14	3	10
2005	Excluded	11	6	10	5	1	2
	Assessed under standard conditions	4	10	3	4	1	7
	Assessed with accommodations	3	5	3	5	#	1
2007	<b>Identified</b>	20	23	17	14	4	11
	Excluded	13	7	12	5	2	2
	Assessed under standard conditions	4	10	2	4	2	7
2007	Assessed with accommodations	3	7	2	5	#	2
	<b>Identified</b>	22	23	18	14	5	11
	Excluded	12	6	10	5	2	2
2007	Assessed under standard conditions	4	10	3	3	1	7
	Assessed with accommodations	7	7	5	6	1	2

<sup>1</sup> Accommodations were not permitted for this assessment.

# Rounds to zero.

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2007 Reading Assessments.

The Nation's Report Card 2007 State Assessment

**Table**

**Eighth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) in NAEP reading, by assessment year and testing status as a percentage of all students: Various years, 1998–2007**

Year and testing status	SD and/or ELL		SD		ELL		
	Delaware	Nation	Delaware	Nation	Delaware	Nation	
1998 <sup>1</sup>	<b>Identified</b>	14	14	13	11	2	3
	Excluded	6	6	6	6	1	1
	Assessed under standard conditions	8	7	7	5	1	2
1998	<b>Identified</b>	14	14	14	11	1	3
	Excluded	2	4	2	3	#	1
	Assessed under standard conditions	10	7	10	5	1	2
2002	Assessed with accommodations	2	3	2	2	#	#
	<b>Identified</b>	15	18	14	13	2	6
	Excluded	6	6	6	5	1	2
2002	Assessed under standard conditions	2	8	2	5	#	4
	Assessed with accommodations	6	4	6	4	#	1
	<b>Identified</b>	17	19	16	14	3	6
2003	Excluded	9	5	8	4	1	2
	Assessed under standard conditions	3	8	3	5	1	4
	Assessed with accommodations	5	5	5	5	1	1
2005	<b>Identified</b>	17	19	14	13	3	6
	Excluded	11	5	10	4	2	1
	Assessed under standard conditions	4	7	2	3	1	4
2005	Assessed with accommodations	2	6	2	6	#	1
	<b>Identified</b>	18	19	16	13	3	7
	Excluded	7	5	6	5	2	2
2007	Assessed under standard conditions	4	7	3	3	1	4
	Assessed with accommodations	7	7	7	6	1	1

<sup>1</sup> Accommodations were not permitted for this assessment.

# Rounds to zero.

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2007 Reading Assessments.

## NAEP 2009 Mathematics Report for Delaware

### The Nation's Report Card 2009 State Assessment

**Table  
8-A**

Fourth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) in NAEP mathematics, by assessment year and testing status, as a percentage of all students: Various years, 1992–2009

Year and testing status	SD and/or ELL		SD		ELL		
	Delaware	Nation	Delaware	Nation	Delaware	Nation	
1992 <sup>1</sup>	Identified	12	10	11	7	1	3
	Excluded	5	7	5	5	1	2
	Assessed without accommodations	6	4	6	3	#	1
1996 <sup>1</sup>	Identified	14	16	12	12	2	4
	Excluded	7	6	6	5	1	2
	Assessed without accommodations	7	9	6	7	1	2
2003	Identified	18	22	16	14	3	11
	Excluded	7	4	6	3	1	1
	Assessed without accommodations	4	10	3	4	1	7
	Assessed with accommodations	7	8	7	7	1	2
2005	Identified	20	23	16	14	5	10
	Excluded	8	3	7	3	1	1
	Assessed without accommodations	5	10	2	4	2	7
	Assessed with accommodations	7	10	7	8	1	3
2007	Identified	20	23	17	14	5	11
	Excluded	5	3	5	3	1	1
	Assessed without accommodations	5	10	3	3	2	7
	Assessed with accommodations	10	10	9	8	2	3
2009	Identified	18	23	15	13	4	10
	Excluded	3	2	3	2	#	1
	Assessed without accommodations	2	9	2	3	#	6
	Assessed with accommodations	13	11	11	8	3	4

# Rounds to zero.

<sup>1</sup> Accommodations were not permitted for this assessment year.

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2009 Mathematics Assessments.

## NAEP 2009 Mathematics Report for Delaware

**Table  
8-B**

### The Nation's Report Card 2009 State Assessment

Eighth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) in NAEP mathematics, by assessment year and testing status, as a percentage of all students: Various years, 1990–2009

Year and testing status		SD and/or ELL		SD		ELL	
		Delaware	Nation	Delaware	Nation	Delaware	Nation
1990 <sup>1</sup>	<b>Identified</b>	9	—	9	—	1	—
	Excluded	4	—	4	—	#	—
	Assessed without accommodations	5	—	5	—	#	—
1992 <sup>1</sup>	<b>Identified</b>	10	10	9	8	1	2
	Excluded	4	6	4	5	#	2
	Assessed without accommodations	6	4	5	3	1	1
1996 <sup>1</sup>	<b>Identified</b>	13	11	12	9	1	3
	Excluded	9	5	8	4	#	1
	Assessed without accommodations	4	7	4	5	#	2
2003	<b>Identified</b>	18	19	16	14	2	6
	Excluded	9	4	8	3	1	1
	Assessed without accommodations	3	8	3	5	1	4
	Assessed with accommodations	6	7	5	6	1	1
2005	<b>Identified</b>	18	19	15	13	4	6
	Excluded	11	4	10	3	1	1
	Assessed without accommodations	4	7	2	3	2	4
	Assessed with accommodations	3	8	3	7	1	1
2007	<b>Identified</b>	16	18	14	13	3	7
	Excluded	7	4	6	4	1	1
	Assessed without accommodations	3	6	2	2	1	4
	Assessed with accommodations	7	8	6	6	1	2
2009	<b>Identified</b>	17	18	15	13	2	6
	Excluded	3	3	2	3	1	#
	Assessed without accommodations	1	5	1	2	#	3
	Assessed with accommodations	13	10	12	8	1	2

# Rounds to zero.

— Not available.

<sup>1</sup> Accommodations were not permitted for this assessment year.

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2009 Mathematics Assessments.

Appendix (A)(3) – 8 Delaware NAEP exclusion and accommodation guidance

**State Specific Guidance for Completing the Student with Disabilities (SD) and English Language Learner (ELL) Questionnaires**

Please review the **Delaware** specific instructions for completing the SD and/or ELL Questionnaires assigned to you by the NAEP school coordinator.

<b>Section/Question</b>	<b>SD Questionnaire</b>	<b>ELL Questionnaire</b>
<b>Question 1</b>	In <b>Delaware</b> , students must have an IEP or 504 Plan in order to receive accommodations on the state assessment. Do not mark Option D.	In <b>Delaware</b> , questionnaires should only be completed for students who are actively receiving ELL services.
<b>Question 2</b>	Each student will only be assessed in one NAEP subject.	
<b>Decision Tree Question 3</b>	<p><b>All students who take the Delaware Student Testing Program (DSTP) should be considered for participation in NAEP.</b></p> <p><b>Option C</b> – Takes an alternate or modified assessment. The alternate assessment in <b>Delaware</b> is the Delaware Alternate Portfolio Assessment (DAPA). Currently, there is no modified assessment in Delaware.</p>	<p><b>Option D</b> – Does not take the state academic assessment.</p> <p><b>Decision D</b> – In <b>Delaware</b>, Accommodation # 98 provides for an exemption from the <b>reading</b> test for students who are enrolled in U.S. schools less than one year. Does not apply to mathematics or science.</p>
<b>Question 4</b>	Pay special attention to the subject the student has been selected to participate in for NAEP. Look in Column B for the accommodations that NAEP allows in that subject. If NAEP does not permit one of the student’s accommodations, determine if the student can participate in NAEP with only the accommodations that NAEP does allow.	

<p><b>Accommodations Chart</b></p>	<p>Please refer to the SD and ELL Delaware/NAEP 2009 Accommodations Grids to see how NAEP accommodations compare to <b>Delaware</b> accommodations. Some accommodations allowed in <b>Delaware</b> are not allowed on the NAEP assessment. For example, NAEP does not allow: testing over multiple days, the use of calculators on the whole mathematics assessment, or read aloud/bilingual booklets on the reading assessment.</p>
<p><b>Accommodations Chart (continued)</b></p>	<p><b>Testing Over Multiple Days</b> – Even though NAEP does not allow testing over multiple days, the NAEP assessment is composed of two 25 minute subject matter blocks and a series of background questions that take approximately 15 minutes to complete. The NAEP assessment is considerably shorter than our state assessments, so most students will not need this accommodation for NAEP. Students may receive breaks during the assessment, extended time and small group testing, so students should not be excluded for this reason.</p> <p><b>Calculators on Mathematics Assessments</b> – NAEP has calculator active and inactive blocks. Some students will receive calculator active blocks with items that may need a calculator. NAEP does not provide individual student or school results. Since students will not be evaluated based on individual performance, consider including students on the NAEP assessment even though calculators cannot be used on all sections of the mathematics assessment.</p> <p><b>Read Aloud or Bilingual booklet for the Reading Test</b> - NAEP does not permit Read Aloud or Bilingual Booklets for Reading, as the assessment is focused on the student’s ability to read English. NAEP does allow Read Aloud for mathematics and science. If the student has the read aloud accommodation and is selected for reading, please include the student in the NAEP assessment if they would be able to understand and respond to the material. In NAEP, all directions are read aloud as standard practice.</p>

<b>Question 5</b>	Delaware has excluded a higher-than-average percentage of students on NAEP in the past. The state wants to be as inclusive as possible on the NAEP assessment. NAEP does not provide individual student or school results. Consider Option B, that the student could be assessed on NAEP with only the accommodations that NAEP allows. Only exclude students who cannot demonstrate what they know and can do in the selected NAEP subject with the allowable NAEP accommodations.	
<b>Question 6</b>	DAPA Students Only - Since students assessed by DAPA may have difficulty accessing a “paper-pencil” test, they most likely will be excluded from NAEP.	Students that do not take the <b>reading</b> portion of the DSTP because of their limited time in the U.S. and their limited English language proficiency most likely will not be included on the NAEP <b>reading</b> assessment.
<b>Questions 7, 8, &amp; 9</b>	The data in these questions are used for a number of purposes, including the development of projected exclusion rates for each state by the federal government and an analysis of changes in the student populations (SD & ELL) from one NAEP assessment year to the next.	

For questions or concerns about completing the Student with Disabilities (SD) or English Language Learner (ELL) Questionnaires please contact your NAEP School Coordinator or Patsy Kersteter, the Delaware NAEP State Coordinator, at 735-4103 or pkersteter@doe.k12.de.us.

NAEP Accommodation Yes/ No (#)	Delaware Accommodation #	Category of Accommodations
<b>Accommodations for the Presentation or Reception of the Test</b>		
N/A	01	Presenting the test in Grade 1 and/or Grade 2 Braille.
Yes (73)	02	Presenting the test in larger print (18 point).
Yes* (79)	03	Enhancing lighting.
Yes* (81)	04	Using visual magnification devices.
Yes (75) (Not Reading)	05	Reading, re-reading or providing signed assistance of test questions, multiple choice options and writing prompts. Reading includes presenting material on audiotape or videotape. Signed assistance includes using a sign language interpreter, oral interpreter, cued speech interpreter or transliterator. Indicate with a ✓ ___ all allowable items <b>OR</b> ✓ ___ items requested by student. <b>(Simplifying language is not allowed)</b>
Yes* (79)	06	Using Assistive Listening Device, such as auditory trainer, classroom or personal amplification systems.
Yes* (79)	07	Providing special acoustics, such as buffers.
Yes* (79)	08	Providing signed assistance for directions. Signed assistance includes sign language interpreter, oral interpreter, cued speech interpreter or transliterator.
Yes (79)	09	Presenting instructions, test questions, and multiple-choice options via an overhead projector and transparencies.
Yes* (79)	10	Chunking or highlighting information in passages in a standardized format for students who use American Sign Language.
No	30	Presenting the test directions and questions (including multiple-choice options) via Kurzweil software. (See Accommodation #31 For presenting the reading test via Kurzweil software.) <u>Must also select accommodation #5.</u>
<b>Accommodations for Interaction or Processing During the Test</b>		
Yes (79)	11	Using preferential seating such as arranging the seat close to the test administrator.
N/A	12	For written responses, student uses an audio recorder as an organizational or prewriting tool. Student must be tested individually.
N/A	13	For written responses, deaf student records a videotape as an organizational or prewriting tool. Student must be tested individually.
Yes (77)	15	Administering the test individually.
Yes (76)	16	Administering the test in a small group.
Standard Procedure	17	Re-presenting (rereading or resigning) <b>directions</b> for each subtest anytime during the test.
Yes (79)	18	Refocusing attention to test with use of intermittent verbal, picture symbol, signed, cued speech or physical prompts.
Yes (79)	19	Using physical assistance from a test administrator such as direct assistance with turning pages or navigating in electronic format.
Yes * (79)	20	Providing adaptive or special furniture or equipment to accommodate a physical disability.
No	21	For the writing test, using an electronic dictionary or thesaurus. Teacher may be used as a resource for spelling whenever dictionary or thesaurus use is permitted for other students.
No	47	Using a calculator on the two parts of the mathematics test for which calculators are not permitted.

<i>No</i>	48	Using an abacus, cubes, and other like manipulatives. Also, using three-dimensional representations of pictures in the test such as supplying real coins when a picture of coins is presented.
<i>No</i>	49	Using arithmetic tables. (This includes whole numbers, addition, subtraction, multiplication and division)
<i>Yes* (79)</i> <i>No graph paper</i>	50	Using templates (may include graph paper, acetate color sheets, or other markers – <u>not</u> graphic organizer)
<b>NAEP Accommodation Yes/ No (#)</b>	<b>Delaware Accommodation #</b>	<b>Category of Accommodations</b>

Accommodations for Student Responses		
<i>Yes (80) Breaks - same day only</i>	54	Completing the test over multiple sessions. Testing can stop at any point (mid session if necessary) and if necessary, be completed over several days.
<i>Yes* (78)</i>	14	For written responses, use of supportive software and/or software features in combination with word processing, such as word prediction, grammar/spell check, outlining and auditory feedback/text to speech. <b>Accommodation #26 must also be selected.</b> Use for all tests <b>except reading and writing.</b>
<i>No</i>	60	For written responses, using supportive software and/or software features in combination with word processing, such as word prediction, grammar/spell check, outlining and auditory feedback/text to speech. <b>Accommodation #26 must also be selected.</b> Use for the reading and writing tests.
<i>Yes * (78)</i>	26	For written responses, using individualized written communication system for word processing. Systems include Braille device, computer, AlphaSmart, adapted keyboard, voice recognition, AAC device. <b>We strongly recommend disabling internet access.</b>
<i>Yes (78)</i>	27	For written responses, student dictates to a test administrator following the scribing protocol. Responses can be signed or verbal and can be recorded by audio or video taping. Use for all tests <b>except reading and writing.</b>
<i>Yes/Reading (78)</i>	28	For written responses, student dictates to a test administrator following the scribing protocol. Responses can be signed or verbal and can be recorded by audio or video taping. <b>Use for reading and writing tests.</b>
<i>Yes (78)</i>	29	Records responses to multiple choice questions directly in test booklet or dictates responses to a test administrator. Test administrator may transcribe responses onto answer sheet.
Accommodations for Interaction or Processing During the Test		
<i>No</i>	46	Reading or signing passages or texts for the reading test or text-based writing (or using cued speech or oral interpreter). Indicate with a ✓ ___ all allowable items <b>OR</b> ✓ ___ items requested by student. Does the student have an identified disability that affects reading (decoding skills)? ___ yes ___ no Does the student have an IEP goal/objective to address deficits in decoding? ___ yes ___ no Does the student have a motor, sensory, or visual impairment that requires the use of this accommodation? ___ yes ___ no
<i>No</i>	31	Presenting the test directions, questions (including multiple-choice options) and reading passages via Kurzweil Software. <b>Must also select #46 and #5.</b>
Unique Accommodations		
<i>Use NAEP SD Questionnaire to determine eligibility</i>	61	Unique accommodations specific to the individual student as determined by the IEP team and approved by the DOE.
Participation in Delaware Alternative Portfolio Assessment (DAPA)		
<i>Student Not Eligible for NAEP</i>	64	The student meets the criteria in the <i>Delaware Alternate Portfolio Assessment Participation Guidelines</i> and will participate in the DAPA.

NAEP Accommodation Yes/ No (#)	DE Accommodation #	Accommodation
Yes (77)	66	Administering the test to a <b>student individually</b> in separate location.
Yes (76)	67	Administering the test in a <b>small group</b> in separate location.
Yes/ Math & Science (75) No/Reading	94	Reading, re-reading in <b>ENGLISH</b> the test directions, questions, multiple-choice options. Mathematics, Science, and Social Studies <b>ONLY</b> . Indicate with a ✓ ___ all allowable items <b>OR</b> ✓ ___ items requested by student. <b>(If you would like to simplify or paraphrase, choose #82 also)</b>
Yes*/Math & Science (72) No definitions No/Reading	68	Using an electronic or written <b>bilingual dictionary</b> for test. <b>(Word for word translation only)</b>
Yes/Math & Science (71) No/Reading	78	In a small group or individually, administering <b>two side-by-side tests</b> at the same time, one version in <b>Spanish</b> and the second in <b>English</b> . <b>Not available for the reading and writing tests</b> . It is <b>recommended</b> that the interpreter/ test administrator be proficient in Spanish. (Students who use the Spanish translation of the mathematics test also receive a translation of all support materials, including the revision and editing checklist, the pre-writing sheets, and math-reference sheets.) (If you choose 78 for a content area, you cannot choose 79 for that content area.) If the student will respond in Spanish, accommodation 76 must also be selected.
Yes*/Math & Science (71) No/Reading	79	Administering the entire test in <b>Spanish</b> . Interpreter/ Test administrator <b>must</b> be proficient in Spanish. (Students who take the Spanish translation of the mathematics test also receive a translation of all support materials, including the revision and editing checklist, the pre-writing sheets, and math-reference sheets.) (If you choose 79 for a content area, you cannot choose 78 for that content area.)
Yes*/Math & Science (79) No/Reading	85	In a small group or individually, using <b>an interpreter to translate directions, prompts, and/ or test questions (including multiple-choice options)</b> . <b>Passages on the reading test or the text-based writing CANNOT be translated unless student also has accommodation 84</b> . Interpreter/ Test administrator <b>must</b> be proficient in the native language.
Yes (80)	86	Giving extra breaks.
Yes (79 or 80) (Same day only)	87	Completing the test over multiple blocks of time. Testing can be continued on a subsequent day. A break between testing days must be a break between test sessions. No test session will be started unless it can be finished before the end of the school day. Instead, that session will be continued on a subsequent day.

NAEP Accommodation Yes/ No (#)	DE Accommodation #	Accommodation
Yes (77)	66	Administering the test to a <b>student individually</b> in separate location.
Yes (76)	67	Administering the test in a <b>small group</b> in separate location.
Yes/ Math & Science (75) No/Reading	94	Reading, re-reading in <b>ENGLISH</b> the test directions, questions, multiple-choice options. Mathematics, Science, and Social Studies <b>ONLY</b> . Indicate with a ✓ ___ all allowable items <b>OR</b> ✓ ___ items requested by student. <b>(If you would like to simplify or paraphrase, choose #82 also)</b>
Yes*/Math & Science (72) No definitions No/Reading	68	Using an electronic or written <b>bilingual dictionary</b> for test. <b>(Word for word translation only)</b>
Yes/Math& Science (71) No/Reading	78	In a small group or individually, administering <b>two side-by-side tests</b> at the same time, one version in <b>Spanish</b> and the second in <b>English</b> . <b>Not available for the reading and writing tests</b> . It is <b>recommended</b> that the interpreter/ test administrator be proficient in Spanish. (Students who use the Spanish translation of the mathematics test also receive a translation of all support materials, including the revision and editing checklist, the pre-writing sheets, and math-reference sheets.) (If you choose 78 for a content area, you cannot choose 79 for that content area.) If the student will respond in Spanish, accommodation 76 must also be selected.
Yes*/Math & Science (71) No/Reading	79	Administering the entire test in <b>Spanish</b> . Interpreter/ Test administrator <b>must</b> be proficient in Spanish. (Students who take the Spanish translation of the mathematics test also receive a translation of all support materials, including the revision and editing checklist, the pre-writing sheets, and math-reference sheets.) (If you choose 79 for a content area, you cannot choose 78 for that content area.)
Yes*/Math & Science (79) No/Reading	85	In a small group or individually, using <b>an interpreter to translate directions, prompts, and/ or test questions (including multiple-choice options)</b> . <b>Passages on the reading test or the text-based writing CANNOT be translated unless student also has accommodation 84</b> . Interpreter/ Test administrator <b>must</b> be proficient in the native language.
Yes (80)	86	Giving extra breaks.
Yes (79 or 80) (Same day only)	87	Completing the test over multiple blocks of time. Testing can be continued on a subsequent day. A break between testing days must be a break between test sessions. No test session will be started unless it can be finished before the end of the school day. Instead, that session will be continued on a subsequent day.

**Appendix (B)(1)-1 Evidence of membership in the common standards consortium**

Attached below is the MOU documenting Delaware's membership in the Common Core Standards consortium. It is signed by the Secretary of Education, Lillian Lowery. This consortium contains the following states:

Alabama; Arizona; Arkansas; California; Colorado; Connecticut; Delaware; District of Columbia; Florida; Georgia; Hawaii; Idaho; Illinois; Indiana; Iowa; Kansas; Kentucky; Louisiana; Maine; Maryland; Massachusetts; Michigan; Minnesota; Mississippi; Missouri; Montana; Nebraska; Nevada; New Hampshire; New Jersey; New Mexico; New York; North Carolina; North Dakota; Ohio; Oklahoma; Oregon; Pennsylvania; Puerto Rico; Rhode Island; South Carolina; South Dakota; Tennessee; Utah; Vermont; Virgin Islands; Virginia; Washington; West Virginia; Wisconsin; Wyoming.

**The Council of Chief State School Officers and  
The National Governors Association Center for Best Practices**

**Common Core Standards  
Memorandum of Agreement**

**Purpose.** This document commits states to a state-led process that will draw on evidence and lead to development and adoption of a common core of state standards (common core) in English language arts and mathematics for grades K-12. These standards will be aligned with college and work expectations, include rigorous content and skills, and be internationally benchmarked. The intent is that these standards will be aligned to state assessment and classroom practice. The second phase of this initiative will be the development of common assessments aligned to the core standards developed through this process.

**Background.** Our state education leaders are committed to ensuring all students graduate from high school ready for college, work, and success in the global economy and society. State standards provide a key foundation to drive this reform. Today, however, state standards differ significantly in terms of the incremental content and skills expected of students.

Over the last several years, many individual states have made great strides in developing high-quality standards and assessments. These efforts provide a strong foundation for further action. For example, a majority of states (35) have joined the American Diploma Project (ADP) and have worked individually to align their state standards with college and work expectations. Of the 15 states that have completed this work, studies show significant similarities in core standards across the states. States also have made progress through initiatives to upgrade standards and assessments, for example, the New England Common Assessment Program.

**Benefits to States.** The time is right for a state-led, nation-wide effort to establish a common core of standards that raises the bar for all students. This initiative presents a significant opportunity to accelerate and drive education reform toward the goal of ensuring that all children graduate from high school ready for college, work, and competing in the global economy and society. With the adoption of this common core, participating states will be able to:

- Articulate to parents, teachers, and the general public expectations for students;
- Align textbooks, digital media, and curricula to the internationally benchmarked standards;
- Ensure professional development to educators is based on identified need and best practices;
- Develop and implement an assessment system to measure student performance against the common core; and
- Evaluate policy changes needed to help students and educators meet the common core standards and “end-of-high-school” expectations.

An important tenet of this work will be to increase the rigor and relevance of state standards across all participating states; therefore, no state will see a decrease in the level of student expectations that exist in their current state standards.

**Process and Structure**

- **Common Core State-Based Leadership.** The Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) shall assume responsibility for coordinating the process that will lead to state adoption of a common core set of standards. These organizations represent governors and state commissioners of education who are charged with defining K-12 expectations at the state level. As such, these organizations will

facilitate a state-led process to develop a set of common core standards in English language arts and math that are:

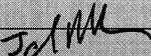
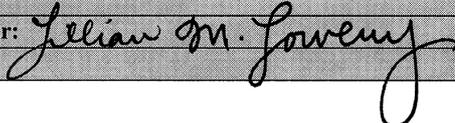
- Fewer, clearer, and higher, to best drive effective policy and practice;
  - Aligned with college and work expectations, so that all students are prepared for success upon graduating from high school;
  - Inclusive of rigorous content and application of knowledge through high-order skills, so that all students are prepared for the 21<sup>st</sup> century;
  - Internationally benchmarked, so that all students are prepared for succeeding in our global economy and society; and
  - Research and evidence-based.
- **National Validation Committee.** CCSSO and the NGA Center will create an expert validation group that will serve a several purposes, including validating end-of-course expectations, providing leadership for the development of K-12 standards, and certifying state adoption of the common core. The group will be comprised of national and international experts on standards. Participating states will have the opportunity to nominate individuals to the group. The national validation committee shall provide an independent review of the common core. The national validation committee will review the common core as it is developed and offer comments, suggestions, and validation of the process and products developed by the standards development group. The group will use evidence as the driving factor in validating the common core.
- **Develop End-of-High-School Expectations.** CCSSO and the NGA Center will convene Achieve, ACT and the College Board in an open, inclusive, and efficient process to develop a set of end-of-high-school expectations in English language arts and mathematics based on evidence. We will ask all participating states to review and provide input on these expectations. This work will be completed by July 2009.
- **Develop K-12 Standards in English Language Arts and Math.** CCSSO and the NGA Center will convene Achieve, ACT, and the College Board in an open, inclusive, and efficient process to develop K-12 standards that are grounded in empirical research and draw on best practices in standards development. We will ask participating states to provide input into the drafting of the common core and work as partners in the common core standards development process. This work will be completed by December 2009.
- **Adoption.** The goal of this effort is to develop a true common core of state standards that are internationally benchmarked. Each state adopting the common core either directly or by fully aligning its state standards may do so in accordance with current state timelines for standards adoption not to exceed three (3) years.

This effort is voluntary for states, and it is fully intended that states adopting the common core may choose to include additional state standards beyond the common core. States that choose to align their standards to the common core standards agree to ensure that the common core represents at least 85 percent of the state's standards in English language arts and mathematics.

Further, the goal is to establish an ongoing development process that can support continuous improvement of this first version of the common core based on research and evidence-based learning and can support the development of assessments that are aligned to the common core across the states, for accountability and other appropriate purposes.

- **National Policy Forum.** CCSSO and the NGA Center will convene a National Policy Forum (Forum) comprised of signatory national organizations (e.g., the Alliance for Excellent Education, Business Roundtable, National School Boards Association, Council of Great City Schools, Hunt Institute, National Association of State Boards of Education, National Education Association, and others) to share ideas, gather input, and inform the common core initiative. The forum is intended as a place for refining our shared understanding of the scope and elements of a common core; sharing and coordinating the various forms of implementation of a common core; providing a means to develop common messaging between and among participating organizations; and building public will and support.
  
- **Federal Role.** The parties support a state-led effort and not a federal effort to develop a common core of state standards; there is, however, an appropriate federal role in supporting this state-led effort. In particular, the federal government can provide key financial support for this effort in developing a common core of state standards and in moving toward common assessments, such as through the Race to the Top Fund authorized in the American Recovery and Reinvestment Act of 2009. Further, the federal government can incentivize this effort through a range of tiered incentives, such as providing states with greater flexibility in the use of existing federal funds, supporting a revised state accountability structure, and offering financial support for states to effectively implement the standards. Additionally, the federal government can provide additional long-term financial support for the development of common assessments, teacher and principal professional development, other related common core standards supports, and a research agenda that can help continually improve the common core over time. Finally, the federal government can revise and align existing federal education laws with the lessons learned from states' international benchmarking efforts and from federal research.

**Agreement.** The undersigned state leaders agree to the process and structure as described above and attest accordingly by our signature(s) below.

Signatures	
Governor:	
Chief State School Officer:	

**Appendix (B)(1)-2**

**Memo documenting commitment to Common Core Standards, and documentation of the Standards Refinement Process to date.**

Delaware has invested in a process of refining its existing Delaware Recommended Curriculum Framework to encompass the Common Core Standards in ELA and Mathematics, as well as the prioritized standards and grade level expectations in all mandated content areas. The intent of this prioritization is to provide classroom teachers, administrators, and students with a fewer, more concise, richer, and substantially more rigorous teaching and learning descriptors to guide classroom instruction

Meeting focus	Day 1	Day 2	Location	Invitees	Resources	Meeting goal	Status after one meeting (✓)
<b>ELA LFS Refinement</b>	October 15	November 10	Days 1,2 – Smyrna D.O.	4-5 content specialists/teachers per grade cluster (16-20 total) Team ldr: Juley Harper	Content specialists from Southern Delaware Professional Development Center plus other DE educators with LFS trainer certifications will assist with sessions	1. Complete any remaining grade level prioritizing of Important, Essential, compact stds, and GLEs 2. Complete cross-grade level articulation checks for consistency 3. Review/revise KUDs 4. Review/revise timelines 5. Review/revise curriculum maps	✓ ✓ 1/2 No
<b>Social Studies LFS Refinement</b>	October 8	November 10	Day 1 – Smyrna D.O. Day 2 – Postlethwait MS	4-5 content specialists/teachers per grade cluster (16-20 total) Team ldr: Dusty Shockley			
<b>Science LFS Refinement</b>	November 9	November 13	Days 1,2 – Collette Ed. Resource Center	4-5 content specialists/teachers per grade cluster (16-20 total) Team ldr: Kelli Martin			
<b>Mathematics LFS Refinement</b>	October 7	November 10	Day 1 – Del Tech Terry Campus Day 2 – Collette Center, Conf. Rm. B	4-5 content specialists/teachers per grade cluster (16-20 total) Team ldr: Diana Roscoe			
<b>Fall Mid-Point Status Meeting</b>	November 3		Collette Center	Same as list below		1. Quality check on team's progress 2. Decision on toolbox access for writers	
<b>Post content Team Meeting</b>	November 17 (1:00-2:30 PM)		Townsend Building, Dover Mike Stetter Office	Dr. Susan Bunting Sandy Smith Sandy Shalk Mike Stetter Juley Harper Diana Roscoe Kelli Martin Preston Shockley		1. Review completed content work for consistency and coherence 2. Prepare report out for Chiefs, Sec. Lowery 3. Dialogue with Max Thompson Associates on project status	

Working Draft - Last Modified: 1/4/2010 4:31:16 PM Printed: 1/4/2010 12:51:57 PM

## MEMORANDUM

**TO:** Lillian Lowery, Secretary of Education

**FROM:** Michael Stetter, Director, Curriculum

**DATE:** January 5, 2010

**RE:** Proposed Common Core Standards Adoption Process and Timeline for Delaware  
REVISED

The following timeline is submitted to frame Delaware's review and adoption discussion of the proposed National Common Core College and Career Readiness Standards and K-12 Content Standards sponsored by CCSSO and NGA. The original dates for the process have been changed due to the delay in release of final version of Proposed Common Core Standards.

### **Projected Delaware Timeline for Common Core Standards review adoption**

#### **March 2010**

- CCSSO and NGA release final versions of proposed National Common Core College and Career Readiness Standards and K-12 Content Standards
- DDOE organizes working group to review each document as prelude to presentations
- DDOE and DCAS vendor review documents to identify all implications of adoption on Assessment and USDOE Accountability Workbook
- DDOE and representatives of the Delaware Early Childhood Council review the proposed Common Core Standards to identify implications for Delaware Early Childhood Standards and school readiness supports.
- DDOE working group submits reviews of each document with recommendations to Secretary of Education

#### **April 2010**

- Secretary of Education directs DDOE staff to prepare draft modification of existing Delaware Academic Content Standards and grade level expectations in English Language Arts and Mathematics
- Proposed new Delaware Content Standards in ELA and Mathematics reflecting adopted Common Core Standards are presented to Secretary of Education
- Presentations to Superintendents, Special Education Directors, State Board of Education members, and other stakeholders for initial comment
- Draft standards modifications document is posted for comment from district Superintendents, Special Education Directors, and other stakeholders

**May 2010**

- Discussion by State Board of Education on proposed changes to DE Standards and adoption of National Common Core Standards

**June 2010**

- State Board of Education takes action on proposed revised DE Academic Standards in ELA and Mathematics (including National Common Core Standards adoption)

## **Appendix (B)(1)-3**

### **Evidence of international benchmarking of the Common Core Standards.**

The Common Core State Standards (CCSS) are designed to be **college- and career-ready** and **internationally benchmarked**. To that end, the development process included the review and consideration of many sources, including research studies, existing standards from the U.S and abroad, and the professional judgment of teachers, content area experts, and college faculty. This paper will briefly describe how international benchmarking was used to develop the CCSS.

#### **What documents were used to ensure that the CCSS were internationally benchmarked?**

To ensure that the standards prepare students to be globally competitive, the development team used a number of sources, including: the frameworks for PISA and TIMSS; the International Baccalaureate syllabi; the American Institutes for Research report , *Informing Grades 1-6 Mathematics Standards Development: What Can Be Learned From High-Performing Hong Kong, Korea, and Singapore* and; the A+ Composite found in *A Coherent Curriculum: The Case for Mathematics* by Bill Schmidt, Richard Houang, and Leland Cogan.

In addition, the development team looked to the standards of a number of individual countries and provinces to inform the content, structure and language of the CCSS. In *mathematics*, twelve set of standards were selected to help guide the writing of the standards: Belgium, Canada [Alberta], China, Chinese Taipei, England, Finland, Hong Kong, India, Ireland, Japan, Korea, and Singapore.<sup>i</sup> In *English language arts*, the writing team looked closely at ten sets of standards from Australia (New South Wales and Victoria), Canada (Alberta, British Columbia, and Ontario), England, Finland, Hong Kong, Ireland, and Singapore.<sup>ii</sup>

#### **How were the international benchmarks used to inform the development of the CCSS?**

The goal of the international benchmarking in the common core state standards development process was to ensure that the CCSS are as rigorous as comparable standards in the high-performing and other countries. However, the use of international benchmarks as evidence is no easy feat; it is not simply a matter of identifying the “best” source and copying it, or of aggregating all viable sources to find some set of shared expectations. Rather, international benchmarks were used to guide critical decisions in the following areas:

- *Whether particular content should be included:* One of the principal ways international standards were used in this development process was as a guide when making tough decisions about whether content should be included or excluded.
- *When content should be introduced and how that content should progress:* The progression of topics in the international mathematics standards helped the development team make decisions about when to introduce topics in the CCSS as well as when to stop focusing on them.
- *Ensuring focus and coherence:* Standards from other countries tend to be very focused, including only what is absolutely necessary.

- *Organizing and formatting the standards:* Certain organizational aspects or characteristics of international standards that promoted clarity and ease of reading and use served as a model for the CCSS.
- *Determining emphasis on particular topics in standards:* Where emphasis on particular topics was found repeatedly in international standard, this was instructive in determining their importance for inclusion in the CCSS.

\* \* \* \* \*

When the final version of the K-12 Common Core State Standards is released, it will be accompanied by a discussion of the evidence that was used in their development. In the meantime, the evidence from the September 2009 draft of the College and Career Ready Standards is available: The URL for the ELA document is <http://www.corestandards.org/Files/ELAEvidence.pdf>, and the URL for the mathematics document is <http://www.corestandards.org/Files/MathEvidence.pdf>.

**Appendix (B)(1)-4**

Evidence that the Common Core standards, as released in draft form, are already well aligned with Delaware’s statewide standards. In this appendix are: 1) a table showing Math Alignment based on the October 2009 draft, 2) an excerpt from a letter to the CCSSO documenting alignment of ELA standards and preparation for adoption.

1.

Table showing Math Standards alignment. This Table was communicated to the Common Standards board in response to the released draft in October of 2009.

<b>Mathematics October, 2009</b>	<b>Delaware Math Community’s Comments</b>
The common core document consists of three interconnected parts: A standard for Mathematical Practice with 6 core practices, ten standards for mathematical Content, and 4 sets of Example Tasks.	Positive: The 6 core practices are aligned with the Delaware Process Standards
A primary goal is to enable students to achieve mathematical proficiency as described in the research textbook- <i>Adding It Up</i> .	Extremely Positive: This is aligned with the Delaware vision of mathematical proficiency and the reference cited has and is still being used during many professional learning sessions with teachers and leaders.
The introduction clarifies the point that these standards are intended to range over all the levels of cognitive demand with the exception of the term “explore” whenever it is used.	Positive: This also aligns with Delaware’s understanding of cognitive science and learning. Our reasoning standard and our professional learning (to include the current participation in Learning Focused) all support the development of teaching strategies that push students to engage in high levels of cognitive demand.
The standards are not intended to be “grade twelve” exit standards. <i>“Students interested in STEM fields, and those who wish to go beyond for other reasons, will need to reach these standards before their senior year in order to have time for additional mathematics. (page 3)”</i>	Positive: This aligns with Delaware’s original standards design philosophy that we would represent the “floor” and not the “ceiling”. We had a goal of defining what <b>all</b> students must achieve.
The document references surveys of college professors and data sources that both describe students lack of proficiency regarding basic ideas and principals of mathematics much less the mile wide list of mathematical ideas we teach to.	Extremely Positive: This can be supported by our own statewide assessment item analysis. As many as half of 8 <sup>th</sup> and 9 <sup>th</sup> grade students fail to show proficiency within basic principles such as slope and proportional reasoning.
A stated main goal of these standards is to	Positive but Needs Clarification: While

focus mastery on linear and exponential functions. Students are defined as having <i>“familiarity with other families of functions, and apply their algebraic, modeling and problem solving skill to them- but not develop in-depth technical mastery and understanding”</i> (page 6).	Delaware is aligned to this approach of mastering the Linear and Exponential Function families before Quadratics as evidenced by our standards and recent End of Course Assessment Document- this is the main area of contention with the document as it currently exists. Contradictions of the previous quote exist within the Expressions and Equations standards and the Expressions sample items. Evidence of our perceived contradictions will be further outlined and defined.
Number Standard	Positive: This standard defines a slightly stronger emphasis on algorithms than Delaware but we are aligned with the emphasis on estimation and can accept the overall standard as written.
Quantity	Positive: This standard defines a stronger emphasis on the concept of “unit” than our Delaware high school standards but we can accept the overall standard as written.
Expressions	<b>Negative:</b> We have two concerns about this standard. First, it focuses on procedures independent of the respective function family. Second, it lacks examples using the linear and exponential functions.
Equations	<b>Negative:</b> Delaware can accept this standard with clarification on the depth of study for quadratics. As a function family of importance we can support quadratics with less emphasis on mastery of abstract manipulation and procedural fluency. This section as written seems to emphasize the linear and quadratic functions. Alternate methods for solving equations such as using tables, graphs, etc. are minimized or lost in this section. The use of contexts to support having equations and their solution actually mean something is also lost.
Functions	Positive but Need Clarification: Delaware can accept this standard but the above mentioned contradictions are still evident. Clarify the level of mastery expected for quadratic functions. Expressions and Equations should be based within the study of the corresponding function not as independent practices separated from meaning.
Modeling	Positive: Delaware accepts this standard as

	written.
Shape	Positive: Delaware accepts this standard as written.
Coordinates	Positive: Although Delaware standards do not define these concepts within one separate standard we can accept this standard as written due to the integrated nature of our high school standards.
Probability	Positive: Delaware accepts this standard as written.
Statistics	Positive: Delaware accepts this standard as written.
Sample Items	These have been improved to represent an emphasis on problem solving within a context- with the exception of Expressions. Critical thinking and reasoning are necessary to correctly answer the items. Within the Modeling sample items often combine more than one mathematical concept assessing the ability to connect ideas and apply them. The existing three sample sets, Quantity, Equations, and Modeling give us hope that the continued refinement of the sample sets will indeed promote “problem based” learning.

2.

**Round 2 ELA Delaware Review**  
**Draft College and Career Readiness Standards for**  
**Reading, Writing and Communication**  
**October, 2009**

**The document, in general, spells out the core concepts of English language arts in fundamental terms. The core principles described within these readiness standards are already embedded within the Delaware ELA Content Standards and Grade-Level Expectations. Therefore, it is our conclusion that Delaware is well prepared to adopt these standards.**

**Commendations:**

The Common Core Standards for College and Career Readiness for Reading, Writing and Communication:

- Attempt to frame common core standards that states and schools might embrace voluntarily, as opposed to national standards that are mandated and imposed top-down.
- Consider the needs of teachers and students by providing guidance while encouraging local characteristics and needs to be taken into account.
- Attempt to name skills that could become instructional lessons that teachers could teach (Ex: *Students should learn to assess the contribution of textual details, as well as larger chunks, to the meaning of the whole text*).
- Acknowledge diverse texts and varying purposes for literacy.
- Include skills that can be measured easily. (Ex: *Support and illustrate arguments and explanations with relevant facts and details*).
- Spell out core standards, concepts, and principles in ELA in basic language.
- Offer sample texts for ELA but do not dictate a canonized list. The language of the draft, in fact says it “will not prescribe how” the standards are taught, but will allow teachers and students the ability to learn in “instructionally relevant contexts.”
- Place great emphasis on basic literacy (reading, writing, listening, speaking, and viewing) skills.
- Are supported with scientifically-based reading research and evidence.
- Encourage students to think critically about a variety of texts. This is a skill that is essential in both college and the workplace.

**Appendix (B)(2)-1**

**Model Unit Gallery Review Process**

**Delaware Dept. of Education**  
**Curriculum & Instructional Support Branch**  
**Curriculum Development Workgroup**

**MEMORANDUM**

**December 7, 2009**

**TO:** Mike Stetter

**FROM:** Jackie Edge

**RE:** **Delaware Model Unit Gallery – Online Unit Review Process**

Mike,

There were two budget components in respect of our 2008 projected expenditures for the writing and submission of exemplary instructional units in all content areas:

The first costs of \$5500 were allocated to provide substitute payments which allowed interested classroom teachers to receive the necessary training to perform the role of a coach and/or juror in the processing system.

The other component was the actual payments to those who designed Units (\$100 each). In addition, each submitted Unit required the use of a Coach (\$50) and a Juror (\$50 each x 3). During the 2008 timeframe, the department pre-allocated \$46,468 for this purpose, with the intent of having 100 Exemplary Units spread across all content areas.

This process was halted during the budget discussions for the 2009 fiscal year; at that time, the decision was made to defer the project to the future, thus saving around \$50,000.

Should the project be reactivated it would be necessary to increase the \$ allocation to incorporate higher OEC costs and the realization that other states pay more than Delaware does for the submission a 'good' Unit. In addition, the Delaware Social Studies Coalition makes a payment of \$1200 plus OECs (total \$1501.08) for each Unit used. However, it might be more prudent to look at a halfway measure with a suggested payment of \$600 plus OECs. In addition, the current Delaware Model Unit Gallery would need some updates/adjustments and ongoing technology support. For this purpose, we should allow around \$10,000.

In summary, if we were to go with the original intent to build a database of 100 Units, we would be looking in the region of:

100 x \$600 = \$60,000 plus OECs of approx. \$15,000 = \$75,000

Approximate cost of substitutes (for training purposes) = \$ 7,750 (50 teachers)

Technology support	= \$10,000
TOTAL AMOUNT REQUESTED	= \$92,750

**Appendix (B)(2)-2**

**MOU's with Common Assessment Consortia and lists of member states**

Delaware is a member of four assessment consortia, all of which contain a significant number of states. The SMARTER coalition, the MOSAIC coalition, the Balanced Assessment Consortium, and the Achieve Statement of Principles regarding common assessments. Attached is a table with the states that are members as of the morning of January 13<sup>th</sup>. Many of these consortia are likely to increase membership since this time. Beneath the membership tables are excerpts of the signed MOUs documenting Delaware's participation. The Achieve MOU contains the list of states and signed MOU in a single document.

Members of SMARTER Consortium

<b>State</b>	<b>Date MOU Received</b>	<b>Status</b>
California	January 12 <sup>th</sup> , 2010	Participating
Colorado	January 12 <sup>th</sup> , 2010	Participating
Delaware	January 7 <sup>th</sup> , 2010	Lead
District of Columbia	January 12 <sup>th</sup> , 2010	Participating
Hawaii	January 4 <sup>th</sup> , 2010	Lead
Idaho	January 7 <sup>th</sup> , 2010	Lead
Illinois	January 8 <sup>th</sup> , 2010	Lead
Kansas	January 6 <sup>th</sup> , 2010	Participating
Kentucky	January 6 <sup>th</sup> , 2010	Participating
Michigan	January 6 <sup>th</sup> , 2010	Lead
Minnesota	January 6 <sup>th</sup> , 2010	Lead
Mississippi	January 5 <sup>th</sup> , 2010	Participating
Montana	January 8 <sup>th</sup> , 2010	Participating
Nebraska	January 4 <sup>th</sup> , 2010	Lead
New Mexico		Pending
New York	January 15 <sup>th</sup> , 2010	Lead
Ohio	January 6 <sup>th</sup> , 2010	Participating
Oregon	January 6 <sup>th</sup> , 2010	Lead
South Carolina	January 6 <sup>th</sup> , 2010	Participating
Tennessee	January 5 <sup>th</sup> , 2010	Lead
Utah	January 5 <sup>th</sup> , 2010	Lead
Washington	January 4 <sup>th</sup> , 2010	Lead
Wisconsin	January 6 <sup>th</sup> , 2010	Lead
Wyoming	January 5 <sup>th</sup> , 2010	Lead

Members of MOSAIC Consortium

State	Date MOU Received	Status
Delaware	January 5 <sup>th</sup> , 2010	Participating
Hawaii	December 31 <sup>st</sup> , 2009	Participating
Idaho	December 22 <sup>nd</sup> , 2009	Participating
Iowa	January 5 <sup>th</sup> , 2010	Participating
Kansas	January 5 <sup>th</sup> , 2010	Participating
Kentucky	January 5 <sup>th</sup> , 2010	Participating
Maryland	January 5 <sup>th</sup> , 2010	Participating
Michigan	January 4 <sup>th</sup> , 2010	Participating
Minnesota	January 8, 2010	Participating
Mississippi	January 5 <sup>th</sup> , 2010	Participating
Missouri	January 5 <sup>th</sup> , 2010	Lead
Montana	January 7 <sup>th</sup> , 2010	Participating
Nebraska	January 6 <sup>th</sup> , 2010	Lead
New Jersey	January 5 <sup>th</sup> , 2010	Participating
North Dakota	January 5 <sup>th</sup> , 2010	Participating
Ohio	January 6 <sup>th</sup> , 2010	Participating
Oregon	January 6 <sup>th</sup> , 2010	Participating
Pennsylvania	January 8 <sup>th</sup> , 2010	Participating
South Carolina	January 6 <sup>th</sup> , 2010	Participating
South Dakota	January 4 <sup>th</sup> , 2010	Participating
Tennessee	January 5 <sup>th</sup> , 2010	Participating
Utah	January 5 <sup>th</sup> , 2010	Participating
Washington	January 4 <sup>th</sup> , 2010	Participating
Wisconsin	January 6 <sup>th</sup> , 2010	Lead
Wyoming	January 4 <sup>th</sup> , 2010	Participating

Members of Balanced Assessment Consortium

State	Status
Alabama	Pending
Arizona	Signed
Arkansas	Signed
California	Signed
Connecticut	Signed
Delaware	Signed
District of Columbia	Signed
Illinois	Signed
Indiana	Signed
Kansas	Signed
Kentucky	Signed
Maine	Signed
Maryland	Signed
Massachusetts	Signed
Michigan	Signed
Mississippi	Signed
Missouri	Signed
Montana	Signed
New Hampshire	Signed
New Jersey	Signed
North Dakota	Signed
Ohio	Signed
Pennsylvania	Signed
Rhode Island	Signed
South Carolina	Signed
South Dakota	Signed
Utah	Signed
West Virginia	Signed
Wisconsin	Signed
Wyoming	Signed

**MOU for a State Consortium Developing Balanced  
Assessments of the Common Core Standards**

This Non-Binding Memorandum of Understanding (“MOU”) is entered into by and between the Balanced Assessment Consortium and \_\_\_\_\_ (“Your State”). The purpose of this agreement is to establish a framework of collaboration for states in supporting assessment of the common core standards. The agreement also articulates tasks in support of a Multi-State Consortium in its implementation of an approved Standards and Assessment Section of a Race to the Top grant. The MOU outlines a set of working principles, the roles of states and local districts within the consortium, and a set of tasks that the Consortium would undertake.

**Working Principles**

A consortium of states developing a balanced assessment system for evaluating the common core standards would start with working principles derived from an examination of successful state systems in the U.S. and high-achieving systems internationally. For example:

**1) Assessments are grounded in a thoughtful, standards-based curriculum and are managed as part of a tightly integrated system of standards, curriculum, assessment, instruction, and teacher development.**

- Curriculum guidance is lean, clear, and focused on what students should know and be able to *do* as a result of their learning experiences. Assessment expectations are described in the curriculum frameworks or course syllabi and are exemplified by samples of student work.
- Curriculum and assessments are organized around a well-defined set of learning progressions within subject areas. These guide teaching decisions, classroom-based assessment, and external assessment.
- Teachers and other curriculum experts are involved in developing curriculum and assessments which guide professional learning and teaching. Thus, everything that comes to schools is well-aligned and pulling in the same direction.

**2) Assessments elicit evidence of actual student performance on challenging tasks that prepare students for the demands of college and career in the 21<sup>st</sup> century.** Curriculum and assessments seek to teach and evaluate a broad array of skills and competencies that generalize to higher education and work settings. They emphasize deep knowledge of core concepts within and across the disciplines, including problem solving, analysis, synthesis, and critical thinking, and include essays and open-ended tasks and problems, as well as selected response items.

**3) Teachers are involved in the development of curriculum and the development and scoring of assessments.** Scoring processes are moderated to ensure consistency and to enable teachers to deeply understand the standards and to develop stronger curriculum and instruction leading to greater student proficiency. The moderated scoring process is a strong professional learning experience that helps drive the instructional improvements that enable student learning, as teachers become more skilled at their own assessment practices and their development of curriculum to teach the standards. The assessment systems are designed to increase the capacity of teachers to prepare students for the contemporary demands of college and career.

**RESPONSIBILITIES OF ALL SEAs PARTICIPATING IN THE CONSORTIUM**

- 1) Each participating SEA in the Consortium will appoint a key contact person.
- 2) These key contacts from each State will maintain frequent communication with the parties administering the Balanced Assessment Consortium to facilitate cooperation under this MOU.
- 3) Participating SEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.

This Non-binding Memorandum of Understanding shall be effective beginning with the date of the last signature hereon:

**SEA Superintendent/- Participating State  
Chief/Commissioner (or equivalent authorized signatory)**

*Lillian M. Lowery*  
Signature

January 7, 2010

Date

Lillian M. Lowery

Secretary of Education

Print Name

Title

**Please email this signed page to**

**Tammy Morrill  
Tammy.Morrill@maine.gov**

**\*\*PLEASE email this signed page only by January 7, 2010\*\***

## Summative Multi-State Assessment Resources for Teachers and Educational Researchers (SMARTER) Memorandum of Understanding

This non-binding Memorandum of Understanding (MOU) is entered into by and between the states of Delaware, Hawaii, Idaho, Nebraska, Oregon, Tennessee, Utah, Washington, Wisconsin and Wyoming to initiate a consortium of states (Consortium) to serve as a framework of collaboration as required to submit a proposal for a Multi-State Consortium Common Assessment Race to the Top grant. The working title for the proposal is the "Summative Multi-State Assessment Resources for Teachers and Educational Researchers" (SMARTER). In the event the proposal is approved and fully funded by the U.S. Department of Education, the final proposal will serve as the official agreement.

The signatory states shall be referred to as "Lead States" and hereby authorize Oregon to be the signatory for the Lead States in entering into MOUs with additional states that desire to participate under the same terms (Participating States). The terms of the MOU among the Lead States and between the Lead States and subsequent Participating States are set forth below.

1. States in the Consortium will assign a key contact to assist in the drafting of the proposal, and to the extent practicable will engage their teachers, school and district administrators and institutions of higher education in the development and review of the proposal to ensure the design of the assessment system meets the needs of a variety of stakeholders.
2. States may withdraw from the Consortium prior to the establishment of the draft budget for the proposal. The anticipated date for the draft budget is 30 days before the proposal is due to the U.S. Department of Education.
3. States in the Consortium agree in principle to the following elements to be included in a proposal to the U.S. Department of Education:
  - a. The purpose of the proposal is to develop a high quality summative assessment system that is aligned to the Common Core Standards, mutually adopted by Consortium states.
  - b. The assessment system will use online adaptive tests, innovative item design and open-ended items to assess the full breadth of cognitive demand described by the Common Core Standards.
  - c. Proposal writing will be governed by staff from the Lead States that have agreed to this MOU. Governance protocols for proposal development will be established by 2/15/2010.
  - d. If funded, the assessment system will be governed by staff from states that are members of the Consortium, and will be guided with the support of selected technical experts. Governance protocols for the assessment system will be a deliverable of the grant.
  - e. The assessment system will include teachers, school and district administrators, state departments of education and institutions of higher education in the design, administration, scoring and reporting of the assessments.
  - f. States in the Consortium will report student, school, district and state results based upon a single common set of rigorous achievement standards. Additionally, states in the consortium may choose to report student achievement benchmarked to a variety of achievement standards including NAEP, international assessments, and benchmarks predictive of student success in college and careers.
  - g. States in the Consortium will use the summative assessment system to measure school and district effectiveness to meet federal accountability requirements
  - h. The assessments will be designed based on principles of Universal Design and will be consistent with professional standards as described by the APA/AERA/NCME *Standards for Educational and Psychological Testing*.
  - i. The Consortium will coordinate with the MOSAIC consortium as appropriate and with other interested multi-state formative and benchmark assessment initiatives so that schools and districts will have access to a variety of high quality instructionally supportive assessment options that together yield a coherent balanced assessment system.
  - j. The assessment system will use open source software applications accessible to any vendor procured by states in the Consortium.

- k. States in the Consortium will create and adhere to common administration guidelines including accommodations and allowable tools and assistive devices based on high quality research regarding student learning and assessment.
- l. Grant funds allocated to LEAs will in part be used to ensure participation opportunities for teachers. The estimated allocation and purpose of funds will be described in the budget section of the proposal.
- m. States in the Consortium will participate in common procurement practices and deliverables to the extent the procurements are directly related to Consortium-wide activities described in the proposal. Lead states will construct a procurement process taking into account minimum procurement standards used in all participating states.
- n. States in the Consortium will share a common reporting format consistent with a goal of aligning reporting systems.
- o. States in the Consortium will share common security protocols regarding test items.
- p. States in the Consortium will work with their institutions of higher education and teacher preparation institutions to ensure teachers are prepared to use and contribute to the summative assessment system.

This non-binding Memorandum of Understanding shall be effective beginning with the date of the last signature hereon:

**Lead State SEA Superintendent/Chief/Commissioner  
(or equivalent authorized signatory)**

*Lillian M. Lowery* \_\_\_\_\_  
Signature

January 8, 2010 \_\_\_\_\_  
Date

Lillian M. Lowery \_\_\_\_\_  
Print Name

Secretary of Education \_\_\_\_\_  
Title

Please sign and date this agreement by no later than January 8<sup>th</sup>, 2010.  
FAX signed copy to Tony Alpert at: (503) 378-5156 or email scanned copy to [Tony.Alpert@state.or.us](mailto:Tony.Alpert@state.or.us)

**MOSAIC**  
*Multiple Options for Student Assessment  
and Instruction Consortium*  
**Memorandum of Understanding**

This Non-Binding Memorandum of Understanding (“MOU”) is entered into by and between the lead state(s): Wisconsin, Nebraska, and Missouri, and \_\_\_\_\_ (“Your State”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate tasks in support of a Multi-State Consortium in its implementation of an approved Standards and Assessment Section of a Race to the Top grant. States might choose to participate in this Consortium even if their Race to the Top grant application is not funded.

**I. PROJECT PROPOSAL**

**A. PARTICIPATING SEA RESPONSIBILITIES**

A Consortium of states proposes to build a balanced assessment system of formative and benchmark assessment in a Race to the Top grant application. A state might choose to participate in this agreement through funding of its own choosing. The name of the system to be built is Multiple Options (for) Student Assessment (and) Instruction Consortium (MOSAIC). The MOSAIC system will be designed to complement a summative assessment system aligned to the Common Core such as the one being proposed under the SMARTER Consortium or any other Consortia that may develop a summative assessment aligned to the Common Core.

The proposed Consortium tasks and activities described in the Race to the Top application include the tasks that follow below. States participating in the Consortium will need to determine which of the tasks they wish to undertake with this Consortium. This decision may be made after the submission of the MOU.

*Task 1.1.1 COMMON CORE: The consortium states will adopt the Common Core Standards.* Within one year of state adoption, all districts within the consortium states will have adopted the Common Core Standards, will have integrated the standards to their local curriculum, and will have aligned professional development to familiarize staff with the college and career-ready expectations.

*Task 1.1.2 PROFESSIONAL DEVELOPMENT—CURRICULAR INTEGRATION: The consortium states will develop and build professional development materials around the instructional integration of Common Core standards.* This will include curricular frameworks aligned to the Common Core, defining of learning progressions within content areas, materials on instructional strategies, and suggested interventions. All materials will be disseminated across the states within the consortium and made available in a web-banked system.

*Task 1.1.3 INSTRUCTIONAL SUPPORT SYSTEM: The consortium states will have access to a computerized system that will provide opportunities for districts to load the system with formative/local assessment tasks, items, and instructional materials including performance assessments. These can be shared across states, and customized for local use. All will be aligned with the Common Core and will be available electronically to students and teachers with timely data turn-around.*

**B. RESPONSIBILITIES OF ALL SEA PARTICIPATING IN THE CONSORTIUM**

- 1) Each participating SEA in the Consortium will appoint a key contact person for the Race to the Top grant.
- 2) These key contacts from each State and the lead state(s ) will maintain frequent communication to facilitate cooperation under this MOU.
- 3) Participating SEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.

This Non-binding Memorandum of Understanding shall be effective beginning with the date of the last signature hereon:

**SEA Superintendent/- Participating State  
Chief/Commissioner (or equivalent authorized signatory)**

*Lillian M. Lowery*  
Signature

January 5, 2010  
Date

Lillian M. Lowery  
Print Name

Secretary of Education  
Title

**Authorized Lead SEA Official - Lead State**

By its signature below, the lead state(s) hereby accepts the SEA as a Participating SEA in the Consortium

\_\_\_\_\_  
Official State Designee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Title

**Please email this signed page  
by January 5, 2010 to**

**lynette.russell@dpi.wi.gov      and      pat.roschewski@nebraska.gov  
or fax to  
(Fax) 608.266.8770      and      (Fax) 402.471.4311**

**\*\*PLEASE email this signed page only by January 5, 2010\*\***



January 15, 2010

The Honorable Jack Markell  
Governor  
State of Delaware  
820 N. French Street, 12th Floor  
Wilmington, DE 19801

**BOARD OF DIRECTORS**

**CO-CHAIRS**

Governor Phil Bredesen  
State of Tennessee

Craig R. Barrett  
Former CEO/Chairman of the Board  
Intel Corporation

**BOARD MEMBERS**

Governor Jennifer Granholm  
State of Michigan

Edward B. Rust, Jr.  
Chairman & Chief Executive Officer  
State Farm Insurance

Governor Donald L. Carcieri  
State of Rhode Island

Mark B. Grier  
Vice Chairman  
Prudential Financial, Inc.

Jeff Wadsworth  
President & Chief Executive Officer  
Battelle

Governor Dave Heineman  
State of Nebraska

Governor Deval Patrick  
State of Massachusetts

**CHAIR EMERITUS**

Louis Gerstner, Jr.  
Former Chairman & CEO  
IBM Corporation

**PRESIDENT**

Michael Cohen

**TREASURER**

Peter Sayre  
Controller  
Prudential Financial, Inc.

Dear Governor Markell:

Achieve is pleased to confirm Delaware's participation in an assessment partnership committed to pursuing the development and implementation of summative assessments that are aligned to the common core standards, that can be used in all states as part of statewide assessment systems, and that will enable comparable results across a maximum number of states.

We have received your formal request to join the other states in this partnership and we acknowledge your acceptance of the attached Statement of Principles which will guide our collective work.

Delaware's participation in this partnership is critical to its success. We look forward to continuing our important work together in the coming months.

Sincerely,

Michael Cohen  
President

*States Committed to Assessment Partnership  
(As of 10:00 EST on January 15, 2010)*

- |                         |                   |                    |
|-------------------------|-------------------|--------------------|
| 1. Alabama              | 10. Illinois      | 19. New Mexico     |
| 2. Arizona              | 11. Indiana       | 20. North Carolina |
| 3. Arkansas             | 12. Kentucky      | 21. Ohio           |
| 4. California           | 13. Louisiana     | 22. Oklahoma       |
| 5. Delaware             | 14. Maryland      | 23. Pennsylvania   |
| 6. District of Columbia | 15. Massachusetts | 24. Rhode Island   |
| 7. Florida              | 16. Michigan      | 25. Tennessee      |
| 8. Georgia              | 17. Minnesota     | 26. Utah           |
| 9. Hawaii               | 18. New Hampshire | 27. Wisconsin      |

## Comparing Student Performance on Common College- and Career-Ready Standards Statement of Principles

Our state is committed to an education system that prepares all of our students for success in college, careers, and life in the 21<sup>st</sup> century. We believe in setting *high* expectations for our students and schools that are firmly grounded in what it takes to be successful. We believe in setting *common* expectations across states, and are committed to working with like-minded states to adopt common standards and assessment systems anchored in college and career readiness.

Our state supports common assessments that meet the following principles:

- Aligned to the common core standards
- Anchored in college and career readiness
- Allow for comparison of student results across a maximum number of states
- Enable to the maximum extent possible benchmarking performance against NAEP and international standards
- Cover grades 3 through 8 and high school, including college/career ready measures at the end of high school
- Address three overarching goals: measuring student proficiency, ensuring accountability, and improving teaching and learning
- Enable measurement of student achievement and growth
- Are summative in nature but designed in a manner consistent with more comprehensive assessment systems that also include interim and formative assessments
- Provide valid and reliable measures of student knowledge, understanding of, and ability to apply crucial concepts through the use of a variety of item types and formats
- Leverage technology and economies of scale in order to minimize costs and create assessments that accurately measure student performance
- Provide for timely release of results to better inform practice and support decision-making
- Include the assessment of students identified with disabilities and English language learners and to the extent feasible, use universal design principles

We understand that Achieve will work with other national partners to build on the work of the common core standards and convene states to pursue a common assessment strategy that meets these principles. We are prepared to work with Achieve and its partners in as large a consortium of states as possible to explore the development and implementation of summative assessments that are aligned to the common core standards, that can be used within states as part of statewide assessment systems, and that will enable comparability of results across states. We understand that in pursuing this effort, Achieve and its partners will work closely with other consortia that have been formed to explore areas of common ground and determine whether and how efforts could be combined to achieve comparability of results.

## **Appendix (B)(2)-3**

### **Item Bank Collaborative: A Proposal**

By Nancy Doorey, Nancy Wilson, Robert Andrzejewski, and Paul Herdman

#### **About This Proposal**

As states attempt to manage the increasing costs and other issues associated with assessing public school performance for accountability under the federal No Child Left Behind (NCLB) legislation, they would benefit greatly from a secure bank of shared test items. The bank would be independently administered as a nonprofit organization under the oversight of a voluntary collaborative. All states would be welcome to participate by contributing existing state-owned test questions to a secure, shared item bank, drawing on these items to construct their tests and collaborating on innovative, cost-effective ways to obtain or develop new items to meet their evolving needs. Cost savings resulting from this more efficient use of resources would be reinvested in system enhancements such as test items focused on college and career readiness or software that provides more timely and diagnostic results.

#### **Challenge and Opportunity**

Over the past two decades, state standards, assessments, and accountability have become the bedrock of public education in America. Unfortunately, the current model, in which each state develops custom tests and test items, is costly in terms of both dollars and time. Current estimates in dollars alone range from \$120–160 million annually.

This, in turn, contributes to other pervasive flaws that impair the ability of states to determine how well they are preparing their public school graduates to succeed in college, in the workplace, and in life.

On the positive side of the equation, the current model has enabled states to accumulate large banks of proprietary test items — some public and some secure but all separately held. Given that many of the fundamental reading, writing, math, and science skills being assessed are common across states, it simply makes sense to create a way for states to bank and share their test items in a secure, independent environment that reduces redundancies and inefficiencies and

to invest the resulting savings in developing new or enhanced items to meet the states' changing needs.

Although each state has the constitutional responsibility to establish its own academic standards, a common core clearly exists and is getting stronger. When they first developed their standards, many states turned to exemplars developed by national content area organizations, such as the National Council of Teachers of Mathematics. Subsequent initiatives to focus standards on achievement and performance goals — such as Achieve, Inc.'s American Diploma Project, which aligned the standards of 16 states with college and career readiness skills — have further increased consistency among participating states. For example, a follow-up study by Achieve found a remarkable degree of consistency in the resulting English and mathematics requirements of participating states (<http://achieve.org/files/CommonCore.pdf>). This makes sense because the skills needed by students to succeed in postsecondary education and high-growth jobs are not bound by state lines.

### **How the Collaborative Would Work**

The Collaborative would be organized as a freestanding, nonprofit organization with its own staff and management, overseen by participating states. States would have access to items in the bank and would contribute some or all of their proprietary test items to it. Membership would be voluntary and open to all states, which would support the Collaborative through annual dues and/or a nominal fee for each item they use from the bank.

As an incentive to submit high-quality items, a state would receive credits each time another state uses an item it donates. The donor state could apply its accumulated credits to its annual dues or to offset fees for using other items from the bank.

Using an interface created by and for the Collaborative, banked items would be indexed by content, rigor, item type, alignment to common core standards, and other criteria so that state assessment directors easily can view and select those that meet their requirements. By remembering which states previously used each item, the system would develop an ever-growing web of the connections between state standards, enabling it to help searchers quickly locate items that align to their own state standards. Similarly, in contrast to static frameworks now used by some vendors to cross-index items to multistate standards, a dynamic system would let a state replace or raise its standards without affecting the underlying database.

States would be able to set rules for how their donated items could be used. For example, states could stipulate that their items could not be used by neighboring states or during certain times of the year.

Working with participating states and, possibly, international partners, the Collaborative would be able to reduce test development costs for states and invest in additional test items to create a truly state-of-the-art resource. For example, the Collaborative could initiate strategies such as joint contracts or international competitions to fuel the development of innovative item types, such as complex, multistep simulations, that are too expensive for a single state to undertake. By working with higher education communities and private developers around the world, the Collaborative could be the fountainhead of a global marketplace for low-cost, high-quality assessment items. Of course, participating states also would be able to draw on the world-class items such initiatives would add to the bank (see Figure 1).

**Figure 1**  
**Assessment Collaborative**



### Implementing the Collaborative

Given the volume of test items currently in use, it makes sense to launch the Collaborative around a limited set of grades and subjects and build out as lessons are learned and capacity increases.

As the area of greatest transition in assessment currently is at the high school level (grades 9–12), we propose starting there. Currently, 28 states are using or developing high school end-of-course exams, and another six are considering them. In addition, most states are augmenting their high school assessment systems with measures of college and career readiness, either by adding modules to their assessments or by developing higher-level end-of-course exams not tied to NCLB legislation. States also are trending toward online testing, which provides faster results and online reports for students, parents, and teachers. States typically introduce their online assessments at the high school level. All of these efforts offer huge potential for item sharing and the resulting cost savings.

Building on this firm yet flexible foundation, the Collaborative could expand its bank to include shared items from elementary and middle school assessments, as well as other kinds of assessments used by states, such as formative assessments and test-prep materials. States already have released approximately 20,000 items from their summative tests into the public domain, creating a substantial core for a parallel bank of formative test items.

To address security and other implementation issues, we recommend a demonstration phase, during which participating states contribute a small portion of their existing secure items and are limited as to the number and percentage of items they can use from the item bank in a given year's assessments. During the demonstration phase, the Collaborative would develop a comprehensive legal agreement that specifies participants' rights and responsibilities for using and handling shared test items. That said, it also should be noted that precedents and protocols for sharing secure items do exist. For example, secure items from vendors' nationally normed assessments, such as the SAT 10, are used across many states to generate national percentiles, and there is a long history of items being released on a regular basis for high school end-of-course exams. The goal would be to have a deep enough pool of items to ensure the needed security.

## **Benefits to States**

**Cost savings:** Under the existing model, each state independently bears the cost of reviewing and revising its standards and assessments periodically, both to adjust to changing postsecondary expectations and to take advantage of improvements in the field of assessment. The costs of this approach already are high and are likely to escalate as states refine and enhance their accountability practices to provide more meaningful real-world information.

Overall, item development currently accounts for 15 to 20 percent of assessment costs, or \$120–\$160 million annually (see Appendix). By sharing items, states could realize substantial savings. For a conservative estimate, if just 30 percent of states were to join the Collaborative, they could

reduce their collective test development costs by an average of 20 percent by using selected items from the item bank. Assuming an overall development cost of \$120 million, which is the lower end of the estimated range, the participating states would save up to \$7.2 million annually, which they could reinvest in system enhancements. If 75 percent of states were to join the Collaborative and, given this much larger item pool, reduce item development costs by 40 percent, they would save as much as \$36 million annually.

In addition to rising dollar costs, escalating demands on human resources associated with the current model could force states to choose between maintaining quality assessments and other priorities associated with improving student learning. States also risk growing competition to secure enough skilled expertise to do this work well. Sharing items would enable states to use these valuable resources to better advantage.

**Content, control, and performance:** As states redesign their accountability systems to provide more meaningful data, they are demanding test items that go beyond measuring simple knowledge to accurately assessing students' preparation for success in our changing world. Although this work severely strains the capacity of states acting individually, an assessment collaborative would facilitate the indexing of existing test items and the development or acquisition of new ones to meet states' enhanced requirements.

Specifically, the Collaborative would be in an ideal position to address five areas of immediate concern:

- **College and career readiness**

State assessments used for NCLB currently are aligned to 9th and 10th grade levels to allow time for multiple retakes prior to graduation. Because they are not designed to measure 11th and 12th grade skills, the assessments do not determine the readiness of high school graduates for college or careers. Currently, 33 states, which together educate almost 80 percent of America's public school students, have joined the American Diploma Project to revise their standards and assessments to meet this need — but they continue to rely on their own test items to construct their tests. Through the proposed Assessment Collaborative, states can share existing test items and work together to develop or obtain new ones to ensure their ability to respond to these important measures.

Importantly, the process of review and recalibration of standards and assessments is not a one-time task; it must be done periodically to meet the changing demands of college and the workplace in today's global environment.

To address college and career readiness, the Collaborative would pool existing secure items contributed by the states and index them by content and cognitive demand. States could then determine how items align to their standards as they select items to use in their assessments. A shared item bank, in which rigor and alignment to college and career readiness are made transparent, will reduce the cost and expedite the work of all participating states.

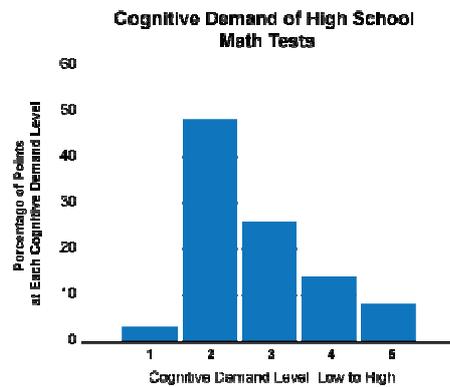
- **Cognitive demand**

Assessing college and career readiness involves more than just adding items with more rigorous content; it also requires items that specifically measure higher-order thinking skills used in complex tasks. Although states generally express confidence in the rigor of their assessments, a new study by Achieve reveals that the cognitive demand of most test items falls below expectations.

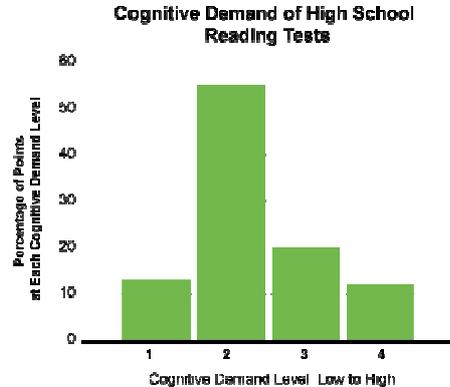
In the first study of its kind, Achieve received access to the secure items on the school reading, writing, and math assessments from six states. Analyzing each item for the higher-order thinking skills required, researchers found that a majority of items are at low levels of cognitive demand (see Figure 2).

**The Collaborative would index all submitted items by cognitive demand level and, using the common core of standards, invest in shared development of additional items at higher levels of cognitive demand.**

Figure 2  
**Assessments in Six States Show Fewer Items Require Higher-Order Thinking**



the



high

Source: U.S. Assessment Tests Measure Up®, Achieve Inc.

- **Writing**

Writing is a critical skill in a knowledge-based economy, but it also is time-consuming and expensive to assess by hand-scoring. As a result, several states have removed writing from their NCLB assessment systems. Automated scoring significantly reduces the cost of writing assessments and has demonstrated results comparable to or more consistent than hand-scoring.

**The Collaborative would promote the use of writing assessments while significantly reducing costs. The Collaborative would provide an item bank of dozens of writing prompts for each grade along with digital files of 1,500 student responses for each prompt. Teachers would access and score the responses using their state rubrics; states would use the results to create their unique artificial intelligence scoring engines.**

- **International benchmarking**

America's high school graduates will compete for college admission and jobs with students across the globe. Current state assessments, however, do not include items for international benchmarking, since the cost for doing so is beyond the reach of individual states.

**The Collaborative would seek funding to research and plan for the addition of items that would allow for international comparisons.**

- **Timely, informative feedback**

Data-driven instruction has heightened the demand by educators and parents for summative assessments that provide more timely results and formative assessments that monitor individual student progress to adjust instruction and supports throughout the year.

**To support more timely system feedback, the Collaborative would format all test items for use in online assessments, in addition to the traditional paper-and-pencil format. In order to support open-format item types with timely results, the Collaborative also would invest in shared development of software that would automatically score constructed response items.**

## **Making It Happen**

Although the rationale and potential for a multistate assessment collaborative are strong, it will require both trusted leadership and financial resources to make it happen.

Immediate needs include one or more well-regarded national nonprofit organizations of policy leaders — including chief state school officers and governors — to champion the effort. In addition, start-up funds will be required to further refine this concept, develop the needed written agreements, develop the processes and technological infrastructure for the item bank, and gain buy-in from state leaders.

More than anything else, visionary leadership is needed to communicate a new way of thinking about how assessments are developed and what they can do to move priorities beyond the immediate state-level needs of today to a more powerful, responsive, and cost-efficient collaboration on behalf of all students.

## Appendix

### Estimating the Savings

How much are states spending annually on item development? No single source could be located for this information, and in many states, the costs are embedded within lump-sum contracts with test vendors.

In 2006, Eduventures, Inc., a research firm in Boston, estimated that the total of state expenditures for NCLB-required state tests would be \$517 million for the 2005–06 school year. According to Thomas Toch at Education Sector, testing company executives put that number between \$700 million and \$750 million for that year. Vendor costs have increased annually since then, and science assessments have become mandatory. A conservative estimate would be \$800 million as the total of annual state expenditures for NCLB tests for the 2008–09 school year.

The director of the federally supported Assessment and Accountability Comprehensive Center estimates that item development costs account for 15–20 percent of total assessment system costs. This means that states are investing a total of approximately \$120–\$160 million per year on item development for NCLB-required tests.

Using the lower base figure of \$120 million, states could achieve the following savings by sharing items.

**A conservative estimate:** If 30 percent of states were to join a collaborative and, through item sharing, reduce their item development costs by just 20 percent on average, the amount of funding available for reallocation could be \$7.2 million annually.

**A stretch estimate:** If 75 percent of states were to join such a collaborative and, with this much larger item pool, reduce item development costs by 40 percent, the total savings could reach approximately \$36 million annually.

### About the Authors

Nancy Doorey is coordinator of the Delaware Student Growth Partnership.

Nancy Wilson is Deputy Secretary of Education, State of Delaware.

Robert Andrzejewski is superintendent of the Red Clay Consolidated School District.

Paul Herdman is president and CEO of the Rodel Foundation of Delaware.

---

## Appendix (C)(1)-1: Data Warehouse Public Reports Screen Shot

The screenshot shows a Windows Internet Explorer browser window with the following details:

- Browser Title:** K12 DWPR - Windows Internet Explorer
- Address Bar:** <https://dstp.doe.k12.de.us/DWPRK12/A>
- Search Bar:** Google
- Navigation:** File, Edit, View, Favorites, Tools, Help
- Search:** Search
- Sign In:** Sign In
- Favorites:** K12 DWPR, State of Delawar...
- Page:** Page, Safety, Tools

The main content area displays the **State of Delaware** logo and the text "The Official Website for the First State". Below this is the **Delaware Department of Education** header and the **DWPR K12** label.

### DELAWARE DOE DATA WAREHOUSE PUBLIC REPORTS

<b>Home</b>	<b>CTE Data Mart</b> Career and Technical Education (CTE) data analysis
CTE	<b>DELSIS Data Mart</b> Student Enrollment, Demographic, Graduation and Drop out information.
DELSIS	<b>DSTP Data Mart</b> Student Test Results and Summaries from the Delaware Student Testing Program
DSTP	<b>HQT Data Mart</b> This data mart contains data for Classes Taught by Highly Qualified Teacher
HQT	<b>Non-public Data Mart</b> Non-public school enrollment data since school year 2002-2003
Non-public	<b>P-20 Data Mart</b> P-20 (Pre-K to Post-graduate up to Doctorate Degree) links students' K12 and post secondary academic activities and performance.
P-20	

**Other Links**

- DDOESSO
- DOE DWPR

↑ TOP

doe home | site map | about site | contact us | translate | delaware.gov

Local intranet | Protected Mode: Off | 100%

## **Appendix (C)(2)-1: Federal Longitudinal Data System Grant Summary**

### **PROJECT ABSTRACT**

Title: Delaware's Automated System for Educational Reporting (DASER)

Main Contact: Bruce E. Dacey, Ed. D.

Description: The Delaware Department of Education (DDOE) has an abundance of data, but needs to improve in the many areas such as integrating data between preschool, K to 12, post-secondary institutions, and workforce development. Delaware state agencies, colleges and universities, and pre-school institutions need help in making their data systems compatible with the DDOE. The technology architecture (data structures/tables and applications) has evolved rather than been designed from a long term vision. As a result, the applications (eSchoolPlus, DELSIS and the data warehouse) are not optimized around a comprehensive data model that fosters easy expansion and use. Delaware is like a lot of other states in that we have limited funds and staff to make all of the changes needed to more effectively meet federal requirements. In addition Delaware is uniquely situated to be a model data system for the country. For this and many other reasons, Delaware intends to apply for the Statewide Longitudinal Data Systems Grant to improve our systems structure for state and federal reporting, P-20 data integration, as well as set the standard for data systems around the country. Based on continuous feedback from our local school districts and charter schools, as well as the NCES Forum, EdFacts, and the Data Quality Campaign, Delaware will focus on the following areas. We will build with our agency partners a Client ID system to match clients among and between agencies to better serve them from preschool

to adulthood. We will make our system interoperable with other agencies, states, and systems by documenting the Information Systems Architecture. We will move from 'stovepipes' to a unified client management system data warehouse which will create standard codes, definitions, programming skills, ad hoc and programmed reports. This system will be enveloped around a new identify management system. Finally we propose to introduce an electronic transcript exchange system which will seamlessly communicate with instate and out of state colleges and workforce organizations.

**Budget Request:**

Year 1: \$2,704,298.00

Year 2: \$1,649,948.00

Year 3: \$1,650,788.00

Total: \$6,005,034.00

Delaware is recognized nationally as possessing one of the country's most sophisticated and robust state longitudinal data systems. In fact, Delaware is one of a few states to possess all ten elements of the Data Quality Campaign's Ten Essential Elements of a Longitudinal Data System. Currently the Department of Education is responsible for education reporting for all public schools in Delaware. This includes 19 school districts and 18 charter schools. Together they serve more than 124,000 students.

The Department of Education accomplishes its reporting functions through the use of several disparate systems. These systems include the current State Longitudinal Data System called the Delaware Student Information System (DELSIS) and a statewide pupil accounting system called

eSchoolPLUS from Sungard Pentamation. DELSIS is used to assign a unique student identifier that follows a student through their public K through 12 education careers and allows the Department of Education to link student information with other relevant data. DELSIS contains longitudinal data on students that dates back to 1994. eSchoolPLUS is hosted at the Department of Education in Dover, Delaware. Data from eSchoolPLUS populates a statewide consolidation database which contains near real-time data on every public school student in Delaware. This consolidated database is called eSchoolMaster and contains information such as student attendance, discipline, grades, schedules, state test scores, college readiness test scores (SAT and ACT), demographics, etc. Our statewide pupil accounting system together with DELSIS forms the basis for tracking student movements between schools and districts and is also used by the DDOE program managers, specifically Title 1, ELL, special education, and assessment.

Even though the various DDOE program managers who work with the school districts pay a great deal of attention to the quality of the data contained in the system, Delaware's current system is not perfect. DDOE currently spends many man-hours gathering, sorting, verifying, and generating reports for Federal agencies, state agencies, school districts, teachers, and parents. Although the data is available, the mechanism for performing these tasks is a manual, time consuming process. Also, the current Delaware SLDS lacks maturity in the areas of early childhood, the 21st Century workforce, post secondary, and the armed forces. DDOE plans to develop a new system that integrates past data, currently collected data, and data from other agencies and present it in a cohesive portal that will provide authentication and reporting for all DDOE customers ranging from the public stakeholders, to teachers, to parents of current

students. This new system would be called the Delaware Automated System for Education Reporting (DASER) and would provide stakeholders with user-friendly access to information from the two primary components of the DDOE Education Longitudinal Data System: the K-12 Instructional Warehouse and the Enterprise Longitudinal Data Warehouse.

DASER would bridge the gap between the potential for data driven decision making and the actual delivery through the use of a dynamic reporting framework. Development of DASER would permit DDOE to improve on three key data system requirements identified in this competition, specifically, the first, second and fifth capabilities. First, it will enhance DDOE's PR/Award # R384A100025 e0

ability to analyze student-level data from pre-kindergarten through high school. It will also inform success and readiness for postsecondary education, the 21st Century workforce and the Armed Forces. Second, the grant will support the development of system interoperability between contributing state agencies as well as between Delaware and other states, in order to inform policy based on successful practices. Finally, DDOE intends to develop its capability for the expedient delivery of user-friendly data on student achievement and growth to school leaders, teachers, parents, and other key stakeholders so that all parties will receive the same timely and cogent data being used to drive continuous improvement and decision-making in Delaware's schools.

In order to fulfill the goals of DASER, several subsystems must be developed in order to link the K-12 Instructional Data Warehouse and the Enterprise Longitudinal Data Warehouse. Listed below is a brief description of each subsystem (more detail follows).

- Client ID Crosswalk Subsystem: This subsystem of DASER will collect and store

different agency client identifiers and store them for matching and identification purposes. It will reduce the redundancy of data maintained by agencies and allow agencies to use current identification systems in conjunction with systems from other agencies.

- **Interoperability:** By using the above subsystem, DASER will allow the exchange of data among agencies and institutions within the State and between States to inform policy and practice. In order to ensure effective utilization, training is a key component in the use of this system and the project will include ongoing instruction for district data officials.

- **Client Management Subsystem Information Layer:** This subsystem will create a unified data processing and reporting system enveloped by an enterprise identity system. This subsystem is the workhorse of the back-end that brings all of the varied data and subsystems together into a larger warehouse with the needed metadata to provide DDOE and its customers with relevant reporting.

- **Enterprise Identity Management and Portal Subsystem:** This subsystem will ensure compliance with FERPA regulations, create confidence in our state partners that data will be safe and secure, and strengthen the DDOE user validation and authentication for access to different levels of data and sets of applications. It will provide distributed administration of the complex user roles and relationships to organizations necessary to provide appropriate access to confidential student data.

- **Enterprise Reporting Subsystem:** Data must be used, not merely collected, to answer critical questions about outcomes and performance, particularly at crucial

transition points in the education pipeline. In addition, an ad-hoc reporting subsystem will be created which utilizes the Enterprise Identity Management System to validate user access and then determine what data can be used for reporting.

- Student Record and Transcript Data Exchange Subsystem: This subsystem will benefit Local Education Agencies (LEAs), State Education Agencies (SEAs) and the federal government by providing a common framework for student transcripts that will provide meaningful data from Pre-K through entry into the work force.

PR/Award # R384A100025 e1

Delaware has been working on school reform and developing its education longitudinal data system in tandem with its reform efforts for many years. The Delaware Vision 2015 Plan and corresponding Vision Network is an example of the innovation public, private and civic stakeholders who have collaborated to implement Delaware's nationally acclaimed plan to develop a world-class public education system. The Vision Network presently boasts the participation of twenty-five schools, including three charter schools, and serves nearly 20,000 students. These Vision Network partners recognize the need for change and volunteered to focus on the critical areas of leadership and instruction. The Vision Network partners receive, among other things, training on how to use student data to drive decision-making and to adjust instruction to meet students' individual needs. DDOE's present Secretary of Education, Dr. Lillian Lowery, was formerly Superintendent of a Vision Network school district.

Delaware has also made gains by viewing its education pipeline through a P-20 lens. The Delaware P-20 Council was established in 2003 by Governor Ruth Ann Minner's Executive Order

47 and placed in statute in 2005. The Council's overall goal is to establish a logical progression of learning from early childhood to post-secondary education by reducing the need for remediation and with particular attention paid to transition points within the education pipeline. Delaware's P-20 Council has been one of the nation's most active and effective. The P-20 Council benefits from interagency cooperation and representation from state leaders, higher education, and Delaware's business community. Among its many successes, the P-20 Council proposed Delaware's more rigorous graduation requirements that were adopted by the State Board of Education. In addition, the P-20 Council recognized the need for increased data linkages between agencies and sectors to inform its decision making. The P-20 Data Committee was formed by the Council to establish the P-20 Data Cube, linking student level K-12 data to student- and course-level higher education data. The P-20 Data Cube is populated with data from both public and private sector institutions of higher education in Delaware.

Governor Jack Markell, upon his election in 2008, challenged DDOE to transform the public education system. Governor Markell views education as the cornerstone for Delaware's economic growth and quality of life for its citizenry. DDOE has presented the Markell Administration with a new strategic plan in support of this goal. The Delaware Department of Education Innovation Action Team Strategic Plan for the Delaware Public Education System is structured into Five Strategic Goals, each targeting key areas within the overall education system. The five key areas are: 1) Standards and Assessments, 2) Longitudinal Data Systems, 3) Teacher Quality, 4) Low-Performing Schools, and 5) Effective, Efficient Service Delivery. The Plan was developed over several weeks with input from diverse teams of stakeholders. These teams represented each of the Five Strategic Goals of the plan. The teams were asked to

identify the most crucial objectives and strategies that would have the greatest impact on improvement in Delaware's public education system and lead it to serve as a model for the nation. In building its longitudinal data systems the DDOE Plan focuses on actions that will build PR/Award # R384A100025 e2

on existing data systems, including even more value-added data from other state agencies.

Specifically, DDOE committed itself to engage in a concentrated initiative to increase the focus on data-driven decision-making in every area of school planning, from teachers to principals to district leaders to parents. This initiative represents a challenge for DDOE: that DDOE will significantly improve the extent to which it uses its sophisticated and robust data to support the assurances of the DDOE Plan. To this end, DDOE will build the data governance structures and processes that will ensure data is used more robustly, is more inclusive and is more accessible by more stakeholders.

The DASER system will serve as the core for all of our longitudinal data collections and include data from early childhood, kindergarten through high school, higher education, and career/workforce development. DDOE can address the weaknesses in the scope of its present Data Warehouse and reporting capabilities by linking the existing K-12 Instructional Data Warehouse with an expanded interagency Enterprise Longitudinal Data Warehouse. In its present systems, DDOE Technology Management and Design has identified the following weaknesses:

- The LDS currently does not include any workforce/labor data.
- There is little data on out-of-state college enrollment.
- K-12 reports are cumbersome to access and not user friendly.

- Reports do not answer the questions posed by a wide enough cross-section of stakeholders.
- We have limited data on Early Childhood.
- There is no cross-agency identity tracking method, making it hard to track students services and outcomes.

DASER's success in providing the information that will drive the continuous improvement called

for in the DDOE Strategic Plan depends on putting inter- and intra-agency governance structures in place. These structures will address these weaknesses in addition to fostering interagency collaboration, robust use of data, privacy protection, and research and analysis.

Strong outputs are expected by stakeholders and will be delivered when all system components and governance structures are in place.

#### Delaware Proven Success and Ability to Sustain the System

In 2005 Delaware possessed five of the 10 essential elements of a State Longitudinal Data System as defined by the Data Quality Campaign. After several years of hard work, we expanded our SLDS to encompass all ten elements in 2007. Delaware is unique in that we have several statewide data systems which support our ability to link students, teachers, and schools. The systems we have in place that provide a wealth of core data are:

- Statewide Pupil Accounting System that make use of unique student identifiers.
- Statewide Payroll System for tracking teachers and administrators across districts and schools.

PR/Award # R384A100025 e3

- Statewide financial system which can be used to track expenditures across districts and schools.
- Statewide teacher licensure system with unique teacher and administrator identification.
- Longitudinal testing warehouse which contains test data back to 1997.

Once DASER and its subsystems have been designed, built, and implemented, we will re-direct current staff to maintaining the systems. We have implemented strong application development tracking processes to ensure that bugs are fixed and enhancements are planned for and fixed on a regular basis. All of our currently running data collections systems are routinely evaluated for needed maintenance, enhancements and updates, which are all scheduled annually. Given our successful track record with EDEN/EDFacts Reporting, and the expansion over time of our longitudinal data systems, we have the capacity to deliver DASER on time and to ensure its success and sustainability for the future.

## **Appendix (C)(2)-2: Dropout Early Warning Indicators**

### **Project overview**

Delaware Department of Education in partnership with Regional Education Laboratories (REL) Mid-Atlantic is developing early warning indicators that will identify students at risk of dropping out of school. The REL will analyze historical student data to determine the indicators along with thresholds that seem to indicate statistically which students drop out. The indicators and thresholds will be utilized as a module of our statewide pupil accounting/student information system eSchoolPlus. This module, the Student Success module will alert administrators and guidance counselors of students who are in jeopardy of dropping out of school. The system rather than just alert administrators or guidance counselors will assist in developing individual Student Success Plans which will be utilized to develop strategies for student improvement. Currently some of the key data elements that we have identified are: attendance, discipline, and grades. However, as we move forward with this initiative we will undoubtedly add additional elements.

**(C)(2)-3: Select biographies from the Technology Management and Design Work Group**

**Qi Tao:** Part of the Technology Management and Design group at the DDOE, Qi holds a Ph.d. and MS in Statistics from University of Delaware. Qi is the lead designer and developer of the DSTP online reports system, DELSIS programs, and data management for a host of DDOE processes. He has extensive data management experience from previous careers, and is certified in a host of database, programming, and networking protocols and computer languages. Qi is well-published in a range of peer-reviewed journals.

**Lisa Marcum:** Lisa has an MBA from Delaware State University. Lisa's main responsibilities at the DDOE are as data manager for Exceptional Children. Previous to this work, Lisa worked in several different roles in the Departments of Health, Transportation, and Treasury.

**Matthew Wright:** Matthew has an MBA from Wilmington University. Matthew also holds a range of certifications in for computer technology, and has managed several large network projects during his time with the DDOE. Previous to his work with the DDOE, Matthew worked in industry on computer technologies.

## Appendix (C)(3)-1: Data Sharing Request Form

DEPARTMENT OF EDUCATION DATA SHARING REQUEST(Revised: 9 December 2009)				
This form is used by organizations, entities or individuals outside of the Delaware Department of Education to request and grant requests for data sharing of information stored by the Delaware Department of Education. By signing below the requesting agency and its agents agree to protect the data in accordance with INF-001 Department of Education Data Classification Policy.				
Requestor Information				
Agency/Organization Name:	User Name:	Office or Title:	Address:	Phone:
Data Provider Information				
Agency Name: Department of Education	Data Coordinator:	Office or Title:	Address:	Phone:
Purpose (i.e., how the data will be used, what studies will be performed, or what the desired outcomes are perceived to be as a result of obtaining the data)				
Period of Agreement:			Classification of Database (for DOE use):	
From: _____ to _____				
Description of Data (detailed information concerning the data to be shared or exchanged):				

<i>Method of Access or Data Transfer:</i>		
<i>Continuation (from other boxes)</i>		
<b>Terms of Agreement</b>		
<p>This agreement represents and warrants further that, except as specified in an attachment or except as authorized in writing, that such data shall not be disclosed, released, revealed, showed, sold, rented, leased, loaned, or otherwise have access granted to the data covered by this agreement to any person. Access to the data covered by this agreement shall be limited to the minimum number of individuals necessary to achieve the purpose stated in this section and to those individuals on a need-to-know basis only.</p> <p>The requestor agrees to establish appropriate administrative, technical, and physical safeguards to protect the confidentiality of the data and to prevent unauthorized use or access to it. The safeguards shall provide a level and scope of security that is not less than the level and scope of security established by the Department of Education Data Classification Policy.</p> <p>The requestor and its agents will destroy all confidential information associated with actual records as soon as the purposes of the project have been accomplished and notify the providing agency to this effect in writing. Once the project is complete, the requestor will:</p> <ol style="list-style-type: none"> <li>1. destroy all hard copies containing confidential data (e.g., shredding or burning)</li> <li>2. archive and store electronic data containing confidential information off line in a secure place, and delete all on line confidential data; or</li> <li>3. all other data will be erased or maintained in a secured area.</li> </ol> <p>By signing below, the requestor agrees to all terms stated above</p>		
<i>Requestor (printed name):</i>	<i>Date:</i>	
<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Requestor Signature</i>		
Approved <input type="checkbox"/> Disapproved <input type="checkbox"/>	<i>Data Steward (printed name):</i>	<i>Date:</i>
<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Data Steward Signature</i>		

## **Appendix (D)(1)-1: Evidence for (D)(1)(i)**

*A description of the State's applicable laws, statutes, regulations, or other relevant legal documents, including information on the elements of the State's alternative routes (as described in the alternative route to certification definition in this notice).*

### **1507 Alternative Routes to Teacher Licensure and Certification Program**

#### **1.0 Content**

This regulation shall apply to the Alternative Routes for Teacher Licensure and Certification Program, pursuant to 14 **Del.C.** §§1260 through 1264.

#### **2.0 Definitions**

The following words and terms, when used in this regulation, shall have the following meaning unless the context clearly indicates otherwise:

**“Coherent Major”** means a major in an area appropriate to the instructional field.

**“Department”** means the Delaware Department of Education.

**"Educator"** means a person licensed and certified by the State under Chapter 12 of 14 **Del.C.** to engage in the practice of instruction, administration or other related professional support services in Delaware public schools, including charter schools, pursuant to rules and regulations promulgated by the Standards Board and approved by the State Board. For purposes of 14 **Del.C.** Chapter 12, the term 'educator' does not include substitute teachers.

**"Emergency Certificate"** means a temporary credential issued pursuant to 14 **DE Admin. Code** 1506 Emergency Certificate.

**“Examination of Content Knowledge”** means a standardized State test of subject matter knowledge which measures knowledge in a specific content area, such as PRAXIS™ II.

**“Examination of General Knowledge”** means a standardized test which measures general knowledge and essential skills in mathematics or quantitative and verbal skills, including reading and writing, such as PRAXIS™ I, which for the purposes of this regulation, means the State Basic Skills Test.

**“Initial License”** means the first license issued to an educator that allows an educator to work in a position requiring a license in a Delaware public school.

**“Major or Its Equivalent”** means no fewer than thirty (30) credit hours in a content area.

**“Secretary”** means the Secretary of the Delaware Department of Education.

**“Standard Certificate”** means a credential issued to verify that an educator has the prescribed knowledge, skill or education to practice in a particular area, teach a particular subject, or teach a category of students.

**“Standards Board”** means the Professional Standards Board established pursuant to 14 Del.C. §1201.

**“State Board”** means the State Board of Education of the State pursuant to 14 Del.C. §104.

**"Teach For America"** means the nationally established program consisting of recent college graduates and professionals of all academic majors and career interests who commit to a minimum of two (2) consecutive years of classroom teaching in either a low-income urban or rural public school.

**"Teacher Residency Program"** means a teacher preparation program meeting the minimum criteria of this regulation and approved pursuant to this regulation and any Department regulation. Such a program is typically sponsored by a regionally accredited college or university in partnership with one or more State Education Agencies and/or an established Organization/Foundation, where the participant is paired with a mentor and veteran teacher in a classroom for their initial school year experience.

### **13 DE Reg. 642 (11/01/09)**

## **3.0 Alternative Routes to Teacher Licensure and Certification**

3.1 Qualified Candidates meeting all conditions and seeking participation in an Alternative Routes to Teacher Licensure and Certification program shall be issued an Initial License of no more than three (3) years duration conditioned on continued enrollment in an Alternative Routes for Teacher Licensure and Certification Program and an Emergency Certificate or certificates of no more than three years duration.

3.2 Candidates shall meet the following minimum qualifications:

3.2.1 Successfully completed one of the following education requirements:

3.2.1.1 Hold a bachelor's degree from a regionally accredited college or university in a coherent major, or its equivalent, which shall be no less than thirty (30) credit hours in the instructional field they will teach; or

3.2.1.2 Hold a Bachelor's Degree from a regionally accredited college or university in any content area and are enrolled in the Teach For America program and have completed all pre-service requirements for such program; or

3.2.1.3 Hold a Bachelor's Degree from a regionally accredited college or university in any content area and are enrolled in an approved teacher residency program and have completed all pre-service requirements for such program; and

3.3 Pass an examination of general knowledge, such as PRAXIS™ I, or provide an acceptable alternative to the PRAXIS™ I test scores, as set forth in 14 **DE Admin.** 1510, within the period of time from the date of hire to the end of the next consecutive fiscal year; and

3.4 Obtain acceptance into an approved alternative routes to licensure and certification program.

3.4.1 Notwithstanding any other provisions to the contrary, candidates enrolled in the Teach For America program shall not be limited to teaching in areas identified as critical curricular areas.

3.4.2 Notwithstanding any other provisions to the contrary, candidates enrolled in an approved teacher residency program shall not be limited to teaching in areas identified as critical curricular areas; and

3.5 Demonstrate the prescribed knowledge and skills for a particular content area by completing the following:

3.5.1 Pass an examination of content knowledge, such as PRAXIS™ II, in the instructional field they desire to teach, if applicable and available, within the period of time from the date of hire to the end of the next fiscal year.

3.5.2 Notwithstanding any other provisions to the contrary, candidates enrolled in the Teach For America program shall, where applicable and available, have achieved a passing score on an examination of content knowledge, such as Praxis II, for the area in which such candidate will be teaching, prior to taking full responsibility for teaching a classroom; or

3.5.3 Notwithstanding any other provisions to the contrary, candidates enrolled in a teacher residency program shall, where applicable and available, have achieved a passing score on an examination of content knowledge, such as Praxis II, for the area in which such candidate will be teaching, prior to taking full responsibility for teaching a classroom; and

3.6 Obtain an acceptable health clearance and an acceptable criminal background check clearance; and

3.7 Obtain a teaching position by one of the following:

3.7.1 Obtain and accept an offer of employment in a position that requires licensure and certification; or

3.7.2 In the case of a teacher residency program, obtain and accept an offer for a position that if paid would require licensure and certification.

**13 DE Reg. 642 (11/01/09)**

**4.0 Components of the Program**

4.1 An Alternative Routes for Teacher Licensure and Certification Program shall be approved by the Secretary of Education and meet the following minimum criteria:

4.2 Incorporate one of the following prerequisite options:

4.2.1 A summer institute of no less than one hundred and twenty (120) instructional (clock) hours completed by the candidate prior to the beginning of his/her teaching assignment. This includes an orientation to the policies, organization and curriculum of the employing school district or charter school, instructional strategies and classroom management and child or adolescent development.

4.2.1.1 Candidates employed too late to participate in the summer institute will complete the practicum experience and seminars on teaching during the first school year and will participate in the summer institute following their first year of teaching; or

4.2.2 A teacher entering a Delaware public school through the Teach For America program shall complete the two hundred (200) hours of pre-service training provided by Teach for America; or

4.2.3 A teacher entering a Delaware public school through a teacher residency program shall complete a minimum of one hundred and twenty (120) hours of pre-service training provided by the approved teacher residency program; and

4.3 Require a one year, full time practicum experience which includes a period of intensive on-the-job mentoring and supervision beginning the first day in which the candidate assumes full responsibility for a classroom and continuing for a period of thirty (30) weeks.

4.4 Require seminars on teaching that provide Alternative Routes to Licensure and Certification teachers with approximately 200 instructional (clock) hours or equivalent professional development during the first year of their teaching assignment and during an intensive seminar the following summer. Content shall include curriculum, student development and learning, and the classroom and the school, as required in 14 **Del.C.** §1261.

4.5 Receive any required approvals under the Department's regulation 14 **DE Admin. Code** 290 Approval of Educator Preparation Programs.

**13 DE Reg. 642 (11/01/09)**

## **5.0 Mentoring Support**

Mentoring support shall be carried out in accordance with 14 **DE Admin. Code** 1503. No mentor shall participate in any way in decisions which might have a bearing on the licensure, certification or employment of teachers participating in an Alternative Routes for Teacher Licensure and Certification Program.

**13 DE Reg. 642 (11/01/09)**

## **6.0 Supervision and Evaluation**

Teachers enrolled in an Alternative Routes for Teacher Licensure and Certification Program shall be observed and formally evaluated by a certified evaluator using the state approved evaluation system at least once during the first ten (10) weeks in the classroom, and a minimum of two (2) additional times within the next twenty (20) weeks. Evaluations shall be no more than two (2) months apart.

**13 DE Reg. 642 (11/01/09)**

## **7.0 Recommendation for Licensure and Certification**

Upon completion of an Alternative Routes for Teacher Licensure and Certification Program, the certified evaluator shall prepare a summative evaluation report for the teacher participating in the Program. The evaluation report shall include a recommendation as to whether or not a license shall be issued. The evaluation report and license recommendation shall be submitted to the Department. A copy of the evaluation report and license recommendation should be issued to the candidate twenty (20) days before submission to the Department.

**13 DE Reg. 642 (11/01/09)**

## **8.0 Issuance of License**

If the evaluation report recommends approval of the candidate for licensure, provided the candidate is otherwise qualified, the Department shall issue an Initial License valid for the balance of the three (3) year term, if the participant has completed the Program in less than three (3) years, or a Continuing License, if the three (3) year term of the Initial License has expired, and shall issue the appropriate Standard Certificate or Certificates.

Candidates who receive a recommendation of ‘disapproved’ shall not be issued an Initial

License and Standard Certificate by the Department, and may not continue in an Alternative Routes for Licensure and Certification Program.

**13 DE Reg. 642 (11/01/09)**

## **9.0 Recommendation of “Disapproved”**

Candidates who receive a recommendation of “disapproved” may petition the Department for approval of additional opportunities to participate in an Alternative Routes for Teacher Licensure and Certification Program. Within fifteen (15) days of receipt of the evaluation report and the certification recommendation, a candidate disagreeing with the recommendation may submit to the evaluator written materials documenting the reasons that the candidate believes a license should be awarded. The evaluator shall forward all documentation submitted by the candidate, along with the evaluation report and recommendation concerning licensure and certification to the Secretary of Education. The Secretary or his or her designee shall review the evaluation

report, the licensure and certification recommendation, and any documentation supplied by the candidate and make a determination with respect to licensure and certification.

**13 DE Reg. 642 (11/01/09)**

**10.0 Right to a Hearing**

A teacher participating in an Alternative Routes for Teacher Licensure and Certification Program who is denied a license and certificate may appeal the decision, and is entitled to a full and fair hearing before the Standards Board. Hearings shall be conducted in accordance with the Standard Board's Hearing Procedures and Rules.

**13 DE Reg. 642 (11/01/09)**

**11.0 Program Evaluation**

Those responsible for Alternative Routes to Certification Programs approved by the Standards Board and the State Board shall develop a program evaluation process. The focus of the program evaluation shall be to demonstrate the degree to which teachers who complete the program are effective in the classroom.

**7 DE Reg. 161 (8/1/03)**

**13 DE Reg. 642 (11/01/09)**

**12.0 Approval of Alternative Routes Programs**

The Secretary may approve for implementation Alternative Routes to Teacher Licensure and Certification Programs, provided the programs meet the minimum criteria set forth in this regulation and in any applicable laws.

**1591 School Principal and Assistant Principal**

**1.0 Content**

1.1 This regulation shall apply to the issuance of a Standard Certificate for School Principal and Assistant Principal, pursuant to 14 Del.C. §1220.

**7 DE Reg. 190 (8/1/03)**

**7 DE Reg. 1744 (6/1/04)**

**2.0 Definitions**

2.1 The following words and terms, when used in this regulation, shall have the following meaning unless the context clearly indicates otherwise:

**"Standards Board"** means the Professional Standards Board established pursuant to 14 Del.C. §1201.

**"Standard Certificate"** means a credential issued to verify that an educator has the prescribed knowledge, skill or education to practice in a particular area, teach a particular subject, or teach a category of students.

**"State Board"** means the State Board of Education of the State of Delaware established pursuant to 14 Del.C. §104.

**"Teaching Experience"** means meeting students on a regularly scheduled basis, planning and delivering instruction, developing or preparing instructional materials, and evaluating student performance in any pK to 12 setting.

**7 DE Reg. 190 (8/1/03)**

**7 DE Reg. 1744 (6/1/04)**

### **3.0 Standard Certificate**

The following shall be required for the Standard Certificate for the Principal or Assistant Principal of an elementary or intermediate school, a middle school, a high school, or a school for exceptional students.

#### **3.1 Educational requirements**

3.1.1 A master's degree in educational leadership from an NCATE or state approved program where the state approval body employed the appropriate NASDTEC or NCATE specialty organization standards from a regionally accredited college or university, or

3.1.2 A master's degree in education offered by an NCATE specialty organization recognized educator preparation program or from a state approved educator preparation program where the state approval body employed the appropriate NASDTEC or NCATE specialty organization standards from a regionally accredited college or university and a current and valid Principal or Assistant Principal certificate from another state, or

3.1.3 A master's degree in any field from a regionally accredited college or university and successful completion of a Delaware approved alternative routes to certification program for school leaders. Until approval and implementation of an alternative routes to certification program occurs, candidates completing the Standard Certificate in accordance with 3.1.3.1 of this regulation shall fulfill the following requirements.

3.1.3.1 A three semester hour graduate level course in each of the following areas:

3.1.3.1.1 School Administration (at the level to be initially assigned),

3.1.3.1.2 Supervision and Evaluation of Staff,

3.1.3.1.3 Curriculum Development,

3.1.3.1.4 School Business Management,

3.1.3.1.5 School Law or Legal Issues in Education,

3.1.3.1.6 Human Relations, and,

3.1.3.1.7 Child, Adolescent or Human Development, if not taken at the undergraduate level.

### 3.2 Experience requirements

3.2.1 A minimum of three (3) years of teaching experience at the level to be initially assigned as a school Principal or Assistant Principal, except at the middle level, where the teaching experience may be at any pK to 12 level, or as a Principal or Assistant Principal of a school for exceptional students, where the teaching experience must have been with one or more of the categories of exceptional children served by the school.

**7 DE Reg. 1744 (6/1/04)**

# Appendix (D)(1)-2: Statewide New Teacher Induction and Mentoring Program

## Welcome to teaching in Delaware!

Congratulations on accepting a teaching position in Delaware. We are happy to have you!

Here in Delaware, we view educators as a highly valuable resource. We are committed to helping our new educators make the transition to the classroom environment and to supporting you as you grow in your career.

Great teachers, and great teaching, begin with the Delaware New Teacher Mentoring and Induction Program – a program designed to support you during your challenging first years on the job. Throughout our state, more than 800 mentors partner with our newest educators, guiding them with expertise that comes from years of classroom teaching experience.

Together our entire educational community looks forward to helping you achieve personal success as you create exceptional learning experiences for Delaware's children!



## My Mentoring Contacts

**MY MENTOR**

Name \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

**MY DISTRICT SITE COORDINATOR**

Name \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

**MY DISTRICT LEAD MENTOR(S)**

Name \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

**DELAWARE MENTORING AND INDUCTION PROGRAM**  
 Mary Ellen Kocz  
 Education Associate, New Educator Mentoring Programs  
 ph. 302.739.4686 X. 3357  
 e-mail mkoz@doe.k12.de.us



**DELAWARE MENTORING AND INDUCTION PROGRAM**  
 Federal and Lookerman Street  
 401 Federal Street • Suite 2  
 Dover • Delaware 19901  
 www.doe.state.de.us



## Great teachers start here.



## The Delaware New Teacher Mentoring and Induction Program

### A Partnership for Growth

Delaware's New Teacher Mentoring Program places new teachers under the wing of accomplished veterans with proven expertise in managing the classroom and raising student achievement. Your mentor will share ideas, provide guidance, celebrate your success, and provide a safe, supportive environment where you can grow.

Because Delaware is a small state, you will have opportunities for direct contact with all those involved in the mentoring program, from your own mentor to our state coordinator. This shared experience provides a win-win situation for all. Just as teachers learn from their students, mentors and others involved in the program have opportunities to gain new insights and reflect on their own practice.

### A Three-Year Program

Soon after you are hired, you will be assigned a mentor. Every effort will be made to match you with a mentor who is in your field and in your building. Together, you will begin a three-year journey to educational excellence.

During your first year, you will meet with your mentor at least 30 documented hours. This may include a combination of in-school and after-school time. Continuing support will be provided over the next two years.

Your mentor will help you become acclimated to:

- Your new role, your school or your setting
- Delaware's Content Standards
- Delaware Professional Teaching Standards
- Applicable National Specialist Standards

Your mentor will also guide you through the mentoring program's first two development cycles, each focusing on specific challenges and experiences.

### Development Cycles

The mentoring program is divided into four cycles designed to guide you through a process of continuous improvement and to help you in planning for future growth.

#### Cycle One: The Classroom Environment\*

After you have had an opportunity to become familiar with your classroom and students, you will select an area for development related to the classroom environment. Development areas you may select include:

- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning
- Managing Classroom Procedures
- Managing Student Behavior
- Organizing Physical Space

#### Cycle Two: Planning and Preparation\*

During Cycle Two, you will work with your mentor to develop effective instructional experiences. Together you will examine instructional tasks to determine if they match the intended purpose of instruction. Your mentor will help you create intellectually engaging instructional strategies and experiences.

#### Cycle Three: Assessment for Learning\*\*

During Cycle Three, your mentoring partnership will expand to include other teachers in your building, level or district. You will be part of a learning team which will meet to enhance understanding and skills in creating, analyzing and using quality assessments. You will meet with your team ten times as you work toward assessment literacy.

#### Cycle Four: Professional Growth Planning

The final cycle of your mentoring experience guides you in creating a Professional Growth Plan for the next five years. Based on your collective experiences and your vision for the future, you will work with a lead mentor to develop your initial plan.

Successful completion of the New Teacher Mentoring and Induction Program's four cycles is a key requirement for receiving your Continuing License. Once you receive your Continuing License, state law requires that you accomplish 90 clock hours of professional development activity every five years in order to renew your license. As part of your Cycle Four planning your mentor will review the rules and regulations governing the selection of these activities.

#### New to Delaware, But Not to Teaching!

Experienced educators who are new to the State of Delaware and who have received a Continuing License, are required to complete an alternate version of the Mentoring Program.

You will attend three state workshops within your district, each focusing on Delaware-specific requirements and systems including:

- Student Standards, Testing and Accountability
- Teacher Standards and Enhancing Professional Practice: A Framework for Teaching
- Professional Responsibilities

New-to-the-state educators holding an Advanced License or National Board Certification are also encouraged to attend these workshops.

\*\*The Assessment for Learning process was created by the Assessment Training Institute, based on research conducted by Robert J. Gagne and Dylan Williams.

## The Mentoring Process

During Cycle One and Cycle Two, your mentor will guide you in accomplishing your goals through a process that includes:

- Gathering information about your selected component
- Observing other teachers in your area of focus
- Constructing a plan for implementing strategies in your own room

Your mentor will observe you several times during the process and provide descriptive feedback. Additionally, your mentor will schedule meetings with you to review your progress and assist you in setting goals for the future.



\*Cycle One and Two of the mentoring program use the (NEO) AVID® Framework Induction Program developed by LSS Institute.

**"MY MENTOR SUPPLIED ME WITH ADVICE, AND WAS THERE TO HELP WITH ANYTHING I NEEDED."**  
*Deborah Robinson, Teacher*

**"HELPING NEW TEACHERS KEEPS ME GROWING."**  
*Christina Robinson, Mentor*

### **Appendix (D)(1)-3: Evidence for (D)(1)(ii)**

*A list of the alternative certification programs operating in the State under the State's alternative routes to certification (as defined in this notice), and for each:*

- o The elements of the program (as described in the alternative routes to certification definition in this notice).*
- o The number of teachers and principals that successfully completed each program in the previous academic year.*
- o The total number of teachers and principals certified statewide in the previous academic year.*

#### **Alternative Certification Programs**

- *University of Delaware's Alternative Routes to Certification.* UDel ARTC is designed to provide a path for highly-qualified individuals from other careers to enter teaching without going through a traditional teacher-certification program. Under ARTC, individuals with accredited college degrees, majors in the relevant field of study, and satisfactory Praxis I and II scores in select critical needs secondary school subjects may be hired by a public secondary school, and complete certification requirements during the first two years of teaching. In lieu of traditional student teaching, ARTC requires 12 -18 months of state-approved professional education classes and seminars offered by the University of Delaware, accompanied by intensive, school-based mentoring and supervision by participating ARTC schools. Schools are required to evaluate ARTC teachers at least three times within the first 50 weeks and provide a written progress report based on each observation. The program teaches pedagogy to candidates that already possess content knowledge. Upon completion of the program, teachers receive the same certification as teachers who follow a traditional teacher certification route.

UDel ARTC has significantly increased alternate teacher certification in Delaware.

Between the 1997-98 and 2008-09 school years, LEAs and secondary charter schools enrolled 376 teachers. Of these 376 almost 75% taught STEM subjects, a large majority had considerable business or industry experience, nearly a third had one or more advanced degrees, and one quarter (and more recently, one third) were minorities--twice the state average. Delaware successfully uses the ARTC program to help secondary schools fill critical needs and increase the pool of minority teachers.

- Teach for America.* In 2009-2010 Teach for America, in corporation with Wilmington University, provided Delaware with 21 outstanding recent graduates of all majors who committed to teaching for two years in low-income urban and rural public schools. Teach for America candidates are required to complete an intensive, classroom-based institute in order to begin teaching and must obtain certification through the ARTC program at Wilmington University. They have the option to pursue additional course work to earn a master's degree in elementary education at Wilmington University during their placement. Upon completion of the program, teachers receive the same certification as teachers that pursue a traditional teacher certification route. The first class of 21 teachers will complete certification in 2011. Teach for America has estimated that it will be able to expand its program by five teachers per year over the next five years, for a total of approximately 45 teachers in the 2014-15 school year, and roughly 200 teachers who are participating in or have completed the program by that time.
- Teacher Residency.* Delaware regulations allow for the establishment of a Teacher Residency program, which is planned to begin in the 2010-2011 school year. The program will be for non-traditional candidates who have achieved a passing score on an examination of content knowledge, such as Praxis II. Similar to ARTC teachers, these candidates will work in a classroom (although as an assistant teacher) and qualify for full certification simultaneously during their first year of teaching. The Teacher Residency is specifically targeted at STEM subjects, and will require its graduates to teach in high need schools. For more information on the Teacher Residency, please see section (D)(3)(ii).
- Master's Plus Certification Program.* The University of Delaware's Master's Plus Certification Program is designed to provide nontraditional routes to special education certification. This is a two-year graduate program with classroom experience. In the first year, the candidate works as a para-educator in a special education classroom, which is the equivalent of the practicum in traditional certification programs. In the second year, the candidate is assigned his or her own special education classroom. Candidates must have a bachelor's degree and be current para-professionals in the field of special education. Upon completion of the program, teachers receive full certification that is equivalent to that earned via traditional routes. To date, 16 individuals have been certified through the Master's Plus

Certification Program, with an additional 3 individuals who are actively enrolled in the program.

- *Special Institute for Teacher Licensure and Certification.* The Special Institute for Teacher Certification was designed to meet the growing demand for highly-qualified teachers in Delaware public schools. The Special Institute is very similar to the ARTC program, although applicants do not need to meet the “relevant major” requirement. After their first summer, program participants are merged in with the ARTC program, so there is no separate “completion” data for this route. The Institute provides scholarships and academic advisement to individuals who have earned baccalaureate degrees in fields other than education, and are interested in completing the necessary courses to become certified teachers. Tuition scholarships are awarded on a competitive basis to students who are pursuing teacher certification in areas designated by the State as critical shortage areas. The University of Delaware administers the program, and participants must have the following to be eligible: a bachelor’s degree in a field other than education from a four-year, regionally accredited college or university, in the academic discipline or related area for which the individual is seeking certification; passing scores, as determined by the State of Delaware, on Praxis I or proof of SAT exemptions scores; and a minimum cumulative grade point average as determined by the academic subject field. Candidates complete an application, and are selected based on meeting the eligibility requirements and their interest in pursuing certification in a designated critical shortage area. School-based experiences are required throughout the sequence of courses, and are supervised by University faculty and school-based mentors. Scholarships are awarded on a competitive basis, and students who receive tuition scholarships from the Special Institute for Teacher Certification must teach for a minimum of one year in a Delaware public school for each year of receiving funding; students who do not fulfill these obligations are required to repay all scholarship monies they received. .
- *Local alternative.* The “local alternative,” in accordance with Delaware legislation, allows candidates who have met all Licensure requirements except for student teaching to meet that requirement by working 91 days as a full time substitute. These candidates must have two successful evaluations during the 91 day period and be recommended in writing by the

district or charter for licensure. In order to receive an initial license, the candidate must find employment as a full time, contracted teacher within one year of completing the 91 day period and complete 15 credits of professional development agreed upon by the candidate and the employing school district. Teachers receive an emergency certificate initially, and then a standard certificate when the candidate completes the required 15 hours of professional development (and test requirements as determined by the employing school district). This option is available to all Delaware public schools, with all districts and charters participating. To date, 71 candidates have earned their credentials by this route.

- *Other routes to certification.* In addition to these alternative certification programs, all four of Delaware's Institutions of Higher Education have Master's of Arts programs in Education that include pedagogy and student teaching for individuals with a non-educational Bachelor's degree. Delaware also participates in the Troops to Teachers Program, which provides support to individuals leaving military service to become educators.

The table below summarizes the enrollment data for each of the alternate routes described above:

## Evidence for (D)(1)(ii)

Alternate Route to certification	No. successfully completed in SY 08-09 <sup>1</sup>	No. enrolled as of January '10	No. employed educators certified through route as of end of SY 08-09	Total number certified through route as of January 2010 <sup>1</sup>
ARTC	40	74	263	376
Local Alternatives	41	N/A	45	71
Masters' Plus Certification Program	4	5	10	19
Teach for America	0	21 <sup>2</sup>	0	0
Special Institute for Teacher Licensure	N/A <sup>4</sup>	N/A <sup>4</sup>	N/A <sup>4</sup>	N/A <sup>4</sup>
Teacher Residency <sup>3</sup>	0	0	0	0
<b>TOTAL</b>	<b>85</b>	<b>100</b>	<b>318</b>	<b>466</b>

1 Employment not a factor; educator has had a license issued at some point. The license has been issued and is not revoked, suspended or expired.

2 Three do not have issued licenses

3 The Teacher Residency exists in regulation but not in practice; the DDOE will dedicate Race to the Top funding to its establishment and expansion as described in section (D)(3)(ii)

4 After their first summer, Special Institute participants are merged in with the ARTC program, so there is no separate "completion" data for this route

## **Appendix (D)(1)-4: Possible Scope of Work for the New Teacher Project (TNTP) in Delaware**

Innovative Schools, a Delaware nonprofit, has signed a letter of intent with the New Teacher Project (TNTP) to establish a recruitment, training, and selection program for teachers in the State of Delaware. Below is information about TNTP and the possible scope of work for its implementation in Delaware

### **About The New Teacher Project**

TNTP is a national non-profit dedicated to closing the achievement gap by ensuring that poor and minority students have access to outstanding teachers. TNTP provides a spectrum of services, including creating highly selective teacher recruitment programs; helping LEAs and schools to hire the best possible teachers; developing new and better ways to prepare, develop and certify teachers for high need schools; and identifying the policies and practices that keep LEAs from hiring effective teachers.

### **Possible scope of work in Delaware**

- **Create a teacher training program** to recruit, train, and certify mid-career professionals to teach in high need schools. The goal of this program will be to place 40-50 teachers each year in Delaware's high need schools.
- **Create a practitioner program** to field train, certify, and support new teachers. This will include recruitment, selection, intensive training, and early career support for new teachers in Delaware.
- **Provide staffing supports** for 20-25 low performing schools in Delaware. Staffing support will entail a 3-year relationship with these schools, during which time 150-200 teachers will be expected to be hired. TNTP will assist with marketing and attracting the best talent, provide rigorous selection methods, and advise on modifying policies to consistently recruit and select the best possible candidates. Over the three years, TNTP will focus on building local capacity for effective hiring.



**Letter of Intent**

**Between**

**Innovative Schools**  
100 West 10<sup>th</sup> Street – Suite 403  
Wilmington, DE 19801

**and**

**The New Teacher Project**  
186 Joralemon St., Suite 300  
Brooklyn, NY 11201

This non-binding letter of intent confirms the intention of the signing parties to provide, in collaboration, the Teacher Development services as described in the State of Delaware Race to the Top proposal for the *Effective Teachers for Delaware Schools*, presented in The New Teacher Project's proposal dated November 20, 2009 to Innovative Schools. The partnership between The New Teacher Project and Innovative Schools is contingent upon the State of Delaware's receipt of the Race to the Top grant funding to support this project.

In the case that the State of Delaware is awarded a Race to the Top grant, and once the general project parameters have been established by Innovative Schools with the Delaware Department of Education, and agreed-upon by The New Teacher Project, a contract will be issued to The New Teacher Project by Innovative Schools, detailing the scope of work and budget.

Should funding not be received by the State, and if continued interest in advancing the initiative (through the use of other potential funding sources) exists, the signing parties will explore any project modifications that would (a) maintain the fidelity of the program, and (b) meet the scope and budgetary needs of the State.

\_\_\_\_\_  
Deborah L. Doordan  
Executive Director  
Innovative Schools

1/9/2010  
Date

\_\_\_\_\_  
Layla Avila  
V.P., Teaching Fellows Program  
The New Teacher Project

1/8/2010  
Date

A nonprofit organization with a mission to promote outstanding student achievement in Delaware by developing excellent schools.

100 West Tenth Street  
Suite 403  
Wilmington, DE 19801

P: 302-656-4737  
F: 302-656-4738  
[www.innovativeschools.org](http://www.innovativeschools.org)

## **Appendix (D)(1)-5: Possible Scope of Work for the New York City Leadership Academy in Delaware**

Innovative Schools, a Delaware nonprofit, has signed a letter of intent with the New York City Leadership Academy (NYCLA) to establish a recruitment, training, and selection program for school leaders in the State of Delaware. Below is information about NYCLA and the possible scope of work for its implementation in Delaware

### **About New York City Leadership Academy**

NYCLA is an independent nonprofit organization that recruits, develops, and supports effective school leaders, with a focus on preparing principals to lead New York City's high need schools. NYCLA's programs strengthen participants' abilities to create a successful learning environment by focusing on in-depth data analysis, theories of organizational change, and the development of a deep understanding of how to accelerate learning for students and adults.

### **Possible scope of work in Delaware**

Through a joint venture, Innovative Schools and NYCLA will create Leaders for Innovative Schools, an organization to recruit, develop, place, and support 10 school leaders in Delaware's high need schools each year. Leaders for Innovative Schools will be an intensive leadership development program for highly qualified school teachers and other potential leaders committed to reform. This program will entail

- Selection of the best potential leaders from within Delaware's school system and nationally
- Leadership development through a 12 month intensive training program
- Placement assistance in high need schools
- Coaching and mentorship during the first two years leading a school
- Networking through the Delaware Leadership Network, a program to let school leaders interact and problem-solve together and create a culture of reform in Delaware's high need schools



**Letter of Intent**

**Between**

**Innovative Schools  
100 West 10<sup>th</sup> Street – Suite 403  
Wilmington, DE 19801**

**and**

**NYC Leadership Academy  
44-02 23<sup>rd</sup> Street, # 206  
Long Island City, NY 11101**

This non-binding letter of intent confirms the intention of the signing parties to provide, in collaboration, the School Leadership Development services as described in the State of Delaware Race to the Top proposal for the Innovative Leaders for Innovative Schools project. The partnership between New York City Leadership Academy and Innovative Schools is contingent upon the State of Delaware's receipt of the Race to the Top grant funding to support this project.

In the case of the award of the Race to the Top grant to the State of Delaware, and once the general project parameters have been established by Innovative Schools with the Delaware Department of Education, and agreed-upon by the New York City Leadership Academy, a contract will be issued to the Leadership Academy by Innovative Schools, detailing the scope of work and budget.

Should funding not be received by the State, and if continued interest in advancing the initiative (through the use of other potential funding sources) exists, the signing parties will explore any project modifications that would (a) maintain the fidelity of the program, and (b) meet the scope and budgetary needs of the State.

\_\_\_\_\_  
Deborah L. Doordan  
Executive Director  
Innovative Schools

\_\_\_\_\_  
Pamela S. Ferner  
Executive Vice President, National Initiatives  
NYC Leadership Academy

1/12/2010  
\_\_\_\_\_  
Date

1/5/10  
\_\_\_\_\_  
Date

A nonprofit organization with a mission to promote outstanding student achievement in Delaware by developing excellent schools.

100 West Tenth Street  
Suite 403  
Wilmington, DE 19801

P: 302-656-4737  
F: 302-656-4738  
[www.innovativeschools.org](http://www.innovativeschools.org)

## **Appendix (D)(1)-6: Teacher and Administrator Supply Survey Analysis**

### **Executive Summary, July 2009**

The 19 school districts in the state of Delaware reported hiring a total of 1,056 teachers for the 2008-09 school year. Personnel directors from each district were asked to complete an online survey asking for information on the number of new teacher hires, when personnel directors were notified of vacancies, when teachers were offered contracts, which teaching and non-teaching positions were difficult to fill, and the recruitment tools used. In addition to the 19 school districts in Delaware, this year's survey was also distributed to the 18 charter schools in the state. All 19 school districts and 11 charter schools responded to the survey. To supplement the personnel director survey, payroll-record data on teacher characteristics and mobility were provided by the Delaware Department of Education (DOE).

In 2008-09, late hiring of teachers was more prevalent than it had been during the past two years. This year, 61 percent of the teachers hired were hired in August or later. Last year, 50.8 percent were hired late, compared to 44.8 percent two years ago. Thus, there has been a substantial increase of late teacher hiring over the past three years, edging toward the level of 69 percent in 2004-2005. Of the new hires, 376 were on temporary contracts this year. This is an increase from 290 last year (2007-08) and 309 two years ago. A further sign of late hiring for the 2008-09 school year was the precipitous drop in early letters of intent to hire—from 219 to 70, one-third of last year's number.

As in previous years, retirements accounted for only about one-quarter (28.1%) of reasons for teacher vacancies; the remaining three-quarters of the vacancies reported were due to many reasons, including taking a position in another Delaware school district or one outside the state, relocating with family, and a few because of dismissal, position elimination or "reduction in force" (RIF), or illness or death. Last year one-third of the vacancies were reported as being due to retirement.

In comparison to last year, there was a decrease in the percentage of districts reporting a major difficulty in filling teacher positions in all subject areas but one—high school science.

This year, the most difficult positions to fill were high school math, high school science, and foreign languages. According to district respondents, this year the main reason for teacher shortages was a lack of number of teacher candidates in particular areas. Responses indicate a slightly more positive view of teacher preparation this year than last. Last year three personnel directors (15.8%) reported teachers were better prepared, 14 (73.7%) reported teachers were as prepared, and two (10.5%) felt teachers were less prepared than in previous years. This year five personnel directors (26.3%) reported that teachers were better prepared than in prior years, 13 (68.4%) reported that teachers were as prepared as they had been in prior years, and no one reported teachers were less prepared than previously. (One did not respond, since the district did not hire any teachers.)

District personnel directors reported that 49 Alternative Routes to Certification (ARTC) teachers were hired this year, almost an identical number to last year and eight more than two years ago.

The recruitment tool with greatest use among school districts were district websites, with 14 of 19 districts (73.7%) utilizing this tool. This year, however, districts reported a decrease in the usage of many recruitment tools that had been popular in previous years. The second most widely used recruitment tool was UD Project Search (68.4%); last year 84.2 percent of districts utilized this tool, and 89.5 percent of districts used it two years ago. One recruitment tool—participating in recruitment trips and fairs to neighboring states—went from being reported by almost half (47.4%) the districts as being greatly used to a single district reporting it so this year. Despite 11 districts having early-notification-incentive programs, this year witnessed later notification of teacher vacancies than last year. Last year districts received notification in August resulting in 121 vacancies, while this year August notification resulted in 205 vacancies. While the instances of teachers renegeing on acceptances of job offers decreased this year (21 this year and 36 last year), the number of districts reporting contractual hindrances that delayed teacher hiring increased from 52.6 percent to 63.2 percent. Nine of these 12 districts reported having attempted to address contract issues during their latest negotiations.

Many districts have reported changes in their teacher recruitment and hiring policies and

experiences over past year due to the impact of the economy. Sixteen of the 19 districts (84.2%) have curtailed out-of-state teacher-recruitment efforts. Fifteen of the 19 districts (78.9%) report that their teacher applicant pool is expanding and that experienced teachers are delaying their notification of retirement. More than half of all districts reported having given no or limited local salary increases and that they are hiring teachers later in the year because of September 30 count concerns. More than one-third of the districts (36.8%) RIF'd teachers this past year. However, few districts (26.3%) have curtailed offering contracts at UD Project Search.

For a third year, the survey included questions regarding administrator demand and supply to gauge Delaware's ability to fill administrative positions. The data indicate that much activity in the state is focused on school-administrator recruitment, retention, and preparation. Districts had five times more qualified applicants than vacancies and did not report major problems in filling 57 administrator positions. However, only four administrators were newly hired from out of state. Half of the reasons for administrator vacancies were reported as being due to retirement. As in the previous several years, almost three-quarters of the districts reported major difficulty in hiring speech pathologists.

Given the financial turmoil in the past year, it was expected that districts would face challenges that could well change their recruitment-and-retention circumstances and actions. Indeed, the analysis of the survey results above indicate many changes in teacher and administrator recruitment and retention this year, including indicators of late hiring (more teachers hired in August or later), more temporary contracts (often for those hired after the first day of school), and fewer early letters of intent (especially early in the hiring process). Districts also reported fewer hiring difficulties, and there was a small increase in their positive view of new teacher preparation. Districts also noted later notification of teacher vacancies and less contract jumping by new teacher hires. And districts clearly changed their level and type of activity in recruitment strategies; for example, only one district reported much use of attending recruitment events out of state this year.

The 11 charter school representatives who responded presented a relatively positive picture of their hiring for the 2008-2009 school year. They were positive about the preparation of

the new teachers they hired, had few unfilled positions, and report less impacts of the difficult economy than their school-district counterparts. However, charters still faced problems. They hired teachers late, had to deal with new teachers breaking their commitments late in the hiring process, and judged finding qualified speech pathologists as problematic. Unlike school districts, charters are likely to create their own teacher vacancies by dismissing teachers, view low salaries as their major recruitment obstacle, and use traditional print-recruitment means rather than rely as much on the Web or out-of-state recruitment trips. In the end, through, they agree with their school-district peers on how to upgrade teacher recruitment and retention.

This year's survey included a new question based upon Governor Jack Markell's inaugural speech. In his 2009 inaugural speech, Governor Markell stated, "We will retain, recruit, and train the best teachers in America...." Districts were presented with a list of actions and were asked to indicate how helpful toward Governor Markell's goal for Delaware they think each action would be. Fifteen of the 19 school districts (78.9%) feel that expanding teacher education programs at Delaware universities in critical needs areas would be very helpful toward accomplishing this goal. Eleven of 19 districts (57.9%) believe that refocusing school leadership on instructional quality and high-quality teaching and learning conditions would be very helpful towards accomplishing this goal. Ten of the 19 districts (52.6%) feel that improving the teacher licensing system by giving school districts more flexibility to decide what classes teachers need to take to earn and renew their licenses would be very helpful.

Analysis of the DOE payroll data indicates that teachers at the lowest level of experience continue to leave the state teaching force, but this trend abated to some degree this year. Thus, 27.3 percent of teachers who left in the past year did so with five or fewer years of experience in Delaware. This percentage is lower than last year's 40.8 percent and is slightly lower than two years ago (33.8%). The reasons for this decrease are unclear. Overall teacher attrition increased from 9.9 percent last year to 10.5 percent this year.

**Appendix (D)(2)-1: Appraisal Criteria for all DPAS II Components**

**Component 1: Planning and Preparation**

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a: Selecting Instructional Goals	Teacher’s goals represent trivial learning, are unsuitable for students, or are stated only as instructional activities, and they do not permit viable methods of assessment.	Teacher’s goals are of moderate value or suitability for students in the class, consisting of a combination of goals and activities, some of which permit viable methods of assessment.	Teacher’s goals represent valuable learning and are suitable for most students in the class; they reflect opportunities for integration and permit viable methods of assessment.	Teacher’s goals reflect high-level learning relating to curriculum frameworks and standards; they are adapted, where necessary, to the needs of individual students, and permit viable methods of assessment.
1b: Designing Coherent Instruction	The various elements of the instructional design do not support the stated instructional goals or engage students in meaningful learning and the lesson or unit has no defined structure.	Some of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, while others do not. Teacher’s lesson or unit has a recognizable structure.	Most of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning and the lesson or unit has a clearly defined structure.	All of the elements of the instructional design support the stated instructional goals, engage students in meaningful learning, and show evidence of student input. Teacher’s lesson or unit is highly coherent and has a clear structure.
1c: Demonstrating Knowledge of Content and Pedagogy	Teacher displays little understanding of the subject or structure of the discipline, or of content-related pedagogy.	Teacher’s content and pedagogical knowledge represents basic understanding but does not extend to connections with other disciplines or to possible student misconceptions.	Teacher demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Teacher’s instructional practices reflect current pedagogical knowledge.	Teacher’s knowledge of the content and pedagogy is extensive, showing evidence of a continuing search for improved practice. Teacher actively builds on knowledge of prerequisites and misconceptions

				when describing instruction or seeking causes for student misunderstanding.
1d: Demonstrating Knowledge of Students	Teacher makes little or no attempt to acquire knowledge of students' backgrounds, skills, or interests, and does not use such information in planning.	Teacher demonstrates partial knowledge of students' backgrounds, skills, and interests, and attempts to use this knowledge in planning for the class as a whole.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests, and uses this knowledge to plan for groups of students.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests, and uses this knowledge to plan for individual student learning.

## Component 2: The Classroom Environment

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a: Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
2b: Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate responses to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs.
2c: Creating an Environment to Support Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assume much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates a passionate

		minimal level to “get by.”		commitment to the subject.
2d: Organizing Physical Space	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher’s classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher’s classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher’s classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.

### Component 3: Instruction

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a: Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representations of content or uneven structure or pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.
3b: Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure to understand.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests during a lesson, and seeks to ensure the success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.
3c: Communicating Clearly and Accurately	Teacher's oral and written communication contains errors or is unclear or inappropriate to students.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion.	Teacher communicates clearly and accurately to students, both orally and in writing.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions.
3d: Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and	Teacher's use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion, and	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.

	little true discussion.	moderate student participation.	students.	
--	-------------------------	---------------------------------	-----------	--

### Component 4: Professional Responsibilities

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: Communicating with Families	Teacher provides little or no information to families and makes no attempt to engage them in the instructional program.	Teacher complies with school procedures for communicating with families and makes an effort to engage families in the instructional program.	Teacher communicates frequently with families and successfully engages them in the instructional program.	Teacher communicates frequently and sensitively with families and successfully engages them in the instructional program; students participate in communicating with families.
4b: Developing a Student Record System	Teacher has no system for maintaining accurate records, resulting in errors and confusion.	Teacher's system for maintaining accurate records is rudimentary and only partially effective.	Teacher's system for maintaining accurate records is efficient and effective.	Teacher's system for maintaining accurate records is efficient and effective, and students contribute to its maintenance.
4c: Growing and Developing Professionally	Teacher does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills.	Teacher's participation in professional development activities is limited to those that are convenient.	Teacher participates actively in professional development activities and contributes to the profession.	Teacher makes a substantial contribution to the profession through such activities as action research and mentoring new teachers, and actively pursues professional development.
4d: Reflecting on Professional Practice	Teacher does not reflect accurately on the lesson or propose ideas as to how it might be improved.	Teacher's reflection on the lesson is generally accurate, and teacher makes global suggestions as to how it might be improved.	Teacher reflects accurately on the lesson, citing general characteristics and makes some specific suggestions about how it might be improved.	Teacher's reflection on the lesson is highly accurate and perceptive, citing specific examples. Teacher draws on an extensive repertoire to suggest alternative strategies.

## **Appendix (D)(2)-2: New Regulations for DPAS II**

Attached are all of the relevant regulations for the DPAS II system, which defines a new statewide teacher evaluation system in which a teacher must demonstrate a full year of student growth in order to be considered effective, and must demonstrate more than a year of student growth in order to be considered highly effective. These regulations were signed into law on January 14<sup>th</sup>, 2010. Underlined sections represent new changes to the code, while revisions to these changes prior to signing are bold and bracketed.

### **THE DEPARTMENT OF EDUCATION**

### **OF**

### **THE STATE OF DELAWARE**

### **REGULATORY IMPLEMENTING ORDER**

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

### **I. SUMMARY OF THE EVIDENCE AND INFORMATION SUBMITTED**

The Secretary of Education seeks the consent of the State Board of Education to adopt a new regulation 14 **DE Admin. Code** 106A Teacher Appraisal Process Delaware Performance Appraisal System (DPAS II) Revised. This regulation will become effective July 1, 2011 and will replace 14 DE Admin. Code 106 Teacher Appraisal Process Delaware Performance Appraisal System (DPAS II). The changes from the current teacher appraisal process include re-defining the Student Improvement component of DPAS II to require a showing of Student Growth. Changes were also made to the Summative Evaluation ratings, adding a new "Highly Effective" rating and amending the means of determining the Summative rating. The amendments also change some of the appraisal cycles and the improvement plan components.

Notice of the proposed regulation was published in the News Journal and the Delaware State News on Thursday, December 3, 2009, in the form hereto attached as *Exhibit "A"*. Comments were received from Delaware administrators. One concern was related to the additional announced observation of novice teachers without additional administrative support. There were also comments on the need for clear criteria related to Student Achievement. The Department plans to engage in the development of clear criteria related to

Student Achievement and Student Growth over the next several months. The Department also made technical changes based on the comments.

## **II. FINDINGS OF FACTS**

The Secretary finds that it is appropriate to add a new regulation 14 **DE Admin. Code** 106A Teacher Appraisal Process Delaware Performance Appraisal System (DPAS II) Revised that reflects the additional rating of “Highly Effective” and emphasizes Student Improvement in a teacher’s evaluation.

## **III. DECISION TO AMEND THE REGULATION**

For the foregoing reasons, the Secretary concludes that it is appropriate to add a new regulation 14 **DE Admin. Code** 106A Teacher Appraisal Process Delaware Performance Appraisal System (DPAS II) Revised. Therefore, pursuant to 14 **Del.C.** §122, 14 **DE Admin. Code** 106A Teacher Appraisal Process Delaware Performance Appraisal System (DPAS II) Revised attached hereto as *Exhibit “B”* is hereby amended. Pursuant to the provision of 14 **Del.C.** §122(e), 14 **DE Admin. Code** 106A Teacher Appraisal Process Delaware Performance Appraisal System (DPAS II) Revised hereby amended shall be in effect for a period of five years from the effective date of this order as set forth in Section V. below.

## **IV. TEXT AND CITATION**

The text of 14 **DE Admin. Code** 106A Teacher Appraisal Process Delaware Performance Appraisal System (DPAS II) Revised amended hereby shall be in the form attached hereto as *Exhibit “B”*, and said regulation shall be cited as 14 **DE Admin. Code** 106A Teacher Appraisal Process Delaware Performance Appraisal System (DPAS II) Revised in the *Administrative Code of Regulations* for the Department of Education.

## **V. EFFECTIVE DATE OF ORDER**

The actions hereinabove referred to were taken by the Secretary pursuant to 14 **Del.C.** §122 on January 14, 2010. The effective date of this Order shall be ten (10) days from the date this Order is published in the *Delaware Register of Regulations*.

IT IS SO ORDERED the 14<sup>th</sup> day of January 2010.

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

**1.0 Effective Date**

The Teacher Appraisal Process, Delaware Performance Appraisal System (DPAS II) Revised shall be effective for all school districts and charter schools beginning July 1, 2011 and shall, at such time, replace the current 14 DE Admin. Code 106 Teacher Appraisal Process Delaware Performance Appraisal System (DPAS II).

**2.0 Definitions**

The following definitions shall be apply for purposes of this regulation:

"Announced Observation" shall consist of the Pre-observation Form and conference with the evaluator, an observation by the evaluator at an agreed upon date and time, using the associated formative conferences and reports. The observation shall be of sufficient length, at least thirty (30) minutes, to analyze the lesson and assess teacher performance.

"Board" shall mean a local board of education or charter school board of directors.

"Credentialed Evaluator" shall mean the individual, usually the supervisor of the teacher, who has successfully completed the evaluation training in accordance with 10.0. The Credentialed Evaluator may also be referred to as "Evaluator".

"DASA" shall mean the Delaware Association of School Administrators.

"DPAS II Revised Guide for Teachers" shall mean the manual that contains the prescribed forms, detailed procedures, specific details about the five (5) components of evaluation and other relevant documents that are used to implement the appraisal process.

"DSEA" shall mean the Delaware State Education Association.

"Experienced Teacher" shall mean a teacher who holds a valid and current Continuing or Advanced License, issued pursuant to Chapter 12 of Title 14 of the Delaware Code; or Standard or Professional Status Certificate issued prior to August 1, 2003.

"Improvement Plan" shall be the plan that a teacher and evaluator mutually develop in accordance with 8.0.

"Interim assessment" shall mean an assessment given at regular and specified intervals throughout the school year, and designed to evaluate students' knowledge and skills relative to a specific set of academic standards, and the results of which can be aggregated (e.g., by course, grade level, school, or school district) in order to inform teachers and administrators at the student, classroom, school, and district levels.

"Novice Teacher" shall mean a teacher who holds a valid and current Initial License issued pursuant to Chapter 12 of Title 14 of the Delaware Code.

"Satisfactory Component Rating" shall mean the teacher's performance demonstrates an understanding of the concepts of the component under Chapter 12 of Title 14 of the Delaware Code.

"Satisfactory Evaluation" shall be equivalent to the overall "Highly Effective", "Effective" or "Needs Improvement" rating on the Summative Evaluation and shall be used to qualify for a continuing license.

"State Assessment" shall mean the Delaware Student Testing Program (DSTP) or its successor.

"Student Achievement" shall mean

(a) For tested grades and subjects:

(1) A student's score on the DSTP or successor statewide assessment; and as appropriate.

(2) Other measures of student learning, such as those described in paragraph (b) of this definition, provided they are rigorous and comparable across classrooms.

(b) For non-tested grades and subjects: Alternative measures of student learning and performance such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across classrooms. Such alternative measures must be approved by the Department and developed in partnership with the local collective bargaining representatives.

"Student Growth" shall mean the change in achievement data for an individual student between two points in time. Growth may also include other measures that are rigorous and comparable across classrooms.

"Summative Evaluation" shall be the final evaluation at the conclusion of the appraisal cycle.

"Unannounced Observation" shall consist of an observation by the evaluator at a date and time that has not been previously arranged using the associated formative conferences and reports. The observation shall be of sufficient length, at least thirty (30) minutes, to analyze the lesson and assess teacher performance.

"Unsatisfactory Component Rating" shall mean the teacher's performance does not demonstrate an understanding of the concepts of the component.

"Unsatisfactory Evaluation" shall be the equivalent to the overall "Ineffective" rating on the Summative Evaluation.

"Working Day" shall mean a day when the employee would normally be working in that district or charter school.

### **3.0 Appraisal Cycles**

3.1 Experienced teachers who have earned a rating of "Highly Effective" on their most recent Summative Evaluation shall receive a minimum of one (1) Announced Observation each year with a Summative Evaluation at least once every two (2) years. The Student Improvement component for Highly Effective teachers shall be evaluated

each year, regardless of whether or not a Summative Evaluation is conducted. If a Highly Effective teacher does not achieve a Satisfactory rating on the Student Improvement Component, the teacher shall receive a Summative Evaluation the following year, regardless of whether the teacher would otherwise be due for a Summative Evaluation pursuant to this section.

3.2 Experienced teachers who have earned a rating of "Effective" and have earned "Satisfactory" ratings on [at least] four (4) of the components found in 5.0, including Student Improvement, on his or her most recent Summative Evaluation shall receive a minimum of one (1) Announced Observation each year with a Summative Evaluation at least once every two (2) years.

3.3 Experienced teachers who are not otherwise included in 3.1 or 3.2 shall receive a minimum of one (1) Announced Observation and one (1) Unannounced Observation with a Summative Evaluation at the end of the one (1) year period. These teachers shall have an Improvement Plan which may require additional observations and other types of monitoring as outlined in the DPAS II Revised Guide for Teachers.

3.4 Novice teachers shall receive a minimum of two (2) Announced Observations and one (1) Unannounced Observation with a Summative Evaluation every year. Novice teachers who have earned a rating of "Needs Improvement" or "Ineffective" on their most recent Summative Evaluation shall have an Improvement Plan which may require additional observations or other types of monitoring as outlined in the DPAS II Revised Guide for Teachers.

#### **4.0 DPAS II Guide for Teachers**

4.1 All school districts and charter schools shall use the manual entitled DPAS II Guide Revised for Teachers as developed and as may be amended by the Department of Education in collaboration with DASA and DSEA to implement the appraisal system.

4.2 The manual shall contain, at a minimum, the following:

4.2.1 Specific details about each of the five (5) components listed in 5.1.

4.2.2 All forms or documents needed to complete the requirements of the appraisal process.

4.2.3 Specific procedures to implement the appraisal system.

#### **5.0 Appraisal Components and Appraisal Criteria**

5.1 The following five (5) Appraisal Components, including any Appraisal Criteria specified for each, shall be the basis upon which the performance of a teacher shall be evaluated by a credentialed evaluator:

5.1.1 Planning and Preparation

5.1.1.1 Selecting Instructional Goals: Teacher selects instructional goals that are aligned with the DE content standards and the district or charter school's curricula. Goals are appropriate for the learners and reflect high expectations for all students, consistent with State Assessment levels of performance where applicable.

- 5.1.1.2 Designing Coherent Instruction: Teacher plans for learning activities that align with the instructional goals and support student learning. Instructional planning shows a structure and selection of materials and activities that support student learning relative to the district or charter school's curricula.
- 5.1.1.3 Demonstrating Knowledge of Content and Pedagogy: Teacher shows his or her knowledge of content and how to teach it to a variety of learners. The teacher's plans include natural connections among content areas that deepen student learning. The content that he or she teaches is aligned to the district or charter school's curricula.
- 5.1.1.4 Demonstrating Knowledge of Students: Teacher shows his or her knowledge of student developmental characteristics; approaches to learning, knowledge, and skills; interests; cultural heritage; and, where applicable, State Assessment performance levels.
- 5.1.2 Classroom Environment
- 5.1.2.1 Managing Classroom Procedures: Teacher has clearly defined procedures for managing learning time, transitions between learning events, and routines that maximize learning time.
- 5.1.2.2 Managing Student Behavior: Teacher establishes behavioral expectations and consequences and monitors student conduct. Teacher responds to student behavior in appropriate and effective ways to minimize disruptions.
- 5.1.2.3 Creating an Environment to Support Learning: Teacher creates an atmosphere in which learning is valued. Teacher-to-student and student-to-student interactions show rapport that is grounded in mutual respect.
- 5.1.2.4 Organizing Physical Space: Teacher organizes, allocates, and manages physical space to create a safe learning environment. Teacher uses physical resources to contribute to effective instruction and makes resources accessible to all students.
- 5.1.3 Instruction
- 5.1.3.1 Engaging Students in Learning: Content is appropriate, clear, and linked to student knowledge and experience. Content is aligned with the district or charter school's curricula. Activities and assignments engage all students. Instructional materials are suitable to the instructional goals. The instruction is coherent and paced appropriately for all students.
- 5.1.3.2 Demonstrating Flexibility and Responsiveness: Teacher has a repertoire of instructional strategies and makes use of them to make modifications to lessons as needed. Teacher differentiates instruction based on learner characteristics and achievement data.
- 5.1.3.3 Communicating Clearly and Accurately: Verbal and written communication is clear and appropriate to students' ages, backgrounds, and levels of understanding.
- 5.1.3.4 Using Questioning and Discussion Techniques: Questions are appropriate to the content and level of students' understanding.

Teacher encourages students to pose their own questions and is responsive to student questions. Teacher facilitates student led discussions.

5.1.4 Professional Responsibilities

5.1.4.1 Communicating with Families: Teacher shares information about the school's educational program and expectations for student performance. Teacher develops a mechanism for two way communication with families about student progress, behavior, and personal needs or concerns.

5.1.4.2 Developing a Student Record System: Teacher keeps records of attendance, disciplinary actions, emergency contact information, and personal information. Teacher shares relevant information with appropriate school personnel.

5.1.4.3 Growing and Developing Professionally: Teacher chooses and participates in professional development that is aligned with his or her professional needs and aligned with the needs of the school, district or charter school, or students.

5.1.4.4 Reflecting on Professional Practice: Teacher engages in reflective thinking as an individual, as a team participant, or as a school community member with the goal of improving instruction and learning for all students.

5.1.5 Student Improvement

5.1.5.1 Measuring Student Improvement: Teacher's [students] collectively demonstrate appropriate levels of Student Growth as benchmarked against standards to be set by the Secretary based on input from stakeholder groups.

**6.0 Summative Evaluation Ratings**

6.1 Each Appraisal Component shall be assigned a rating of Satisfactory or Unsatisfactory on the Summative Evaluation.

6.1.1 A satisfactory rating for each of the first four Appraisal Components shall mean the teacher demonstrates acceptable performance by meeting at least three (3) of the four (4) Appraisal Criteria specified in each of the components.

6.1.2 A satisfactory rating for the Student Improvement component shall mean that the teacher has demonstrated acceptable performance by meeting the standards set by the Secretary pursuant to 5.1.5.1.

6.2 The Summative Evaluation shall also include one of four overall ratings: "Highly Effective", "Effective", "Needs Improvement", or "Ineffective".

6.2.1 "Highly Effective" shall mean that the teacher has earned a Satisfactory Component rating in four (4) of the five (5) Appraisal Components in accordance with 5.0 and that the teacher's students on average achieve high rates of student growth, that is, more than one grade level improvement in an academic year.

6.2.2 "Effective" shall mean that:

- 6.2.2.1 The teacher has received a Satisfactory Component Rating in at least three (3) Appraisal Components including the Student Improvement Component, and
- 6.2.2.2 The teacher does not meet the requirements for a "Highly Effective" rating found in 6.2.1.
- 6.2.3 "Needs Improvement" shall mean that:
- 6.2.3.1 The teacher has received one (1) or two (2) Satisfactory Component Ratings out of the five (5) Appraisal Components in accordance with 5.0, including a Satisfactory rating in the Student Improvement Component, or
- 6.2.3.2 The teacher has received three (3) or four (4) Satisfactory Component Ratings out of the five (5) Appraisal Components in accordance with 5.0, and the teacher has received an Unsatisfactory rating in the Student Improvement Component.
- 6.2.4 "Ineffective" shall mean that:
- 6.2.4.1 The teacher has received zero (0), one (1), or two (2) Satisfactory Component Ratings out of the five (5) Appraisal Components in accordance with 5.0, and
- 6.2.4.2 The teacher has received an Unsatisfactory Component Rating in the Student Improvement Component.
- 6.2.5 If a teacher's overall Summative Evaluation rating is determined to be "Needs Improvement" for the third consecutive year, the teacher's rating shall be re-categorized as "Ineffective."

**7.0 Pattern of Ineffective Teaching Defined**

A pattern of ineffective teaching shall be based on the most recent Summative Evaluation ratings of a teacher using the DPAS II process. Two consecutive ratings of "Ineffective" shall be deemed as a pattern of ineffective teaching. The following chart shows the consecutive Summative Evaluation ratings that shall be determined to be a pattern of ineffective teaching:

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
<u>Ineffective</u>	<u>Ineffective</u>	
<u>Needs Improvement</u>	<u>Ineffective</u>	<u>Needs Improvement</u>
<u>Needs Improvement</u>	<u>Needs Improvement</u>	<u>Ineffective</u>
<u>Ineffective</u>	<u>Needs Improvement</u>	<u>Ineffective</u>
<u>Ineffective</u>	<u>Needs Improvement</u>	<u>Needs Improvement</u>
<u>Needs Improvement</u>	<u>Ineffective</u>	<u>Ineffective</u>

**8.0 Improvement Plan**

8.1 An Improvement Plan shall be developed for a teacher who receives an overall rating of "Needs Improvement" or "Ineffective" on the Summative Evaluation or a

rating of Unsatisfactory on any Appraisal Component in 5.0 on the Summative Evaluation regardless of the overall rating.

8.1.1 An Improvement Plan shall also be developed if a teacher's overall performance during an observed lesson is unsatisfactory. This unsatisfactory performance shall be noted by the evaluator on the Formative Feedback form by noting "PERFORMANCE IS UNSATISFACTORY" and initialing the statement.

8.2 The Improvement Plan shall contain the following:

8.2.1 Identification of the specific deficiencies and recommended area(s) for growth:

8.2.2 Measurable goals for improving the deficiencies to satisfactory levels:

8.2.3 Specific professional development or activities to accomplish the goals:

8.2.4 Specific resources necessary to implement the plan, including but not limited to, opportunities for the teacher to work with curriculum specialist(s), subject area specialist(s), instructional specialist(s) or others with relevant expertise:

8.2.5 Procedures and evidence that must be collected to determine that the goals of the plan were met:

8.2.6 Timeline for the plan, including intermediate check points to determine progress:

8.2.7 Procedures for determining satisfactory improvement:

8.2.8 Multiple observations and opportunity for feedback provided by a trained evaluator, a mentor, a lead teacher, or an instructional coach.

8.3 Any state or federally funded professional development that is completed during the time that the Improvement Plan is in effect must be certified by the Department and must directly relate to areas identified as needing improvement.

8.4 The Improvement Plan shall be developed cooperatively by the teacher and evaluator. If the plan cannot be cooperatively developed, the evaluator shall have the authority and responsibility to determine the plan as specified in 8.2 above.

8.5 The teacher shall be held accountable for the implementation and completion of the Improvement Plan.

8.6 Upon completion of the Improvement Plan, the teacher and evaluator shall sign the documentation that determines the satisfactory or unsatisfactory performance of the plan.

## **9.0 Challenge Process**

9.1 A teacher may challenge any rating on the Summative Evaluation, either a Component Rating or the Overall Rating, or a teacher may challenge the conclusions of a lesson observation if the statement "PERFORMANCE IS UNSATISFACTORY" has been included on the Formative Feedback form. To initiate a challenge, a teacher shall submit additional information specific to the point of disagreement in writing within fifteen (15) working days of the date of the teacher's receipt of the Summative Evaluation. Such written response shall become part of the appraisal record and shall be attached to the Summative Evaluation. All challenges together with the record

shall be forwarded to the supervisor of the evaluator unless the supervisor of the evaluator is also in the same building as the teacher. In this situation, the challenge together with the record shall be forwarded to a designated district or charter school level credentialed evaluator.

9.1.1 Within fifteen (15) working days of receiving the written challenge, the supervisor of the evaluator or the designated district or charter school level credentialed evaluator shall review the record which consists of all documents used in the appraisal process and the written challenge, and issue a written decision.

9.1.2 If the challenge is denied, the written decision shall state the reasons for denial.

9.1.3 The decision of the supervisor of the evaluator or the designated district or charter school's level credentialed evaluator shall be final.

## **10.0 Evaluator Credentials**

10.1 Evaluators shall have completed the DPAS II training as developed by the Department of Education. Evaluators shall receive a certificate of completion which is valid for five (5) years and is renewable upon completion of professional development focused on DPAS II as specified by the Department of Education.

10.2 The training shall occur no less than once every three (3) years and shall include techniques of observation and conferencing, content and relationships of frameworks for teaching, and a thorough review of the DPAS II Revised Guide for Teachers. Activities in which participants practice implementation of DPAS II procedures shall be included in the training.

10.3 The credentialing process shall be conducted by the Department of Education.

## **11.0 Evaluation of Process**

The Department of Education shall conduct an annual evaluation of the teacher appraisal process. The evaluation shall, at a minimum, include a survey of teachers and evaluators and interviews with a sampling of teachers and evaluators. Data from the evaluation and proposed changes to the DPAS II Revised Guide for Teachers shall be presented to the State Board of Education for review on an annual basis.

**THE DEPARTMENT OF EDUCATION**

**OF**

**THE STATE OF DELAWARE**

**REGULATORY IMPLEMENTING ORDER**

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

**I. SUMMARY OF THE EVIDENCE AND INFORMATION SUBMITTED**

The Secretary of Education seeks the consent of the State Board of Education to adopt a new regulation 14 **DE Admin. Code** 108A Administrator Appraisal Process Delaware Performance Appraisal System (DPAS II) Revised. The regulation will become effective July 1, 2011 and will replace 14 DE Admin. Code 108 Administrator Appraisal Process Delaware Performance Appraisal System (DPAS II). The changes from the current administrator appraisal process include re-defining the Student Improvement component of DPAS II for demonstration of Student Growth. Changes were also made to the Summative Evaluation ratings, adding a new "Highly Effective" rating and amending the means of determining the Summative rating. The amendments also change some of the appraisal cycles and the improvement plan components.

Notice of the proposed regulation was published in the News Journal and the Delaware State News on Thursday, December 3, 2009, in the form hereto attached as *Exhibit "A"*. Comments were received from Delaware administrators. One concern was related to determining which students are assigned to the administrator for purposes of the Student Improvement component. Additionally, a comment was received related to clear and consistent measures in determining student growth. It was also commented that the local collective bargaining unit may not be the appropriate entity in determining the alternative measures for student achievement in regard to the administrator's evaluation since administrators are not part of a collective bargaining unit. Another comment related to the Improvement Plan and that it be consistent with the changes in the revised Teacher DPAS II Revised regulation related to multiple opportunities for observation and feedback. The Department plans to engage in the development of clear criteria related to Student Achievement and Student Growth over the next several months and also address additional observations for administrators.

**II. FINDINGS OF FACTS**

The Secretary finds that it is appropriate to amend 14 **DE Admin. Code** 108A Administrator Appraisal Process Delaware Performance Appraisal System (DPAS II) Revised in order to that reflects the additional rating of “Highly Effective” and emphasizes Student Improvement in a administrator’s evaluation.

### III. DECISION TO AMEND THE REGULATION

For the foregoing reasons, the Secretary concludes that it is appropriate to amend 14 **DE Admin. Code** 108A Administrator Appraisal Process Delaware Performance Appraisal System (DPAS II) Revised. Therefore, pursuant to 14 **Del.C.** §122, 14 **DE Admin. Code** 108A Administrator Appraisal Process Delaware Performance Appraisal System (DPAS II) Revised attached hereto as *Exhibit “B”* is hereby amended. Pursuant to the provision of 14 **Del.C.** §122(e), 14 **DE Admin. Code** 108A Administrator Appraisal Process Delaware Performance Appraisal System (DPAS II) Revised hereby amended shall be in effect for a period of five years from the effective date of this order as set forth in Section V. below.

### IV. TEXT AND CITATION

The text of 14 **DE Admin. Code** 108A Administrator Appraisal Process Delaware Performance Appraisal System (DPAS II) Revised amended hereby shall be in the form attached hereto as *Exhibit “B”*, and said regulation shall be cited as 14 **DE Admin. Code** 108A Administrator Appraisal Process Delaware Performance Appraisal System (DPAS II) Revised in the *Administrative Code of Regulations* for the Department of Education.

### V. EFFECTIVE DATE OF ORDER

The actions hereinabove referred to were taken by the Secretary pursuant to 14 **Del.C.** §122 on January 14, 2010. The effective date of this Order shall be ten (10) days from the date this Order is published in the *Delaware Register of Regulations*.

IT IS SO ORDERED the 14<sup>th</sup> day of January 2010.

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

## 1.0 Effective Date

1.1 The Administrator Appraisal Process, Delaware Performance Appraisal System (DPAS II) Revised shall be effective for all school districts and charter schools beginning July 1, 2011, and shall, at such time, replace the current 14 DE Admin. Code 108 Administrator Appraisal Process Delaware Performance Appraisal System (DPAS II).

1.1 For purposes of this regulation, an administrator shall be a professional employee authorized by a board to serve in a supervisory capacity involving the oversight of an instructional program(s).

## 2.0 Definitions

The following definitions shall apply for purposes of this regulation:

"Board" shall mean the local board of education or charter school board of directors.

"Credentialed Evaluator" shall mean the individual, usually the supervisor of the administrator, who has successfully completed the evaluation training in accordance with 10.0. A superintendent shall be evaluated by member(s) of the local school board of education who shall also have successfully completed the evaluation training in accordance with 10.0. The Credentialed Evaluator may also be referred to as "Evaluator".

"DASA" shall mean the Delaware Association of School Administrators.

"DPAS II Revised Guide for Administrators" shall mean the manual that contains the prescribed forms, detailed procedures, evaluation criteria and other relevant documents that are used to implement the appraisal process.

"DSEA" shall mean the Delaware State Education Association.

"Experienced Administrator" shall mean an administrator who has three (3) or more years of service as an administrator.

"Formative Process" shall consist of the Goal Setting Conference, self evaluation, a survey of staff that are supervised by the administrator, and formative conferences and reports as outlined in the DPAS II Guide for Administrators.

"Improvement Plan" shall be the plan that an administrator and evaluator mutually develop in accordance with 8.0.

"Inexperienced Administrator" shall mean an administrator who has less than three (3) years of service as an administrator.

"Satisfactory Component Rating" shall mean the administrator's performance demonstrates an understanding of the concepts of the component.

"Satisfactory Evaluation" shall be equivalent to the overall "Effective" or "Needs Improvement" rating on the Summative Evaluation.

"State Assessment" shall mean the Delaware Student Testing Program (DSTP) or its successor.

"Student Achievement" shall mean

(a) For tested grades and subjects:

(1) Students scores on the DSTP or successor statewide assessment; and, as appropriate.

(2) Other measures of student learning, such as those described in paragraph (b) of this definition, provided they are rigorous and comparable across classrooms.

(b) For non-tested grades and subjects: alternative measures of student learning and performance such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measure of student achievement that are rigorous and comparable across classrooms.

Such alternative measures shall be approved by the Department and developed in partnership with the ~~local collective bargaining representatives Delaware Association of School Administrators (DASA) and the Delaware School Boards Association (DSBA)~~.

"Student Growth" shall mean the change in achievement data for an individual student between two points in time. Growth may also include other measures that are rigorous and comparable across classrooms.

"Summative Evaluation" shall be the final evaluation at the conclusion of the appraisal cycle.

"Unsatisfactory Component Rating" shall mean the administrator's performance does not demonstrate an understanding of the concepts of the component.

"Unsatisfactory Evaluation" shall be the equivalent to the overall "Ineffective" rating on the Summative Evaluation.

"Working Day" shall mean a day when the employee would normally be working in that district or charter school.

### **3.0 Appraisal Cycles**

3.1 Experienced administrators who have earned a rating of "Highly Effective" on their most recent Summative Evaluation shall receive a minimum of one (1) Formative Process each year with a Summative Evaluation at least once every two (2) years. The Student Improvement component for Highly Effective administrators shall be evaluated each year, regardless of whether or not a Summative Evaluation is conducted. If a Highly Effective administrator does not achieve a Satisfactory rating on the Student Improvement Component, the administrator shall receive a Summative Evaluation the following year, regardless of whether the administrator would otherwise be due for a Summative Evaluation pursuant to this section.

3.2 Experienced administrators who have earned a rating of "Effective" and have earned Satisfactory ratings in four (4) of the Appraisal Components found in 5.0, including Student Improvement on his or her most recent Summative Evaluation shall receive a minimum of one (1) Formative Process each year with a Summative Evaluation at least once every two (2) years.

3.3 Experienced administrators who are not otherwise included in 3.1 or 3.2 shall receive a minimum of one (1) Formative Process with a Summative Evaluation at the end of the one year period. These administrators shall have an Improvement Plan which may require additional Formative Process(es) or other types of monitoring as outlined in the DPAS II Revised Guide for Administrators.

3.4 Inexperienced administrators shall have a minimum of one (1) Formative Process with a Summative Evaluation every year. Inexperienced administrators who have

earned a rating of "Needs Improvement" or "Ineffective" on their most recent Summative Evaluation shall have an Improvement Plan which may require additional Formative Process(es) or other types of monitoring as outlined in the DPAS II Revised Guide for Administrators.

#### **4.0 DPAS II Revised Guide for Administrators**

4.1 All districts and charter schools shall use the manual entitled DPAS II Revised Guide for Administrators as developed and as may be amended by the Department of Education in collaboration with DSEA and DASA to implement the appraisal system.

4.1.1 The manual shall contain at a minimum the following:

4.1.1.1 Specific details about each of the five (5) Appraisal Components pursuant to 5.1.

4.1.1.2 All forms or documents needed to complete the requirements of the appraisal process.

4.1.1.3 Specific procedures to implement the appraisal system.

#### **5.0 Appraisal Components and Appraisal Criteria**

5.1 The following five (5) Appraisal Components, including any Appraisal Criteria specified for each, shall be the basis upon which the performance of an administrator shall be evaluated by a certified evaluator(s):

5.1.1 Vision and Goals

5.1.1.1 Using Data: Administrator, in collaboration with others such as the school or district improvement team or board, uses multiple sources of information and assists in analyzing data to establish rigorous and concrete school or district improvement goals in the context of student achievement and instructional programs.

5.1.1.2 Implementing Vision and Goals: Administrator provides leadership for major initiatives and change efforts relative to the school or district improvement goals. Administrator is committed to doing the work required for continuous school and district improvement.

5.1.1.3 Promoting Vision and Goals: Administrator promotes high expectations for teaching and learning. Administrator is committed to ensuring that all students have the knowledge and skills necessary to become successful in future educational activities.

5.1.1.4 Communicating the Vision and Goals: Administrator communicates effectively to appropriate stakeholders about progress towards meeting the school or district improvement plan goals. Administrator participates in a process to regularly monitor, evaluate and revise school or district improvement goals.

5.1.2 Culture of Learning

5.1.2.1 Advocating a Culture of Learning: Administrator provides leadership for assessing, developing and improving the school or district culture and instructional program that is conducive to student learning. Administrator can articulate the desired school or district instructional

program and shows evidence about how he or she reinforces the instructional program and culture.

5.1.2.2 Monitoring the Culture of Learning: Administrator participates in monitoring and evaluating the effectiveness of the curriculum, instruction or assessment of students. Administrator evaluates staff and provides on-going coaching for improvement. Administrator uses a variety of sources of information to make decisions.

5.1.2.3 Sustaining the Culture of Learning: Administrator helps to ensure that staff have professional development opportunities that enhance their performance and improve student learning. Administrator is accessible and approachable by staff, families, and community and is visible in the school or district community. Administrator supports the use of technology as appropriate in teaching and learning.

5.1.2.4 Maintaining the Culture of Learning: Administrator systematically and fairly recognizes accomplishments of staff and students towards a positive school or district culture. Administrator uses and analyzes data to instill the importance of continually developing programs and strategies to enhance opportunities for learning.

### 5.1.3 Management

5.1.3.1 Solving Problems or Concerns: Administrator addresses and resolves issues as they arise in a timely manner and works to prevent potential problems. Operational procedures are designed and managed to maximize opportunities for learning for all students.

5.1.3.2 Managing Resources: Administrator manages fiscal and physical resources responsibly, efficiently and effectively. Administrator protects instructional time by managing operational procedures in such a way as to maximize learning. Administrator efficiently manages his or her time so that teaching and learning are a high priority.

5.1.3.3 Complying with Policies: Administrator complies with federal, state, and board policies. School or district contractual agreements are effectively managed. Administrator maintains confidentiality and privacy of school or district records, including student or staff information.

5.1.3.4 Protecting the Welfare and Safety of Students and Staff: Administrator works to ensure a safe and secure school or district environment and a culture that is conducive to teaching and learning. Challenges that could potentially interrupt teaching and learning are addressed and resolved.

### 5.1.4 Professional Responsibilities

5.1.4.1 Maintaining Professional Relationships: Administrator fosters and maintains positive professional relationships with staff. Administrator is respectful of other's opinions and demonstrates an appreciation for and sensitivity to diversity in the school or district community.

5.1.4.2 Promoting Family and Community Involvement: Administrator collaboratively works to establish a culture that encourages

and welcomes families and community members and seeks ways in which to engage them in student learning.

5.1.4.3 Demonstrating Fairness: Administrator is fair and consistent when dealing with students and staff. Administrator demonstrates values, beliefs and attitudes that inspire all students and staff to higher levels of performance.

5.1.4.4 Growing and Developing Professionally: Administrator chooses and participates in professional development that is aligned with his or her professional needs and aligned with the needs of the school or district.

5.1.5 Student Improvement

5.1.5.1 Measuring Student Improvement: Administrator's students **have** collectively demonstrate appropriate levels of Student Growth as benchmarked against standards to be set by the Secretary based on input from stakeholder groups.

## **6.0 Summative Evaluation Ratings**

6.1 Each Appraisal Component shall be assigned a rating of Satisfactory or Unsatisfactory on the Summative Evaluation.

6.1.1 A satisfactory rating for each of the first four Appraisal Components shall mean the administrator demonstrates acceptable performance by meeting at least three (3) of the four (4) Appraisal Criteria specified in each of the components.

6.1.2 A satisfactory rating for the Student Improvement component shall mean that the administrator has demonstrated acceptable performance by meeting the standards set by the Secretary pursuant to 5.1.5.1.

6.2 The Summative Evaluation shall also include one of four overall ratings: "Highly Effective", "Effective", "Needs Improvement" or "Ineffective".

6.2.1 **"Highly Effective"** shall mean that the administrator has a Satisfactory Component Rating in four (4) of the five (5) Appraisal Components in accordance with 5.0, and that the administrator's students on average achieve high rates of student growth, that is, more than one grade level improvement in an academic year.

6.2.2 **"Effective"** shall mean that:

6.2.2.1 The administrator has received a Satisfactory Component Rating in at least three (3) Appraisal Components including the Student Improvement Component, and

6.2.2.3 The administrator does not meet the requirement for a "Highly Effective" rating found in 6.2.1.

6.2.3 **"Needs Improvement"** shall mean that:

6.2.3.1 The administrator has received one (1) or two (2) Satisfactory Component Ratings out of the five (5) Appraisal Components in accordance with 5.0, including a Satisfactory rating in the Student Improvement Component, or

6.2.3.2 The administrator has received three (3) or four (4) Satisfactory Component Ratings out of the five (5) Appraisal Components in accordance with 5.0 and the administrator has received an Unsatisfactory rating in the Student Improvement Component.

6.2.4 "Ineffective" shall mean that:

6.2.4.1 The administrator has received zero (0), one (1), or two (2) Satisfactory Component Ratings out of the five (5) Appraisal Components in accordance with 5.0, and

6.2.4.2 The administrator has received an Unsatisfactory Component Rating in the Student Improvement Component.

6.2.5 If an administrator's overall Summative Evaluation rating is determined to be "Needs Improvement" for the third consecutive year, the administrator's rating shall be re-categorized as "Ineffective".

## **7.0 Pattern of Ineffective Administrative Performance**

A pattern of ineffective administrative performance shall be based on the most recent Summative Evaluation ratings of an administrator using the DPAS II process. Two consecutive ratings of "Ineffective" shall be deemed as a pattern of ineffective administration. The following chart shows the consecutive Summative Evaluation ratings determined to be a pattern of ineffective administrative performance:

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
<u>Ineffective</u>	<u>Ineffective</u>	
<u>Needs Improvement</u>	<u>Ineffective</u>	<u>Needs Improvement</u>
<u>Needs Improvement</u>	<u>Needs Improvement</u>	<u>Ineffective</u>
<u>Ineffective</u>	<u>Needs Improvement</u>	<u>Ineffective</u>
<u>Ineffective</u>	<u>Needs Improvement</u>	<u>Needs Improvement</u>
<u>Needs Improvement</u>	<u>Ineffective</u>	<u>Ineffective</u>

## **8.0 Improvement Plan**

8.1 An Improvement Plan shall be developed for an administrator who receives an overall rating of "Needs Improvement" or "Ineffective" on the Summative Evaluation or a rating of Unsatisfactory on any Appraisal Component in 5.0 on the Summative Evaluation regardless of the overall rating.

8.1.1 An Improvement Plan shall also be developed if an administrator's overall performance during the Formative Process is unsatisfactory. This unsatisfactory performance shall be noted by the evaluator(s) on the Formative Feedback form by noting "PERFORMANCE IS UNSATISFACTORY" and initialing the statement.

8.2 The Improvement Plan shall contain the following:

8.2.1 Identification of the specific deficiencies and recommended area(s) for growth:

- 8.2.2 Measurable goals for improving the deficiencies to satisfactory levels:
- 8.2.3 Specific professional development or activities to accomplish the goals:
- 8.2.4 Specific resources necessary to implement the plan, including but not limited to, opportunities for the administrator to work with curriculum specialist(s) or others with relevant experience;
- 8.2.5 Procedures and evidence that must be collected to determine that the goals of the plan were met:
- 8.2.6 Timeline for the plan, including intermediate check points to determine progress:
- 8.2.7 Procedures for determining satisfactory improvement.
- 8.3 Any state or federally funded professional development that is completed during the time that the Improvement Plan is in effect shall be certified by the Department and shall be directly related to areas identified as needing improvement.
- 8.4 The Improvement Plan shall be developed cooperatively by the administrator and evaluator. If the plan cannot be cooperatively developed, the evaluator shall have the authority and responsibility to determine the plan as specified in 8.2 above.
- 8.5 The administrator shall be held accountable for the implementation and completion of the Improvement Plan.
- 8.6 Upon completion of the Improvement Plan, the administrator and evaluator(s) shall sign the documentation that determines the satisfactory or unsatisfactory performance of the plan.

## **9.0 Challenge Process**

- 9.1 An administrator may challenge any rating on the Summative Evaluation, either a Component Rating or the Overall Rating, or an administrator may challenge the conclusions of the Formative Process if the statement "PERFORMANCE IS UNSATISFACTORY" has been included on the Formative Feedback form. To initiate a challenge, an administrator shall submit additional information specific to the point of disagreement in writing within fifteen (15) working days of the date of administrator's receipt of the Summative Evaluation. Such written response shall become part of the appraisal record and shall be attached to the Summative Evaluation. All challenges together with the record shall be forwarded to the supervisor of the evaluator, if any.
  - 9.1.1 Within fifteen (15) working days of receiving the written challenge, the supervisor of the evaluator shall review the record which consists of all documents used in the appraisal and the written challenge, and issue a written decision.
  - 9.1.2 If the challenge is denied, the written decision shall state the reasons for denial.
  - 9.1.3 The decision of the supervisor of the evaluator shall be final.

## **10.0 Evaluator(s) Credentials**

- 10.1 Evaluators shall have completed the DPAS II training as developed by the Department of Education. Evaluators shall receive a certificate of completion which is valid for five (5) years and is renewable upon completion of professional development focused on DPAS II as specified by the Department of Education.
- 10.2 The training shall occur no less than once every three (3) years and shall include techniques for observation and conferencing, content and relationships of ISLLC standards, and a thorough review of the DPAS II Revised Guide for Administrators. Activities in which participants practice implementation of DPAS II procedures shall be included in the training.
- 10.3 The credentialing process shall be conducted by the Department of Education.

### **11.0 Evaluation of Process**

The Department of Education shall conduct an annual evaluation of the teacher appraisal process. The evaluation shall, at a minimum, include a survey of teachers and evaluators and interviews with a sampling of teachers and evaluators. Data from the evaluation and proposed changes to the DPAS II Revised Guide for Administrators shall be presented to the State Board of Education for review on an annual basis.

## **Appendix (D)(2)-3: Teacher Leader Responsibilities**

### **1598 Delaware Teacher Leader Standards**

#### **1.0 Content**

The Delaware Teacher Leader Standards establish a common set of knowledge, skills, and attributes expected of Delaware's public and charter school teacher leaders in accordance with 14 Del.C. §1205.

#### **2.0 Definitions**

The following words and terms, when used in this regulation, shall have the following meaning unless the context clearly indicates otherwise:

“**Teacher Leader**” means an educator who use his/her expertise to improve student learning by working outside the classroom in formal and informal ways to augment the professional skills of colleagues, to strengthen the culture of the school, and to improve the quality of instruction.

#### **3.0 The teacher leader understands the broader context under which the school and district operates to improve student learning.**

- 3.1 Develops an understanding of leadership and the role of self as teacher leader
- 3.2 Works productively with those in formal leadership roles (manages up)
- 3.3 Uses management tools across the school (e.g. planning, organizing, controlling, and leading)
- 3.4 Models and promotes high levels of integrity and ethical practice

#### **4.0 The teacher leader works with others to develop and support collegial interaction.**

- 4.1 Hones one’s own interpersonal skills (e.g. communication, conflict resolution)
- 4.2 Coaches and mentors others
- 4.3 Promotes productive collaboration
- 4.4 Fosters the development of and supports the operation of professional learning communities

#### **5.0 The teacher leader advances professional practice of self and colleagues .** Designs and implements professional development opportunities

- 5.1 Supports instructional practice of colleagues
- 5.2 Facilitate curriculum design work based on standards and state/district frameworks
- 5.3 Facilitates the use of technology to improve the instructional program at the unit (e.g. grade level, instructional team, subject area) and school levels
- 5.4 Works with colleagues to develop student learning environment characterized by academic press and high personalization

#### **6.0 The teacher leader initiates and facilitates the analysis and use of data for individual and group decision-making.**

- 6.1 Facilitates the use of technology to collect and analyze data for classroom and school improvement

- 6.2 Plans and conducts evaluations of the effectiveness of unit and school programs
- 6.3 Organizes and conducts group research projects
- 6.4 Manages unit and school-based change initiatives

**7.0 The teacher leader identifies, assesses, and advocates for educational opportunities for students within and beyond the school community.**

- 7.1 Identifies (or creates) and supports opportunities for parents and other care givers to work with the school
- 7.2 Collaborates with external stakeholders to support the mission of the school and to promote social and academic learning for students
- 7.3 Promotes equitable schools for students and families

## **Appendix (D)(2)-4: DPAS II Guide for Teachers**

The following is an overview of the training process for the new DPAS II for teachers.

### **DPAS II Process and Procedures for Teachers and Specialists**

#### **Suggested Procedures for SCHOOL TEAMS**

A minimum 3 hour training is required to be completed prior to the DPAS II process implementation---for all teachers, specialists and administrators.

PLEASE NOTE: You will be taking the ideas from this training to your staff. As this training progresses, be thinking of ways that would work best for you and your team members.

#### **MATERIALS NEEDED:**

One for each training team/building

- Power Point – provided electronically via e-mail to all school team participants
- Instructional Videos—DPAS II for Teachers and Specialists located on the DOE web site [www.doe.k12.de.us](http://www.doe.k12.de.us)
- DVD—*Qualities of Effective Teachers* (for optional activities)

One for each participant—teacher, specialist and administrator

- Handouts – These will be sent to you electronically, via e-mail.
- DPAS II Guides—Teachers and Specialists (*These will be delivered to each building as soon as they have arrived from printing.*)
- *Enhancing Professional Practice: A Framework for Teachers* by Charlotte Danielson (*for reference only*)

#### **SUGGESTED TRAINING ACTIVITIES:**

**Power Point Slides 1 – 16**

Introduction

DPAS I vs. DPAS II ([HANDOUT #1](#))

Training requirements ([HANDOUT #2](#))

History of DPAS II

Overview of the DPAS II Process and Procedures for teachers, specialists and administrators

Take a *walk* through the guide—reviewing its layout

### **PowerPoint Slides 17 - 44**

These slides will guide you through the remainder of the training, using the Instructional Videos where requested.

### **Instructional Video:**

Introduce the location of all videos on the DOE web site.

### **Chapter 1 *How to Use This Video* (2:02)**

This is an overview of how this video works—the nuts and bolts.

### **Chapter 2 *Introduction and Overview of Five Components* (8:06)**

**I. It is suggested that you view the video from beginning to end, pausing at the completion of component 3. Be certain to emphasize the criteria for each component.**

*Ideally you should show the video for specialists, Chapter 2, at this time*

*(Components 1-3)*

[Guide for Teachers, p. 1 – 9](#)

[Guide for Specialists, p. 1 – 10](#)

***Suggested activities***

- Be certain to allow time for reviewing the guides—emphasize criteria for each component.
- Teacher/specialist—what evidence would I be able to *see, hear, and/or show*
  - Think-pair-share a list of evidence to capture each component.
  - Evidence can be collected in a flip book, charted for adding to as the training continues, or use [\(HANDOUT #3\)](#).
  - Divide your group into smaller groups—assign 1 component to each group—chart responses to share with the entire group.
  - Carousel—label chart paper/each chart 1 component—have groups walk to add potential evidence to each component.

**II. View video: components 4 and 5. This is practically the same for teachers/specialists so viewing just the teacher video is perfectly acceptable.**

[Guide for Teachers, p. 10 – 15](#)

[Guide for Specialists, p. 11 - 16](#)

### ***Suggested activities***

- Discuss each, spending more time with component 5 – note that more time will be spent on each as you work through the process.
- Possibly complete a whole group chart of ideas of evidence—you scribe the group’s ideas.

### **Chapter 3 *Overview of Process and Specific Activities (2:34)***

[Guide for Teachers p. 16 - 20](#)

[Guide for Specialists p. 17 - 21](#)

### **Points to ponder upon completion of viewing, using the guides as references**

- Be certain to allow time for reviewing the guides
- Suggested Timelines
- Activities and how they are scheduled
- Forms

### **Chapter 4 *Goal-Setting (3:32)***

[Guide for Teachers, p. 21 – 24; Forms p. 43 - 44](#)

[Guide for Specialists, p. 22 – 24; Forms p. 44 - 45](#)

### ***Suggested Activities***

- Be certain to allow time for reviewing the guides. Make a definite connection to the criteria in Component 5.
- Follow the directions on [\(HANDOUT #4\)](#)

Criteria—

- Does it contribute to student improvement?
- Is it connected to school improvement plan?
- Is it clear and measurable?
- Doable—will the teacher be able to implement activities to work towards its completion?
- What evidence will be provided to document progress of the goal?
- Using your School Improvement Plan, develop a goal that would be a possibility for you to use in this process. Discuss this with your table group, using the above criteria. Again—be certain this is connected to the criteria in Component 5.

### **Chapter 5 *Observation and Formative Feedback* (4:36)**

Guide for Teachers, p. 25 – 31; Forms p. 45 -- 48

Guide for Specialists, p. 25 -31; Form p. 46 - 48

#### **Key points to discuss-**

- Pre observation conference (try to complete in teacher's or specialist's room)
- Observation
- Post observation Conference (try to complete in teacher's or specialist's room)
- Feedback form completed following conference

#### ***Suggested Activities***

- Be certain to allow time for reviewing the guides
- View clips from the DVD (*Qualities of Effective Teachers*)—collect evidence around each component as if observing (can use HANDOUT #3)

*Suggested clips:*

High School -- Program 3: *Questioning to Encourage Critical Thinking Skills*

Middle School -- Program 1: *Benefits of Motivating Students*

Elementary – Program 3: *Planning Lessons Based on Students Prior Knowledge*

### **Chapter 6 *Professional Responsibilities Reporting* (1:17)**

Guide for Teachers, p. 32; Forms p. 49 - 50

Guide for Specialists, p. 32: Form p. 49

#### **Key points-**

- Complete by January 31
- Update throughout cycles

#### ***Suggested Activity***

- Be certain to allow time for reviewing the guides
- Table talk—list possibilities – discuss the list created from video chapter 2 activity

### **Chapter 7 *Summative Evaluation* (4:08)**

Guide for Teachers, p. 33 – 37; Forms p. 51 - 55

Guide for Specialists, p. 33 -38; Forms p. 50 – 53

#### **Key points**

- This is written feedback of all 5 components.
- The Summative Evaluation Conference occurs prior to the written record.
- The Summative Evaluation Form includes the evaluator’s ratings of the performance in each component, and an overall rating.

#### ***Suggested activities***

- Be certain to allow time for reviewing the guides
- Table talk using guides as a reference. Be certain to discuss the ratings of satisfactory and unsatisfactory for each component.
- Review forms located in the form section for each topic.

### **Chapter 8 *Improvement Plans and Challenge Process* (1:16)**

Guide for Teachers, p. 38 – 40; Forms p. 56 - 60

Guide for Specialists, p. 39 – 41; Forms p. 54 - 58

#### ***Suggested activities***

- Be certain to allow time for reviewing the guides
- Table talk using guides as a reference.
- Review forms located in the form section for each topic

### **Chapter 9 *Conclusion and Contact Information* (1:00)**

## **Appendix (D)(3)-1: State Teacher Equity Plan Background Information**

### **REQUIREMENT 6:**

SEA EQUITY PLAN FOR ENSURING POOR OR MINORITY CHILDREN ARE NOT TAUGHT BY INEXPERIENCED, UNQUALIFIED, OR OUT-OF-FIELD TEACHERS AT HIGHER RATES THAN OTHER CHILDREN.

### **BACKGROUND INFORMATION**

During the 2005–2006 school year, 79.2% of Delaware NCLB content area classes were taught by Highly Qualified Teachers (HQT). The Delaware Department of Education (DDOE) is committed to meeting the federal target of 100% of classes taught by an HQT by the end of the 2007–2008 school year. This may seem an ambitious goal; however, we believe it is attainable, and we have a solid plan to ensure success.

Of the 20.8% of classes not taught by an HQT, 76.6% could not be classified due to incomplete data. Data quality issues were primarily due to teachers' failure to complete the online Teacher Quality Survey in the Delaware Educator Data System (DEEDS). Roughly one-fourth of the 4,354 classes not taught by an HQT statewide were housed in one Local Education Agency (1,235 classes). DDOE is working closely with Local Education Agency (LEA) staff members to ensure all teachers complete the Teacher Quality Survey in 2006–2007.

The SEA is also committed to working with LEAs and charter schools to ensure equitable distribution of students in classes taught by an HQT as soon as possible. Delaware's sophisticated data system now allows us to analyze teacher quality data at the student level. Therefore, we are able to determine whether HQTs are distributed equitably *within* schools, not just across schools. Since much of the variance in student demographics, teacher demographics, and student achievement is at the individual and classroom levels, our ability to analyze teacher quality data by student and classroom is paramount to meeting the spirit of Title II, Part A teacher equity targets.

**For the full report, please see**  
**<http://www.ed.gov/programs/teacherqual/hqtplans/index.html#de>**

## **Appendix (D)(4)-1: State Regulations for Approval of Educator Preparation Programs**

### **290 Approval of Educator Preparation Programs**

#### **1.0 Definitions**

The words and terms, when used in this regulation, shall have the following meaning unless the context clearly indicates otherwise:

“**Accreditation**” means the decision rendered by NCATE when an institution’s professional education unit meets NCATE standards and requirements.

“**Administrator**” means Department of Education Associate charged with oversight of Program Approval for college and university educator preparation Programs.

“**Associate Degree**” means a two (2) year degree conferred by a regionally accredited Institution of higher education or by a distance education Institution that is regionally or nationally accredited through an agency recognized by the U.S. Secretary of Education.

“**Concurrent Agreement**” means the process where an NCATE review and a review by the Delaware Department of Education occur in a concurrent manner.

“**Department**” means the Delaware Department of Education.

“**Department Approval**” means the process by which a specific professional education Program is recognized by the State Department of Education as meeting state standards for the content and operation of such Programs.

“**Department of Education Program Approval Regulations**” means the regulations set forth herein.

“**Educator**” means a person licensed and certified by the State under 14 Del.C., Ch 12 to engage in the practice of instruction, administration or other related professional support services in Delaware public schools, including charter schools, pursuant to rules and regulations promulgated by the Standards Board and approved by the State Board but does not include substitute teachers.

“**Higher Education Degree Advanced Level**” means post baccalaureate degree Programs for the advanced preparation of teachers, and the initial or advanced preparation of professional school personnel. Programs at the advanced level lead to a master’s, specialist, or doctoral degree, or they may culminate in non degree licensure at the graduate level.

“**Higher Education Degree Basic (Initial) Level**” means programs leading to the initial preparation of teachers, commonly leading to a baccalaureate degree, a master of arts in teaching, or other programs designed to prepare teachers for initial licensure.

“**Institution**” means the college or university offering baccalaureate and post baccalaureate degree teacher preparation programs.

“**Institutional Report**” means a report submitted to NCATE as part of the review process that provides the institutional and unit context, a description of the unit’s conceptual framework, and evidence that the unit is meeting the NCATE unit standards.

“**National Recognition**” means approval of a program that has met the standards of a specialized professional association that is a constituent member of NCATE.

“**NASDTEC**” means The National Association of State Directors of Teacher Education and Certification. The organization represents professional standards boards, commissions and departments of education in all 50 states, the District of Columbia, the Department of Defense Dependent Schools, the U.S. Territories, New Zealand, and British Columbia, which are responsible for the preparation, licensure, and discipline of educational personnel.

“**NCATE**” means The National Council for Accreditation of Teacher Education, a national accrediting body for schools, colleges, and departments of education authorized by the U.S. Department of Education.

“**Professional Education Unit**” means the school, college, department or other administrative body within an Institution of higher learning that is primarily responsible for the preparation of teachers and other professional education personnel.

“**Program(s)**” means the sequence of courses and experiences required by a college or university for the preparation of professional education candidates to teach a specific subject or academic area, to provide professional education services, or to administer schools.

“**Proposal for Program Approval for Education Preparation Programs Which Do Not Have Specialized Professional Association (SPA) Approval**” means the formal proposal that the Department requires higher education institutions to complete and submit in order to seek approval for teacher education programs in a Professional Education Unit for which there is no national Specialized Professional Association (SPA) or for which the institution has not received approval from the SPA.

“**Secretary**” means the Secretary of the Delaware Department of Education.

“**Specialized Professional Association (SPA)**” means national bodies such as the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) and the International Reading Association (IRA) whose program review standards have been approved by NCATE.

“**State Program Proposal Review Team**” means the team assembled pursuant to section 4.4 of this regulation.

“**State Review Team**” means the team assembled by the Department of Education pursuant to section 3.3 of this regulation.

## **2.0 Prior Approval from the Department Required to Offer Programs**

Pursuant to 14 Del.C. §122(b)(22), no individual, public or private educational association, corporation or Institution, including any Institution of post secondary education, shall offer a Program for the training of educators to be licensed in this State without first having procured the assent of the Department for the offering of such a Program. In order to be approved by the Department, Programs of Educator Preparation in Delaware Institutions of higher education that lead to educator licensure and certification shall meet State and, where applicable, national standards appropriate to the Professional Education Unit and the Professional Education Unit's individual Programs. All Professional Education Units and their Programs shall be reviewed through a fair and uniform application of standards.

2.1 The Department shall approve an Institution's Educator Preparation Programs. Approval is based on an institutional self study report and an on site visit by teams, one trained and selected by NCATE and one with Department representation. Institutions seeking approval of Educator Preparation Programs in the state shall meet the Professional Education Unit Standards established by NCATE and the appropriate Program standards established by the Specialized Professional Association. All Programs shall also comply with the state's regulations for Educator licensure and certification, the Delaware Teacher or Administrator Standards, and other applicable regulations and standards as are established by the Department or the Professional Standards Board, in cooperation and consultation with the Department and with the concurrence of the State Board of Education. Units having been accredited by NCATE and Programs receiving national recognition from a SPA will have met the above State regulations and standards.

## **3.0 NCATE State Partnership Review**

**National Council for Accreditation of Teacher Education (NCATE) Standards, Procedures and Policies for the Accreditation of Professional Education Units and Programs.**

3.1 The Department shall enter into agreements with the higher education governing boards and their Institutions for the purpose of coordination of review procedures on a five (5) year cycle for Institutions receiving their initial accreditation from NCATE and on a seven (7) year cycle for Institutions seeking continuing accreditation. As established by NCATE, such agreements shall include, but are not limited to, Program review timetables; format and content of Institutional reports; selection, number, and role of review team members; and the reporting of Program results.

### **3.2 Accreditation Request**

3.2.1 Institutions shall submit to NCATE the forms required of NCATE as per established NCATE guidelines to seek accreditation to NCATE twenty four (24) months before the scheduled visit.

3.2.2 Program reports submitted to Specialized Professional Associations shall follow the NCATE requirements and shall be submitted to NCATE as per established NCATE guidelines before the on site reviews.

### 3.3 The State Review Team

3.3.1 The state review team assembled by the Department to work concurrently with the NCATE review team shall have up to three (3) members designated by the Department and the Department shall agree to comply with the schedule established by NCATE in the review and on site visits of NCATE accredited Institutions.

3.3.1.1 State Review Team members shall be selected in accordance with NCATE Partnership Agreement Guidelines. A list of members shall be given to the Institution at least six (6) months prior to the site review. Substitute members may be selected and the Institution notified of the substitute members closer to the time of the review, if those initially selected are unable to serve.

3.3.1.2 State Review Team members shall be selected from the following:

3.3.1.2.1 Employees of the Department of Education, one of whom shall be the Administrator.

3.3.1.2.2 Persons who have experience in higher education or education administration.

3.3.1.3 State Review Team member(s) shall attend a training session on NCATE standards and procedures and State expectations paid for by the Department and conducted by the staff of NCATE.

3.3.1.4 The State Review Team members shall be responsible for the following:

3.3.1.4.1 Meeting with the NCATE review team and participating in informal deliberations with that group in accordance with NCATE requirements;

3.3.1.4.2 Reviewing the reports of the SPAs on those Programs covered by SPA standards, to understand the conclusions reached by the SPA;

3.3.1.4.3 Reporting to the Secretary the decisions of the SPA including a description of the conclusions of the SPA and whether the Program was recommended for national recognition, national recognition with conditions or was not recognized by the SPA.

3.3.2 Conflict of Interest: Team members from the State shall not participate on a team if they have a close, active association with the Institution to be visited. A close, active association shall be presumed where:

3.3.2.1 The member is currently in attendance at, or, within the past ten years, has received a degree from or has been forced to discontinue studies at the Institution;

3.3.2.2 The member has children or other close relatives in attendance at the Institution, and those persons are matriculated into the education Programs being reviewed;

3.3.2.3 The member has taught, consulted, or otherwise been employed in a paid position, at the Institution within the past five years;

3.3.2.4 The member has ever been denied tenure by or forced to leave a position at the Institution;

3.3.2.5 The member currently serves on, or has been nominated to, any advisory group at the Institution;

3.3.2.6 The member maintains any current close personal or professional relationship with a person at the Institution; or

3.3.2.7 The member is an employee of another Institution in the state with a teacher education Program.

### 3.4 Final Report

3.4.1 Institutions, Professional Education Units and Programs approved through NCATE accreditation and SPA recognition shall comply with NCATE self study requirements. Copies of any reports to NCATE shall also be submitted to the Administrator.

3.4.2 For Programs being reviewed by a SPA, Professional Education Units shall submit to the Administrator a copy of the materials sent to the Specialty Professional Association.

3.4.3 A final report on the reviews shall be forwarded to the Secretary for action. The report shall make recommendations for full approval, provisional approval, or disapproval of the Professional Education Unit and of each of the individual Programs. Units accredited by NCATE and Programs recognized by SPAs shall receive Department Approval.

3.4.3.1 Copies of the final report shall be sent to the chief executive officer of the Institution and to the leader of the Professional Education Unit.

3.4.4 The report, and the accreditation decision of the NCATE Unit Accreditation Board, and the recognition decisions of the SPAs shall be used to determine whether the Department will approve the Educator Preparation Programs.

3.4.5 In addition to individual Program recommendations, a recommendation on whether or not the Department should authorize the university or college to operate Educator Preparation Programs shall also be included.

3.4.6 Two copies of the final report and related documents shall be maintained by the Department and submitted to the State Archives as provided by the retention schedule for the State Archives.

#### **4.0 Procedures for Teacher Education Programs in a Professional Education Unit Seeking Approval for Programs for Which There is no Specialized Professional Association (SPA) or for Which the Institution has Not Received Approval from the SPA.**

4.1 Higher education institutions seeking approval for Educator Preparation Programs in a Professional Education Unit for which there is no Specialized Professional Association (SPA) or for which the institution has not received national recognition from the SPA shall complete the Department's *Proposal for Program Approval for Education Preparation Programs Which do Not Have Specialized Professional Association (SPA) Approval* and shall submit the Proposal to the Department at least six (6) months before the on site reviews.

4.1.1 In the case where a Program has been submitted to a SPA and subsequently was not granted national recognition by the SPA, the Professional Education Unit shall submit the Department's *Proposal for Program Approval for Education Preparation Programs Which do Not Have Specialized Professional Association (SPA) Approval* within two (2) months of final notification that the Program has not been recognized by the SPA.

4.1.2 In the case where a Program has been submitted to a SPA and no decision has been made about national recognition by the SPA, the Professional Education Unit shall submit the same Program report submitted to the SPA to the Department of Education.

4.2 Time lines related to the submission of data and other documentation of the Institution's compliance with Program approval criteria, the submission of Program reports, the role of Department review members, and the procedures for the reporting of Program review results shall follow NCATE guidelines.

4.3 At least one year before the impending review, the Institution shall contact the Department. The Institution shall appoint one person to act as liaison for all of the Programs at the Institution under this Non SPA State Review. The Administrator shall meet with the liaison to establish the review process and to report the potential Programs to be reviewed. The decisions made shall be communicated by the Administrator and the liaison to all of the Programs. This process shall be completed nine months prior to the review dates.

4.4 Selection, Training and Conduct of the State Program Proposal Review Team Members for the Non SPA State Review

4.4.1 State Program Proposal Review Teams shall consist of at least three (3) members including the Administrator or designee, one of whom shall be the chair, who shall be selected at

least six months prior to the review. The Institution shall be notified as to the members chosen for the review.

4.4.1.1 If those initially selected are unable to serve, substitute members may be selected and the Institution notified of the substitute members closer to the time of the review.

4.4.2 Conflict of Interest is the same as defined in 3.3.2

4.4.3 Training of State Program Proposal Review Team Members

4.4.3.1 State Program Proposal Review Team members shall receive training at the Department in the following areas prior to participating in any review; the purpose of the self study, the State Standards and criteria, the procedure for review of Program proposals, timelines for proposal review, the completion of team reports, and the reimbursement of expenses. Information about the NCATE accreditation process and the SPA process for national recognition, including the evaluation of the Professional Evaluation Unit and the background of, rationale for, and the review procedures of NCATE and the SPAs will also be part of the training.

4.4.4 Persons taking part in State Program Proposal Review Team member training shall be reimbursed for expenses in accordance with the Department's guidelines.

4.5 The Program shall prepare the Proposal which shows how it meets the Department of Education Program Approval Regulations and the Delaware Licensure and Certification Regulations.

4.5.1 Five (5) copies of the Proposal and all additional documentation shall be submitted as per established NCATE timelines prior to the visit of the State Review Team.

4.5.2 Proposals and additional materials requested for each Program shall be reviewed by appropriate Program Proposal reviewers at the Department and the review on the content and quality of each, where possible, shall be made available to the State Program Proposal Review Team at least three (3) months prior to the on-site visit of the NCATE and State Teams. In the case of a Program submitted to a SPA in accordance with NCATE guidelines, where the SPA has not nationally recognized the Program, the Program proposal reviewers shall make their Program review available for the State Review Team at least one (1) month prior to the on-site visit. If any aspect of the Proposal is deemed inadequate, the Administrator may contact the Institution to supplement the submission or may return the Proposal to the Program.

4.5.3 The State Program Proposal Review Team shall verify the accuracy of the Proposal, consider the Department review and write a draft report on the Program. The report shall make recommendations for full approval, provisional approval, or disapproval of the Program.

4.6 The final report of the State Program Proposal Review Team members on the Program(s) shall be due to the Administrator or the chair of the team three (3) weeks after the last day of the visit.

4.7 Within ten (10) weeks of the last day of the visit, the Administrator or the chair of the State Program Proposal Review Team shall submit the final draft of the report to the Program for the correction of factual errors only. The Program shall return the final draft to the Administrator with factual errors and suggested corrections noted, within two (2) weeks.

4.8 Professional Education Units shall submit a report for any provisionally approved Programs as requested by the Department. The report shall detail how previous weaknesses, if any, have been addressed.

## **5.0 Provisional Program Approval for New Programs**

5.1 An Institution that has approved educator preparation Programs may request interim provisional Program approval for new education Programs added between regularly scheduled reviews. The following documentation shall be supplied to the administrator:

5.1.1 A description of the Program for which approval is sought and other administrative information;

5.1.2 The curriculum for the Program, including syllabi for any new courses;

5.1.3 Descriptions of the expected outcomes of the Programs and of how those outcomes will be assessed;

5.1.4 Vitae for all faculty delivering the Program; and

5.1.5 Descriptions of materials, media and resources available for the Program, and how technology is integrated into the curriculum or Program.

5.2 An Institution currently operating approved educator preparation Programs may seek approval for a new specialization in a currently operating Program in teaching, specialist services or administrative area provided the documentation submitted contains sufficient justification to warrant the new specialization. The Institution is encouraged to collaborate with the Department during the Program's initial planning. The Institution must identify the Program objectives for the new Program from which the curriculum shall be developed.

5.3 Experimental or innovative Programs that do not meet NCATE standards may be allowed by the Department. Such an allowance may be requested by submitting the material for new Programs, and where the standards are not met, a rationale for the exception(s). Experimental or innovative Programs that are approved by the Department shall be given provisional approval; full approval may not be granted until a full on site review of the Program takes place, or it is recommended and approved by the Secretary.

5.4 Programs or specializations, such as those described in 5.1, 5.2, and 5.3 above, that have received only paper review, without full on site verification, will be granted provisional approval. Full approval may not be granted until a full on site review of the Institution takes place, or is recommended and approved by the Secretary.

## **6.0 Professional Education Units that do not Receive Accreditation by NCATE**

6.1 Professional Education Units that do not receive NCATE accreditation, and which have exhausted or decided not to use the NCATE rejoinder process, will have a period of time agreed upon by the Institution and the Administrator in which to submit additional materials which demonstrate how the Institution meets the NCATE Standards and SPA Program Standards. Such Units will only be eligible for provisional approval for three (3) years; renewal after that time will be contingent upon a full site review.

6.2 Programs that do not receive SPA recognition should submit materials to the Department in accordance with the provisions set forth in 4.0.

6.3 Programs that do not meet the SPA standards, Delaware Teacher or Administrator Standards, or the State's licensure and certification regulations at the full approval level, shall be given either provisional approval or not be approved to operate. All Programs given provisional approval shall:

6.3.1 Report annually to the Administrator on the progress made on those standards that were not met.

6.3.2 Undergo Program proposal review submission and site review within three (3) years from the date of provisional approval.

6.4 Institutions that do not receive full or provisional approval through review pursuant to NCATE Standards or Delaware Program Approval Regulations shall not be permitted to operate licensure Programs in Delaware.

## **7.0 Required Format for the State Report**

The format of the State Report shall follow the format consistent with NCATE procedures and shall include recommendations on whether the Professional Education Unit and each individual Program shall receive approval to operate in Delaware.

## **8.0 Rejoinder Process**

### **8.1 NCATE Review**

8.1.1 If the Professional Education Unit accreditation is not granted by NCATE, the Institution may contest any of the recommendations through the NCATE rejoinder process. If a Program is not nationally recognized by a SPA, the Institution may contest any of the recommendations through the SPA rejoinder process. The Department shall accept the decision of NCATE or a SPA when their rejoinder process is followed.

### **8.2 Non SPA State Review**

8.2.1 Within thirty (30) days after the State Review Team visit, the team chair shall prepare a report of the team visit, make a recommendations on the Program(s) and send three copies to the Institution, one to the Institution's president, one to the head of the professional education unit and one to the Institution's liaison for the review process.

8.2.1.1 The Institution shall respond within fifteen (15) days as to the accuracy of the factual information in the report of the team visit.

8.2.2 Intent to contest the recommendations: A letter shall be sent from the Institution's president or the head of the professional education unit designee notifying the Secretary of the intent to contest the recommendations accompanied by a short statement explaining the rational for contesting the review. The letter must be received in the Office of the Secretary within ten (10) days of the delivery of the reports.

8.2.2.1 The Secretary shall review the materials submitted by the Institution including written statements of position, documents, and comments supporting the claims.

8.2.2.2 The Secretary, after considering the evidence presented and the arguments made by the parties, shall make a decision and so inform the institution's president and the head of the professional education unit in writing of that decision. The decision of the Secretary is final.

**10 DE Reg. 835 (11/01/06)**

## Appendix (D)(5)-1: Vision Network 2008 Progress Report

From: [http://www.vision2015delaware.org/resources/Vision\\_2015\\_Progress\\_Report\\_08.pdf](http://www.vision2015delaware.org/resources/Vision_2015_Progress_Report_08.pdf)

# VISION 2015 A PLAN THAT'S WORKING

Vision 2015 is Delaware's nationally acclaimed plan to achieve the best schools in the world for every student in our state ... no exceptions ... no excuses.

Six building blocks set the foundation for lasting change throughout our school system.

### Vision 2015 Recommendations

**Set Sights High.** Challenging expectations inspire the best in every educator, parent, and student.

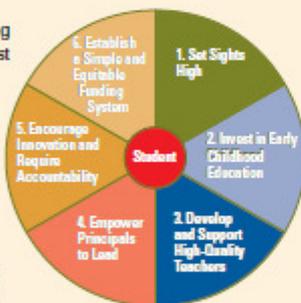
**Invest in Early Childhood Education.** What children learn in their early years sets the stage for success in school and in life.

**Develop and Support High-Quality Teachers.** Excellent teaching is the key to successful learning.

**Empower Principals to Lead.** Principals must have the knowledge, authority, and flexibility to get results.

**Encourage Innovation and Require Accountability.** A diversity of schools and instructional programs helps meet every child's learning needs. And each of us must be accountable for student success.

**Establish a Simple and Equitable Funding System.** Taxpayers' dollars must be used wisely so that every child has an equitable chance to learn.



## What We've Accomplished: Year 2

### Moving Together Toward a Shared Vision

Our world is changing rapidly — and to prepare our students for successful lives and careers, Delaware's schools need to evolve, too. We must be willing to challenge traditional definitions of schooling and transform the culture of education, not just in individual schools or districts but throughout our public education system.

Change on this scale requires widespread and sustained action by committed partners. This is why Vision 2015 has always been a **collaborative effort**, bringing together educators, business and community leaders, parents, and government officials.

Since its launch in October 2006, Vision 2015 has become the inspiration, guide, and focus for initiatives across our state that share our commitment to provide **every** Delaware student with an education that can compete with the world's best.

"As we move forward, education is the single most important investment in the future successes of individuals and our nation. It is an exciting time to be a teacher."

— Courtney Fox, Delaware's 2008 Teacher of the Year

"The state's business leaders have become key players in the education reform movement because we want our businesses to stay competitive. ... [We're] not just competing with Maryland or Pennsylvania or New Jersey. We have to be able to compete worldwide."

— James A. Wolfe, President and CEO of the Delaware State Chamber of Commerce

# Higher Expectations and Stronger Support for Students and Schools

Vision 2015 challenges all students, educators, and families to commit to high expectations and to provide the supports that will help *all* students achieve their full potential.



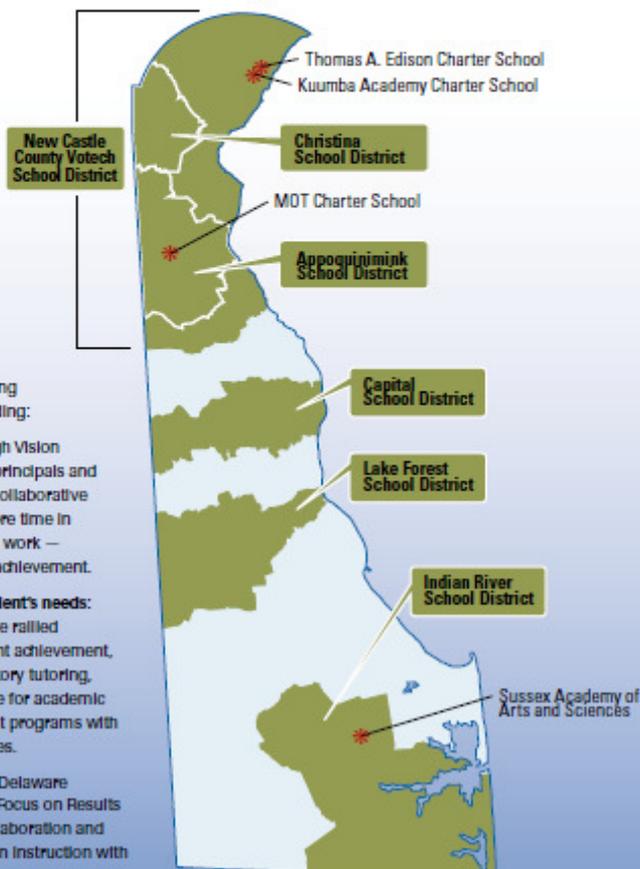
## Putting the Plan into Practice

In Delaware's **Vision Network** of districts and schools, many of our best and brightest educators, parent-leaders, and community representatives are pioneering the approaches to teaching and learning that will drive our 21st-century classrooms. In 2008, 11 additional schools joined the Vision Network. **The Network now includes six school districts and 21 schools, including four public charter schools, serving 14,000 students (see map).**

Backed by a strong partnership of public and private support, Vision Network schools are implementing recommendations of Vision 2015, including:

- **More effective school leaders:** Through Vision Network professional development, principals and other leaders are learning to build a collaborative school culture and focus on using more time in instruction and instructionally related work — practices shown to advance student achievement.
- **Learning options that meet each student's needs:** Vision Network leadership teams have rallied around "big ideas" to advance student achievement, embracing programs such as mandatory tutoring, math and reading labs, extended time for academic and enrichment activities, and Twilight programs with accelerated and remedial opportunities.
- **High-quality teachers and principals:** Delaware Academy for School Leadership and Focus on Results help build skills in leadership and collaboration and help teachers use student data to align instruction with each child's needs.

Vision Network Map

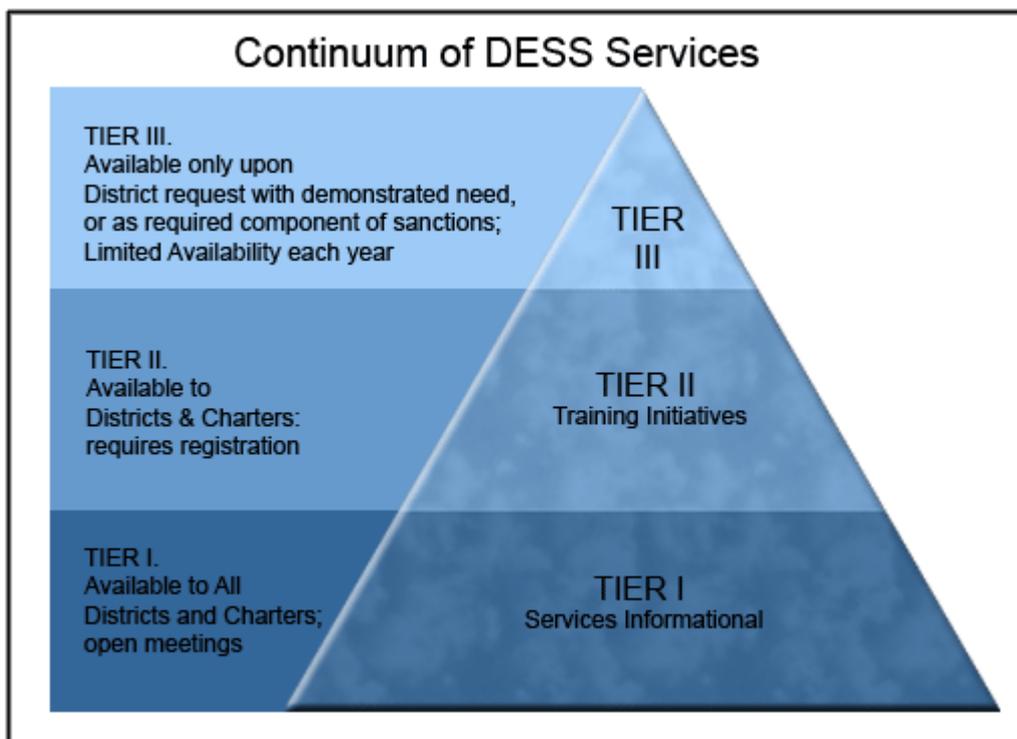


## Appendix (D)(5)-2: State Professional Development Offerings

The following is a brief description of the Delaware Education Support System, which includes the overall structure of professional development in Delaware and some sample offerings.

The Delaware Education Support System (DESS) is an integrated service delivery system to support districts and schools statewide. DESS services range from basic information dissemination (e.g., student achievement data, informational programs on best practices and instructional updates) to intensive training and/or technical assistance services (e.g., whole-faculty training in positive behavior support program, curriculum alignment reviews).

DESS service providers include both DOE-originated services and contracted services with external service groups and expert educators. DESS services are offered along a continuum. Basic services are provided to all districts and schools.



**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, Curriculum Cadre, 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. An example of professional development is lead

mentor training and an example of technical assistance is the extended time frame planning/development committees for the Delaware Recommended Curriculum.

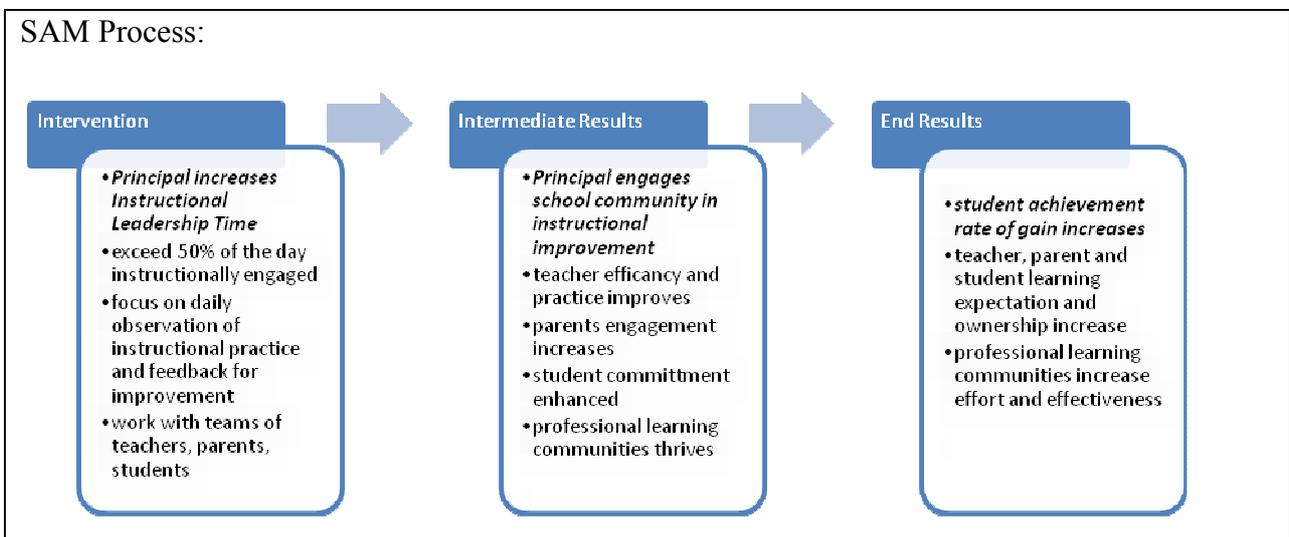
**Tier III Services** are the most intense. They are provided to districts and schools based on demonstrated need. Priority is given to districts and schools that are under improvement status. Examples of intensive professional development projects offered by the DDOE are Positive Behavior Support, Instructional Support Team, Reading First, 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".

### Appendix (D)(5)-3: Information on SAMs

The SAM change process starts with the principal's use of his/her time data to increase instructional leadership time. Time Change coaches, teacher leaders and the SAM help the principal be reflective on how to use the time and, most importantly, to positively impact teacher performance, parent engagement and student learning. Teacher and staff perception of the principal role and school climate issues play a critical part in the effectiveness of the principal's work. Surveys and both annual and daily data collection provide continuous feedback loops to maximize the impact of improvement efforts.

The logic model for The National SAM Project is based on ten years of research that ties principal instructional leadership to student achievement gain. (Leithwood, et.al) Research has established that the school principal is the second most important factor in driving student achievement. The National SAM Project provides baseline principal time use data to help the school leader refocus on instructional leadership work, improving teacher performance, parent efficacy and student engagement, rather than managerial tasks.

#### SAM Process:



The initial study demonstrated a significant change in principal practice and established a correlation with increased student achievement rate of gain at the pilot sites. (Shellinger, ERIC, 2005) As the project expanded to ten states and over 300 schools The Wallace Foundation commissioned an 18 month independent study examining the change of time use by participating principals. (PSA, 2009) The study concluded that SAM principals change their daily practice and use of time with significant gains in instructional leadership activities. Proving this intermediate step toward increased student achievement rate of gain is a major accomplishment and has been established in schools of all levels, sizes, configurations and student demographics. Evaluators determined that principal change of practice, increasing instructional leadership time, is **statistically significant** in both model 1 and model 2 SAM schools. High delegation, model 1, 2 & 3 schools, where SAMs or another staff member served as the first responder for five high management tasks, also showed significant gains.

Dr. Joe Murphy of Vanderbilt University, the primary author of the national principal performance standards, ISSLC, said: “*The SAM Project is the first time we can demonstrate a change of principal practice, increasing time spent on instructional leadership, in the history of educational leader preparation and development.*”

**Principals can transform schools and improve student learning when they focus on essential tasks.** Principals are in a unique position to help transform schools, and a strong principal can help change any school into a professional learning community that focuses on improving teaching and learning. Research has shown that these broad sets of leadership practices are linked to improved student learning:

*Setting directions*, including a vision, goals and high expectations;

*Becoming a leader of leaders* by working with other key staff members to distribute various leadership roles;

*Developing teachers and other staff members* by providing instructional leadership and quality professional development and building strong learning communities; and

*Redesigning and transforming the school* by building a culture focused on teaching and learning to achieve goals.

**Management duties prevent principals from devoting more time to instruction.**

Even as we demand higher student achievement from our schools, principals are increasingly under pressure to perform duties that pull them away from instructional leadership. Though school leaders would like to be more involved in instructional leadership, studies show that principals – even those in the highest performing schools – spend up to 75 percent of their time on management. However, with guidance on how to delegate non-instructional tasks, principals spend dramatically more time on practices that lead to improved teaching and learning.

**THE NATIONAL SCHOOL ADMINISTRATION MANAGER (SAM) PROJECT HELPS GIVE PRINCIPALS THE TIME AND SKILLS TO FOCUS ON INSTRUCTION**

• **The SAM Project has been in development for several years and is being piloted in school districts across the country.**

*The SAM Project began in Louisville, KY, in 2002 the Alternative School Administration Study.* The study looked at conditions that prevented principals from making instructional leadership their priority and developed strategies to change those conditions.

*The Wallace network of educators in ten states developed and implemented the SAM Project in its pilot stage.* The network includes educators in California, Delaware, Georgia, Illinois, Iowa, Kansas, Kentucky, Massachusetts, Missouri, New York, and Texas. Participating school districts agreed to fund project-related positions over several years and The National

SAM Project, supported by The Wallace Foundation, provided training and data collection costs as part of the pilot.

- **The SAM Project has created a process that allows principals to focus time on improving instruction and learning.** As a part of the SAM Project, principals do not stop managing their buildings – they simply learn to delegate some of their management responsibilities, creating more time to spend on teaching practice, student learning and school improvement. They continue to oversee the school’s management, but hand over many tedious and time-consuming activities involved with being a building manager.

- **The SAM Project consists of five core elements:**

- A readiness and willingness by principals and districts to commit to increasing time for instructional leadership;

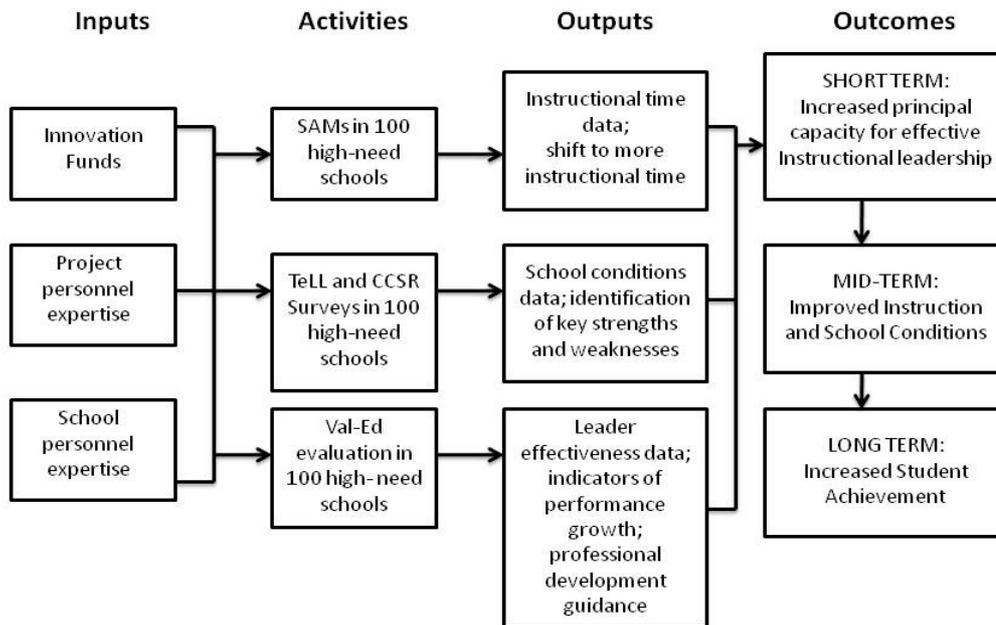
- An initial Time/Task Analysis Data Collection™ of how the principals spend their time;

- Principals’ engaging with a School Administration Manager (SAM) in daily meetings;

- External coaching; and

- Follow-up Time/Task Analysis Data Collection after one year to assess improvement.

**The SAM Project is primarily a change process and a statewide and district wide change strategy.** The project goes beyond simply adding new staff to help individual principals improve instruction in their schools. It aims to ensure that the entire community is aware that changing principal time use is critical to transforming schools. This is a complex change strategy that SAMs can help facilitate.



**Appendix (D)(5)-4: Executive Summary of the professional development audit conducted by the National Staff Development Council**

**RECOMMENDATIONS OF THE  
STATEWIDE PROFESSIONAL DEVELOPMENT PLAN TASK FORCE**

**DESIRED RESULTS**

1	Definition of professional development aligned with NCLB, Title IX, §9101(34)
2	Committee of stakeholders and sub-committees to develop professional development plan components
3	Adoption of Delaware professional development standards
4	Process for identifying priority professional development areas; including planning for a Statewide, career-long, tiered system of professional development for all Delaware Department of Education professional development offerings
5	Policy recommendations to improve statewide professional development system
6	Comprehensive, cohesive, and high-quality professional development evaluation system for all Delaware professional development offerings
7	Professional development guidance document for the department, LEAs, and charter schools

## SUBCOMMITTEE RECOMMENDATIONS

**Standards Subcommittee:** The subcommittee recommends adoption of NSDC standards for professional development

**Data & Priorities Subcommittee:** The subcommittee recommended the following professional development priorities:

1. Math - mid-elementary through graduation - filling in curriculum gaps, differentiating existing curriculum units, and balanced assessment systems
2. Specific strategies for both regular and special educators to improve achievement for students with disabilities in grades K-12, all content areas
3. Improve the content knowledge, within a curriculum context, of special education teachers especially in grades 6-12.
4. Specific strategies for both regular and special educators to improve achievement for African-American students in grades K-12, all content areas
5. Administrator professional development to improve:
  - a. scheduling to allow ongoing teacher professional development,
  - b. observation feedback,
  - c. use of teacher cadre members, and
  - d. instructional leadership practices overall
  - e. advocacy and support for new teachers, especially with regard to assignment practices and access to adequate and appropriate teaching resources
6. Improved focus for Teacher-to-Teacher Instructional Cadre members including
  - a. professional responsibilities (aligned with Charlotte Danielson Instructional Specialist framework),
  - b. collecting evidence of professional learning success,
  - c. training teachers to participate in professional learning communities, and
  - d. effective coaching practices.
7. Curriculum alignment - within certain districts, content areas, and grade-levels once the 502 data are public

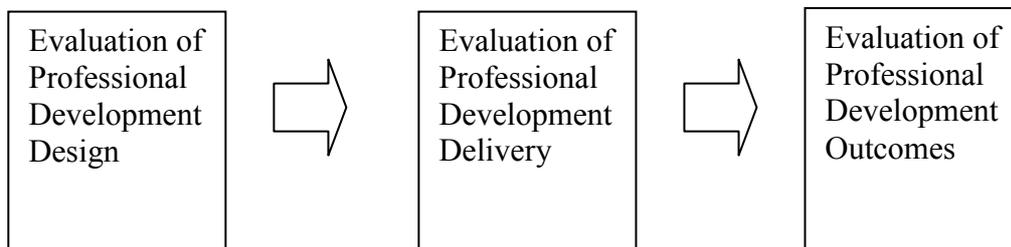
The subcommittee also drafted questions we would like answered in order to make more specific recommendations for professional development.

1. What is the optimal ratio for special education students to non-special education students within a team classroom? Is there a threshold where performance begins to decline?
2. What are the practices associated with a successful team-teaching classroom (*successful needs to be defined*)

3. Which accommodations are best suited for students with which disabilities?
4. Which scheduling patterns are associated with special education and African-American student success in middle and high schools? *(success needs to be defined)*
5. What are the best student-teacher classroom assignment practices for special education and African-American student success in middle and high schools? *(success needs to be defined)*
6. Which instructional strategies are associated with special education and African-American student success in middle and high schools? *(success needs to be defined)*

**Evaluation Subcommittee:** The subcommittee recommends a professional development evaluation system (see Figure 1 below) that is aligned with the Delaware Department of Education definition of professional development. The evaluation system should provide for 1) assessment of the design of proposed professional development to determine if it builds off current theory and research (evaluation of professional development design), 2) ongoing implementation to ensure that professional development reflects exemplary practice about how adults learn (evaluation of professional development delivery), and 3) documentation of immediate and long-term outcomes on both participants and their students (evaluation of professional development outcomes).

#### Proposed Professional Development Evaluation System



*The full report of the subcommittee includes detailed recommendations for the components of each stage.* In addition to the proposed evaluation system, the task force offers the following recommendations.

1. The proposed system does not have to be implemented completely at the start. It is likely that the resources may not be there to implement all three stages from the start.
2. Although this is not a lock-step theory of action, it is important to understand and build into the evaluation multiple opportunities over time for participants to document both short- and long-term outcomes gained from professional development, and ultimately, changes in student learning and behavior. It is not acceptable to eliminate steps in this process.

3. Instruments used to gather professional development evaluation data should be available on-line. Participants should be able to complete evaluation forms on-line during the course of professional development sessions as well at the end. In addition, evaluation forms should be e-mailed to participants and others after the pre-specified period of time has elapsed to gather follow-up evidence.
4. Information should be collected about professional development initiatives only if it is going to be used to strengthen and improve their design, delivery, or outcomes. A plan for collecting, aggregating, analyzing, and using evaluation data should be developed prior to implementation of this system by the Delaware Department of Education.
5. The Delaware Department of Education should make available and promote the proposed professional development system to school districts and charter schools across the state.

**Policy Subcommittee:** The subcommittee recommends:

1. The DOE should work with the legislature, State Board of Education, and Professional Standards Board to revise and align all professional development definitions in DOE publications, code, and regulation.

As stated in the Audit of Professional Development Policies conducted by NSDC, “The state must make certain that all related policies and regulations 1) flow from a clear purpose and definition, 2) are consistent with these, and 3) advance the use of the definition as the principal rationale and framework for professional development throughout the state.” The subcommittee reviewed professional development definitions and recommend the following changes:

State definitions of professional development will each read:

Professional development is a combination of job-related focused and in-depth, learning, practice, feedback, reflection, and support experiences designed to enhance participants’ perspectives, insights and/or attitudes; and which lead to improved professional practice and student performance. Effective professional development programs include ample opportunities for knowledge acquisition, skill mastery, descriptive feedback, and refinement in the work setting.

Definitions and related language recommended for revision include:

- DESS professional development definition

- Delaware Administrative Code, Title 14 Education, § 284(2.0)
- Delaware Code, Title 14, Chapter 12, Subchapter I, § 1202.
- Professional Standards Board Regulations
  - 1501 Knowledge Skills and Responsibility Based Salary Supplements for Educators
  - 1511 Issuance and Renewal of Continuing License

2. The DOE should formally adopt NSDC standards for professional development.

The subcommittee recommends professional development standards be formally adopted in order to ensure all professional development offered statewide is high quality. NSDC standards are research-based and were developed by national leaders in the field. For this reason it is recommended that Delaware adopt the national standards.

By formally adopting standards the state will strengthen assessment of professional development quality statewide and use of professional development funds. As stated in the Audit of Professional Development Policies conducted by NSDC, “These standards will serve as benchmarks against which the state assesses its effective use of state and federal funds for professional development, measure progress, and make ongoing improvements in professional development practices.”

3. The PSB should establish an ad-hoc committee to review and revise relicensure requirements so they align with revised professional development definitions.

As stated in the Audit of Professional Development Policies conducted by NSDC, “...what matters in licensure renewal is not how many hours of learning occurred, or seat time, but whether that learning impacted student learning through improving educator practice.” The subcommittee believes that licensure renewal should be strongly tied to professional development as a means of ensuring continuous professional growth and improved student performance.

4. The Teacher Leadership Advisory Committee should draft recommended duties and qualifications for district staff members employed primarily for the purpose of providing professional development.

The subcommittee believes that effective professional development provision requires personnel who possess specific skills, knowledge, and professional practices. Therefore, district staff members who are employed for the purpose of providing professional development should meet requirements aligned with field specifications.

5. The new DESS Professional Development Advisory Committee should address the following issues
  - Consider means for establishing a Delaware NSDC affiliate or collaborating with an affiliate in a neighboring state or region
  - Review and revise DPAS II regulations to reflect ‘professional growth’ language as amended in DPAS II publications
  - Once the new professional development system, as recommended by the Evaluation Subcommittee, has been piloted and evaluated the advisory committee should revisit the issue of professional development provider approval including who should be the approval body

## Appendix (E)(1)-1 Regulations regarding turnaround

The following are Delaware laws regarding turnaround. These regulations were signed into law on January 14<sup>th</sup>, 2010. Underlined sections of the code are new regulations as of this signing, while recent revisions prior to signing are both bold and in brackets.

### 1.0 **Accountability Purpose and Definitions**

1.1 Accountability Purpose: All public schools, including charter schools, reorganized and career technical school districts and the state shall be subject to the calculation and reporting of Adequate Yearly Progress (AYP) as prescribed by the federal Elementary and Secondary Education Act (ESEA), 20 U.S. C.A. §6301 et seq. Additionally, public schools, including charter schools, reorganized and ~~career technical school~~ **vocational technical school** districts shall be subject to the applicable rewards, sanctions and other accountability activities as prescribed in this regulation.

#### 1.2 Definitions:

"Charter School" shall mean a charter school board established pursuant to Chapter 5 of Title 14 of the Delaware Code.

"Department" or "Department of Education" shall mean the Delaware Department of Education.

"Delaware Department of Education Achievement Metric" or "DDOE Achievement Metric" shall mean the calculation that is based on the risk and need of each school as demonstrated by its performance on the DSTP or successor statewide assessment.

"District" shall mean a reorganized school district or vocational technical school district established pursuant to Chapter 10 of Title 14 of the Delaware Code.

["Elementary School", for purposes of this regulation, shall mean a school with a grade configuration including any of the following: Kindergarten, grade 1, grade 2, grade 3, grade 4, grade 5, or grade 6. However, a school that has grade 6 as its lowest grade level may be considered a Middle School or Secondary School as those terms are defined in this regulation herein.]

"ESEA" shall mean the Elementary and Secondary Education Act of 1965 or any reauthorization thereof.

["High School", for purposes of this regulation, shall mean a school with a grade configuration including any of the following: grade 9, grade 10, grade 11, or grade 12. A High School shall also be considered a Secondary School as that term is defined herein.]

"Local Educational Agency" or "LEA" means a public board of education or other public authority legally constituted within Delaware for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a school district, or for a combination of school districts. The term includes an educational service agency and any other public institution or agency having administrative control and direction of a public elementary school or secondary school.

["Middle School", for purposes of this regulation, shall mean a school with a grade configuration with more than one of the following: grade 6, grade 7, or grade 8, but that does not include any grade lower than grade 5.]

"Persistently low-achieving school" means

(i) Any Title I school in improvement, corrective action, or restructuring that:

- (a) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or
- (b) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent for two of the last three years; and
- (ii) Any secondary school that is eligible for, but does not receive, Title I funds that:
  - (a) is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or
  - (b) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent for two of the last three years; and
- (iii) Any non-Title I eligible secondary school that would be considered a persistently low-achieving school pursuant to one or more of the aforementioned requirements if it were eligible to receive Title I funds

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

**["Secondary School", for purposes of this regulation, shall mean a school with a grade configuration including any of the following: grade 6, grade 7, grade 8, grade 9, grade 10, grade 11, or grade 12. However, a school that includes grade 6 may be considered a Elementary School or Middle School as those terms are defined in this regulation herein.]**

7 DE Reg. 57 (07/01/03)  
10 DE Reg. 89 (07/01/06)

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

**7.6.1 Districts with a Partnership Zone school and Partnership Zone charter schools shall enter a memorandum of understanding ("MOU") between the Department and the district or the charter school. The Partnership Zone MOU shall include the following provisions:**

**7.6.1.1 Selection of one of the models outlined in section 7.6.2:**

**7.6.1.2 Provisions for regular oversight of the Partnership Zone school by the Department or its designee;**

- 7.6.1.3 For schools at which a collective bargaining agreement governs its employees, a further agreement between and among the district or charter school, the collective bargaining unit, and the Department addressing those subjects, if any, that may inhibit the schools' successful implementation of its model, including but not limited to:
- 7.6.1.3.1 Limitations on hiring, reassigning and transferring covered employees into and out of the Partnership Zone school, such as seniority limitations;
  - 7.6.1.3.2 The methodology for determining which teachers will be transferred or reassigned as part of the model;
  - 7.6.1.3.3 Work rules relating to the educational calendar and scheduling of instructional time and non-instructional time.
  - 7.6.1.3.4 Instructional reform;
  - 7.6.1.3.5 Professional development requirements and other specialized training;
  - 7.6.1.3.6 Retention and employment incentives, including performance incentives for effective teachers and principals; and
  - 7.6.1.3.7 Any other subject required by these regulations to be addressed in the Partnership Zone school's selected model.
- 7.6.1.4 In the event the parties are not able to reach the agreement required by 7.6.1.3 within seventy-five (75) days of notice as a Partnership Zone school, each party shall present its last best offer on the areas of disagreement along with a draft agreement, to the Secretary of the Department, who shall accept one of the last best offers, or reject all of them. Should the Secretary reject all offers, the parties shall have thirty (30) days to confer and present the Secretary revised offers for re-consideration pursuant to this section.
- 7.6.1.5 Other provisions required by the model or mutually agreed upon by the Department and the district or charter school, which may include the following:
- 7.6.1.5.1 Instituting flexible funding at school level and oversight of same;
  - 7.6.1.5.2 Engagement of a partner, consultant, education management organization or other alternative leadership structure; and
  - 7.6.1.5.3 Extending learning time and community-oriented supports, including more learning time for students, collaboration time for teachers, enrichment activities, and mechanisms for family and community engagement.
- 7.6.1.6 Schools designated as Title I shall continue to offer supplemental services and choice as required by ESEA.
- 7.6.1.7 Partnership Zone schools that are not making AYP by the end of the second school year following implementation of the restructuring plan shall renegotiate the MOU or select one of the other available models under 7.6.2.
- 7.6.2 Districts having Partnership Zone schools and Partnership Zone charter schools shall work with the Department to implement a plan from the list below. The District may request funding from the Department for implementation of these provisions.
- 7.6.2.1 School Closure Model, in which a district closes a school and enrolls the students who attended that school in other schools in the district that are higher achieving that are within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available;

7.6.2.2 Restart Model, in which a district converts a school into a public charter school pursuant to the requirements of Chapter 5 of Title 14 of the Delaware Code, or closes and reopens a school under a charter school operator, a charter management organization or an education management organization that has been selected through a rigorous review process. A restart model shall enroll, within the grades it serves, any former student who wishes to attend the school.

7.6.2.3 Turnaround Model, in which

7.6.2.3.1 A district or charter school shall:

7.6.2.3.1.1 Replace the principal and grant the [new] principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;

7.6.2.3.1.2 Using the Delaware Performance Appraisal system II or any locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students. (a) screen all existing staff and rehire no more than 50 percent; and (b) select new staff;

7.6.2.3.1.3 Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;

7.6.2.3.1.4 Provide staff with ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

7.6.2.3.1.5 Adopt a new governance structure, which includes, but is not limited to, requiring the school to report to a liaison of the Department or directly to the Secretary;

7.6.2.3.1.6 Use data to identify and implement an instructional program that is research-based and "vertically aligned" from one grade to the next as well as aligned with State academic standards;

7.6.2.3.1.7 Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;

7.6.2.3.1.8 Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and provide appropriate social-emotional and community-oriented services and supports for students.

7.6.2.3.2 A district may implement other strategies, such as:

7.6.2.3.2.1 Any of the required and permissible activities under the transformation model; or

7.6.2.3.2.2 A new school model (e.g., themed, dual language academy).

7.6.2.4 Transformational Model, in which

7.6.2.4.1 A district or charter school shall:

- 7.6.2.4.1.1 Replace the principal who led the school prior to commencement of the transformation model;
- 7.6.2.4.1.2 Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-
- 7.6.2.4.1.2.1 Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates; and
- 7.6.2.4.1.2.2 Are designed and developed with teacher and principal involvement;
- 7.6.2.4.1.3 Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high-school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, pursuant to the Delaware Performance Appraisal System II or any successor thereto, have not done so;
- 7.6.2.4.1.4 Provide staff with ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
- 7.6.2.4.1.5 Implement new financial incentives and increase opportunities for promotion and career growth of effective teachers, and provide more flexible work conditions designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school;
- 7.6.2.4.1.6 Use data to identify and implement an instructional program that is research-based and "vertically aligned" from one grade to the next as well as aligned with State academic standards;
- 7.6.2.4.1.7 Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
- 7.6.2.4.1.8 Establish schedules and implement strategies that provide increased learning time, which means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects, including English; reading or language arts; mathematics; science; foreign languages; civics and government; economics; arts; history; and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects;
- 7.6.2.4.1.9 Provide ongoing mechanisms for family and community engagement;
- 7.6.2.4.1.10 Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully

a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates:

7.6.2.4.1.1 Ensure that the school receives ongoing, intensive technical assistance and related support from the district, the Department, or a designated external lead partner organization.

7.6.2.4.2 A district may:

7.6.2.4.2.1 Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school:

7.6.2.4.2.2 Institute a system for measuring changes in instructional practices resulting from professional development:

7.6.2.4.2.3 Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority:

7.6.2.4.2.4 Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective:

7.6.2.4.2.5 Implement a schoolwide "response-to-intervention" model:

7.6.2.4.2.6 Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content:

7.6.2.4.2.7 Use and integrate technology-based supports and interventions as part of the instructional program:

7.6.2.4.2.8 In secondary schools-

7.6.2.4.2.8.1 Increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement or International Baccalaureate) or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework:

7.6.2.4.2.8.2 Improve student transition from middle to high school through summer transition programs or freshman academies:

7.6.2.4.2.8.3 Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills:

7.6.2.4.2.8.4 Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

7.6.2.4.2.9 Extend learning time and create community-oriented schools, by

- 7.6.2.4.2.9.1 Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;
- 7.6.2.4.2.9.2 Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
- 7.6.2.4.2.9.3 Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
- 7.6.2.4.2.9.4 Expanding the school program to offer full-day kindergarten or pre-kindergarten.
- 7.6.2.4.2.10 Allowing the school to be run under a new governance arrangement; or
- 7.6.2.4.2.11 Implementing a per-pupil school-based budget formula that is weighted based on student needs.
- 7.6.2.5 If a school identified as a Persistently Low-Achieving School has implemented within the last two years an intervention that meets the requirements of the Turnaround, Restart, or Transformation models, the school may continue or complete the intervention being implemented.
- 7.6.2.6 If elements of the model adopted by a Partnership Zone school with the approval of the Department require funding and are not funded or require statutory authorization and are not so authorized, the school may apply to the Department for an annual waiver of said requirement, and such waiver shall be granted only insofar as compliance with said requirement is rendered impracticable thereby.

**Appendix (E)(2)-1 – Description of supports for all schools at risk of failure. This section describes the State’s efforts along two fronts: 1) Comprehensive Success Review and 2) AYP Metric**

**1) Comprehensive Success Review:**

The Comprehensive Success Review (CSR) provides a comprehensive review of schools and districts across eight elements that research shows are related to improvement in student outcomes. The goal of the CSR is to improve student outcomes by improving districts and schools .

The CSR identifies areas of strength and weakness in a school and results in technical assistance and professional development strategies to address areas of need. Following a CSR, schools incorporate these strategies and any associated objectives and measures into their Success Plan<sup>1</sup> and subsequently monitor for improvement.

The CSR uses researched-based rubrics to assess eight elements at the school level:

- Curriculum/Instruction
- Assessment and Accountability
- Professional Development
- Highly Qualified Staff
- School Culture/Climate
- Parents and Community
- Leadership
- Budget and Resources

The Comprehensive Success Review is based on the District Audit Tool developed as a joint project between the Title I SCASS (CCSSO) and Edvantia.<sup>2</sup> The Delaware Department of Education team representing curriculum, special education, assessment, Career and Technical Education, technology, certification and support services piloted District Audit Tool (without

---

<sup>1</sup> The District and Charter Success Plan outlines a path for LEAs to get all of their schools on track to make AYP. The Success Plan must be approved by the Secretary of Education, and is necessary for the disbursement of School Improvement Grant funds.

<sup>2</sup> The full tool can be found at <http://www.ccsso.org/publications/details.cfm?PublicationID=295>.

modifications) in Delaware during the 2008-09 school year, as the “Comprehensive Success Review.”

Following the pilot, the MACC (Mid Atlantic Comprehensive Center) conducted an evaluation of the tool, procedures and processes with the pilot schools. The evaluation indicated that this tool provides the State, LEA, and school with actionable feedback to improve student achievement. Since the pilot, the Delaware Department of Education, with LEA input, has revised the rubric to be more encompassing of the full body of research on the eight elements.

**Procedural Steps:**

- **Fact-Finding:** The DDOe will determine level of need using the AYP metric, initial site visits, and a variety of quantitative and qualitative elements (e.g. graduation rates, drop out rates, suspension rates, highly qualified teacher data, program specific monitoring reports, changes in school population/staff/leadership)
- **Desk Audit:** The DDOE will use this information to conduct a desk audit using the eight research based elements rubric and develop a perspective on the root causes of the school’s failure to make AYP
- **Communication:** The DDOE and the LEA will share facts and perspectives, and collaborate on the best outcome for the school.
- **Site visit:** The DDOE and LEA staff together will visit the school to verify desk audit findings and gather additional information to score rubric. This visit will include the following elements:
  - Document Review
  - Leadership Interviews (Administrators and Teacher Leaders)
  - Teacher Interviews
  - Student Focus Groups
  - Parent Focus Groups
  - Classroom Observations
- **Final Scoring:** The DDOE and LEA will determine a final score each school/district using the eight research based elements rubric
- **Crafting a reform strategy:** The DDOE, LEA, and school leadership will determine technical assistance needs, review findings from the desk and site audit, and prioritize

needs. The DDOE and LEA will help school leadership to identify objectives, strategies and measures to craft the School Success Plan.

- Monitoring and evaluation: The DDOE will evaluate both process and outcomes and form intermediate performance metrics that can be monitored by all parties.

## **2) AYP Metric**

The AYP Achievement Metric Calculator was developed as a triage tool to help prioritize technical assistance/interventions for schools and districts missing AYP and under improvement. It measures the standardized difference from AYP targets for all schools. The Metric Calculator is based on the District Audit Tool developed as a joint project between the Title I SCASS (CCSSO) and Edvantia. The Metric value is calculated by summing the differences between the percent proficient and AYP targets for all subgroups that missed AYP. The separate values for ELA and Mathematics are then standardized by dividing by their respective targets to control for difference in the targets for each content area. Finally, the value is further standardized by dividing by the total number subgroups for which the school is responsible (i.e., those meeting the minimum N) to control for school size and heterogeneity. The Metric value can be used to determine both current status in terms of distance from targets as well as progress from year to year by taking the ratio of the Metric value over two different years.

The steps below describe how the Metric can be used to prioritize schools using the three factors of the school improvement status category (eg. SI1, SI2, CA, etc), current year status based on the Metric, and current year progress/regression based on the ratio of the Metric value in the current year to the previous year.

- Calculate Metric value for the most recent school year for all schools under improvement and missing AYP for the first time.
- Divide the schools into quartiles based on their metric values with quartile 1 being the schools closest to the targets (smallest Metric value) and quartile 4 being the schools farthest from the targets (largest metric value).
- Calculate the Metric value for the preceding school year for all schools under improvement and missing AYP for the first time and calculate the ratio of the current year Metric value to the previous year Metric value.

- Create a matrix classifying all schools based on the following factors
  - School Improvement Category – (First Year AYP, School Improvement 1, School Improvement 2, Corrective Action, Planning for Restructuring, Restructuring)
  - Current Year Metric Quartile – (1 through 4)
  - Progress Ratio Category – (High Improvement [0.00-0.50], Moderate Improvement [0.51-0.75], Low Improvement [0.76-1.00], Regression [ $>1.00$ ])
  
- Establish 3 – 5 categories within the matrix to reflect the level of need for the schools. Schools that are in the earliest categories of improvement, close to the targets, and making good progress would be considered lowest risk. Schools that are in the latest categories of improvement, far from the targets, and regressing would be considered highest risk. The following four categories represent potential groupings that could be established in the matrix.
  - Low Need
  - Moderate Need
  - High Need
  - Very High Need
  
- Refine the Level of Need category up or down no more than one level for each school by reviewing and considering any additional data that are available. Examples of other data items are listed below.
  - Metric value trends over five or more years
  - Number of years under restructuring
  - Graduation rates
  - Dropout rates
  - Student attendance data
  - Discipline data
  - Percent of classes taught by highly qualified teachers
  - Science and Social Studies assessment data
  - Program specific monitoring reports
  - Principal and staff turnover over time

### **Appendix (E)(2)-2 – Mass Insight MOU**

This appendix summarizes the relationship between Mass Insight and Delaware. The DDOE has entered into an agreement with Mass Insight to be a part of their initial Partnership Zone network, and Mass Insight will support Delaware’s Turnaround Office and schools. Note: Mass Insight’s Partnership Zone refers to a support network and management model that involves a lead partner operating a small cluster of schools in turnaround. Delaware’s laws regarding turnaround authority (which describe the method by which a turnaround model will be selected and collective bargaining carve outs will be secured), which are referred to in (E)(1), are also called Partnership Zone.

August 23, 2009

Dear [Superintendent],

We hope that you are finding your participation in Mass Insight's monthly conference calls for the State Turnaround Development Group to be valuable as you think through new strategies for turning around low-performing schools. We plan to continue to support this network of about 12 states on a sustained basis to share information about effective investments in school turnaround and to provide feedback from you to the U.S. Department of Education staff.

As one of a smaller group of states where we have developed a deeper partnership, we are now pleased to offer you the opportunity to participate in an exciting, high-profile national pilot, the Partnership Zone Initiative-- a five year, \$40 million dollar effort to create scalable and sustainable school turnaround. The Partnership Zone Initiative will bring together public and private support for partner organizations working with states and districts in transforming clusters of under-performing schools.

We believe that this initiative will help you access Race to the Top and other competitive federal funds in order to implement a scalable school turnaround strategy and a sustainable method of improving district systems. Your involvement this fall will also clearly demonstrate that you have moved beyond planning and are taking active steps to implement a turnaround strategy for the bottom 5% of your schools, adopting the President's challenge.

[State] is among the select group of states we are inviting to take the next step in committing to work with us in the Partnership Zone Initiative because of: 1) your commitment to the Partnership Zone framework set forth in the *Turnaround Challenge* report; 2) your commitment to investing the additional resources necessary for successful turnaround; and the 3) alignment and support of your state and district leadership.

In its first year, the Partnership Zones will be established in up to three states with at least one or two volunteer districts participating in each state (some states may choose to include more). We expect that the first group of finalist states will be selected by November 2009 in preparation to open Partnership Zones for the 2010-2011 school year. We will continue to work with states that are not selected for this first cohort and will seek additional funding to expand the initiative as we go forward.

Final selection of the first cohort of three states for the Partnership Zone initiative will be based on meeting milestones related to the principles summarized below under State and District Commitments. We will provide additional detail on the final selection in the early fall and will actively work with you over the fall to support your preparation for the Initiative.

## **Benefits to Participating States and Districts: A Public-Private Partnership**

**Private Funding and Strategic Services:** Mass Insight is committed to raising \$20 million of private national funding this fall for the five year initiative, which will support an integrated team of national strategic partners, and one half of a \$2.5 million annual five year budget for a state-based non profit Strategic Partner to support the state's efforts and that of the participating district(s). We will work with the state Strategic Partners to raise the remaining \$1.2 million of annual private funding within the state. Services to states and districts will include:

- **National Strategic Partners**

Mass Insight will organize and integrate the services of a leading group of national strategic partners to assist states and districts in strategic planning, state policy analysis, human capital analysis and implementation, district and school budget audits and other critical turnaround activities. To date, the following organizations have agreed to participate in the Partnership Zone Initiative:

  - **Strategic Planning and Initial Assessments**
    - Parthenon Group
    - Apollo Philanthropies
  - **State Policy Analysis and Recommendations**
    - EducationCounsel
  - **Human Capital Strategy and Implementation**
    - The New Teacher Project
  - **School Needs Assessment/Capacity Review**
    - SchoolWorks
  - **Evaluation/Research**
    - RAND Corporation
- **Additional Services to States and Districts:**
  - Assistance to states in completing turnaround strategy for Race to the Top applications in support of consulting firms working with you on applications;
  - Assistance to states in applying for local and regional funding.

**Public Funding for School-Level Implementation:** Using federal school improvement and other funds along with a mandated re-allocation of local budgets, public funding will provide the school-level turnaround and Lead Partner support for the school clusters. Public funds will be invested in incentive and other increased compensation for school staff as part of a package extending the school day and providing for staffing flexibility in the Partnership Zones. (See public funding commitments below.)

## Overview of the Partnership Zone

The core elements of Partnership Zones provide a unique opportunity to create the conditions and support systems necessary to create sustainable, scalable change. States and local districts will support and fund Partnership Zones containing clusters of three to five high-need, low-performing schools, with a commitment to add additional clusters. Lead Partners will sign performance agreements with districts for full authority over staffing, school programs, and all service providers in the school clusters. In return, as part of the performance agreement, Lead Partners will accept full accountability for student performance. In order to support the Zones, states and districts will commit to creating flexible operating conditions for Zone schools with a particular focus on four key elements including:

- **People**—Who is recruited, hired, and retained
- **Time**—The length of the school day
- **Money**—How school budgets are allocated
- **Program**—The implementation of a rigorous, standards-based curriculum

## State and District Commitments

As an initial step in the selection process, we are requesting six key commitments from states and districts identified as first cohort candidates for the national foundation proposal. Final selection of up to three states will be based on the timely ability to meet these commitments as detailed in the additional guidance to be issued in the early fall:

1. *Commit to target funds to Partnership Zones (Title I including 1003(g), other federal funds) in the range of \$750,000 per school per year for the first three years for up to 8-10 schools. While a large portion of the funding will come from new federal and state funds, some of the funding should also come from district re-allocations and budget flexibilities. After three years, some of the start-up costs associated with creating the Zones will be reduced.*
2. *Commit to the creation of Partnership Zones with altered operating conditions in order to achieve:*
  - *Funding and regulatory flexibility*
  - *Extended school day*
  - *Flexibility in hiring/program;*
3. *Commit to work with a non-profit Strategic Partner on the state level who will support the initiative; act as a fiscal agent for private funding, provide policy support, build leadership coalitions at the state and district levels and provide support for the growth of Lead Partner organizations;*
4. *Commit to building local capacity by supporting a marketplace of Lead Partners which sign performance contracts with districts for school accountability;*

5. Commit to the **expansion and scalability of Partnership Zones** beyond the original cluster, adding additional clusters of schools each year;
6. Commit to **align the state's Race to the Top application** with Mass Insight's school turnaround framework of Zones and Lead Partners.

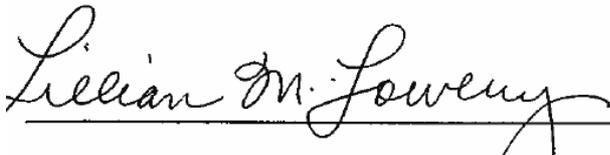
**Actions Required**

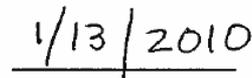
We are asking you to indicate your commitment to these principles by signing this letter and returning it to our office by September 11th. Signing this letter indicates your agreement, in principle, to realize the commitments listed above, your willingness to be identified in Mass Insight's national grant proposal, and your interest in moving forward to the next stage of the state selection process.

The Partnership Zone pilot provides an opportunity for states and districts, for the first time, to create the conditions necessary for successful, scalable, and sustainable school turnaround. We look forward to your participation with us in establishing national models for this challenge.

Very truly yours,

William Guenther  
President,  
Mass Insight

  
\_\_\_\_\_  
Signature of State Commissioner/Superintendent of Education

  
\_\_\_\_\_  
Date

## **Appendix (F)(2) - 1 Charter School Applications, Approvals and Closures**

<b>CHARTER SCHOOL APPLICATIONS</b>							
<b>Year</b>	<b>Total Applications</b>	<b>Charter Name</b>	<b>Approved</b>	<b>Withdrawn</b>	<b>Denied – Incomplete</b>	<b>Denied – Substantive</b>	<b>Reasons for Substantive Denial</b>
2004-2005	5	Family Foundations Academy	X				
		Maurice J. Moyer Academy	X				
		Pencader Business & Finance Charter High School	X				
		Christina Academy Arts and Technology			X		
		Renaissance Charter School			X		
2005-2006	1	Christina Academy of Arts and Sciences			X		
2006-2007	3	Prestige Academy (approved by RCCSD but later moved to DOE in 2008)	X				
		Genesis Academy, A Coordinated Health Charter School				X	<ul style="list-style-type: none"> <li>• Unclear and ambiguous</li> <li>• Performance Goals</li> <li>• Unsatisfactory plan for evaluating student performance</li> <li>• Financial Viability</li> </ul>
		Reach Academy for Boys and Girls		X			
2007-2008	4	Reach Academy for Boys and Girls			X		
		Youth Entrepreneurial Scholars Academy		X			
		Delaware Community Charter School				X	<ul style="list-style-type: none"> <li>• Use of Performance assessments</li> <li>• Curriculum alignment with DE standards</li> <li>• Unfamiliarity with DE business standards</li> <li>• Financial Viability</li> </ul>
		Middletown College Preparatory Academy				X	<ul style="list-style-type: none"> <li>• Concerns with Management Organization</li> <li>• Unsatisfactory plan for evaluating student performance</li> <li>• Unsatisfactory student performance goals</li> <li>• Unsatisfactory educational program</li> <li>• Economic viability</li> </ul>
2008 -2009	4	DE Academy of Public Safety & Security	X				
		Las Americas Aspira Academy	X				
		Reach Academy for Girls	X				
		Gateway Charter School, Inc.			X		

<b>Year</b>	<b>Total Applications</b>	<b>Total Approved</b>	<b>Total Denied</b>	<b>Total Withdrew</b>	<b>Total Closed</b>
2004-2005	5	3	2	0	0
2005-2006	1	0	1	0	0
2006-2007	3	1	1	1	0
2007-2008	4	0	3	1	1
2008 -2009	4	3	1	0	0

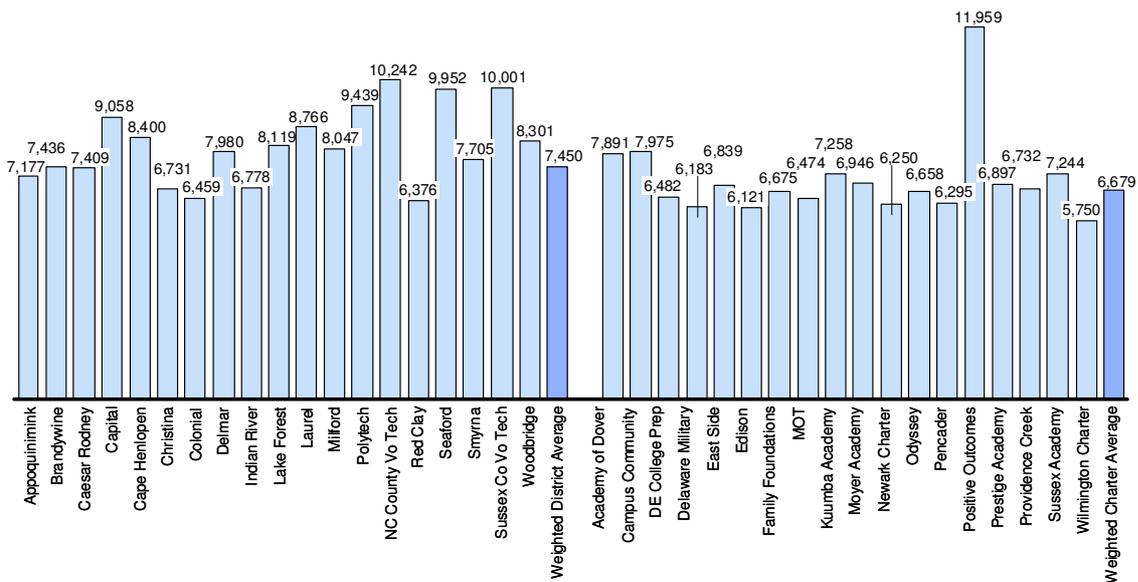
**Appendix (F)(2) – 2 Charter School and Traditional Public School Funding**

District	State Per Pupil Funding
Appoquinimink	7177.42
Brandywine	7435.80
Caesar Rodney	7409.38
Cape Henlopen	9057.85
Capital	8400.34
Christina	6731.49
Colonial	6459.18
Delmar	7979.87
Indian River	6777.88
Lake Forest	8118.95
Laurel	8765.59
Milford	8046.95
NC County Vo Tech	9439.36
Polytech	10241.54
Red Clay	6375.84
Seaford	9951.67
Smyrna	7704.94
Sussex Co Vo Tech	10001.22
Woodbridge	8300.59
State Weighted Average	7450.03

Charter School	State Per Pupil Funding
Academy of Dover	7891.38
Campus Community	7975.10
DE College Prep	6481.98
Delaware Military	6183.44
East Side	6839.18
Edison	6120.68
Family Foundations	6674.92
Kuumba Academy	6473.60
MOT	7258.32
Moyer Academy	6946.24
Newark Charter	6250.13
Odyssey	6658.10
Pencader	6295.18
Positive Outcomes	11959.31
Prestige Academy	6896.65
Providence Creek	6732.40
Sussex Academy	7244.23
Wilmington Charter	5749.82
State Weighted Average	6679.50

**Per pupil funding for each LEA and charter**

Per Pupil Funding



SOURCE: DEDOE

**Appendix (F)(2) – 3 House Concurrent Resolution Commending Charter Schools**

SPONSER: Rep Hudson & Sen Sokola

HOUSE OF REPRESENTATIVES

145<sup>TH</sup> GENERAL ASSEMBLY

HOUSE CONCURRENT RESOLUTION 13

COMMENDING THE EFFORTS OF DELAWARE CHARTER SCHOOLS IN EDUCATING  
DELAWARE STUDENTS

WHEREAS, public charter schools have become an integral part of Delaware’s public school system; and

WHEREAS, Delaware public charter schools have been instrumental in improving the educational achievements of students attending those schools; and

WHEREAS, Delaware public charter schools have offered Delaware students an opportunity to participate in specialized courses of instruction; and

WHEREAS, the creation of Delaware public charter schools has resulted in an increase in the participation of parents and students in the educational system; and

WHEREAS, the week of May 3, 2009, to May 9, 2009, has been designated as National Charter School Week.

NOW THEREFORE:

BE IT RESOLVED by the House of Representatives of the 145<sup>th</sup> General Assembly of the State of Delaware, the Senate concurring therein, that Delaware’s public charter schools are hereby commended for their role in improving Delaware’s public education system and enhancing their students’ academic achievement.

SYNOPSIS

This Concurrent Resolution commends Delaware’s public charter schools for their efforts in educating Delaware students