



Race to the Top

Technical Review Form - Tier 2



Delaware Application #1800DE-1

A. State Success Factors

	Available	Tier 1	Tier 2	Init
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	65	65	
(i) Articulating comprehensive, coherent reform agenda	5	5	5	
(ii) Securing LEA commitment	45	45	45	
(iii) Translating LEA participation into statewide impact	15	15	15	

(A)(1) Reviewer Comments: (Tier 1)

Delaware has articulated a comprehensive, coherent reform agenda that clearly addresses reforms in the four education areas described in the ARRA, and a clear and credible path to achieving their goals. The applicant demonstrates a very strong commitment from the state's 38 LEA's, with 100% of the LEAs signing MOU's, with signatures from every superintendent, school board president, teachers' union leader and charter school leader agreeing to participating in the full scope of work. Scope of work descriptions were quite detailed, and comprehensive. Its outlined goals, based on target test scores, are specific and appropriately ambitious, yet achievable. Goals appropriately span reading/language arts, mathematics, high school graduate rates, and college enrollment and retention.

(A)(1) Reviewer Comments: (Tier 2)

The panel's presentation and responses to Q&A confirmed their ability to deliver a comprehensive, coherent reform agenda. The panel exhibited clear detail, integration, vision, and ways to operationalize the plan, building on past work and successes in the State. Commitment from the LEAs and teacher union was highly evident.

(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	27	30	
(i) Ensuring the capacity to implement	20	18	20	[REDACTED]
(ii) Using broad stakeholder support	10	9	10	[REDACTED]

(A)(2) Reviewer Comments: (Tier 1)

Delaware has targeted three main areas to build stronger capacity, through "actively managing performance to ensure goals are met, strategically managing efforts to improve teacher and leader effectiveness, and providing support to school turnaround." The applicant appropriately sets out to build capacity within the DDOE by creating a project management office (PMO), which it will sustain by leveraging public and private funds. The project activities draw upon key leaders with strong expertise in the area, along with sufficiently ample number of staff organized into 5 teams (Curriculum, instruction and professional development; Technology resources and data management; Teacher and leader effectiveness; Turnaround team; Charter schools office.) Roles, tasks, and responsibilities have been clearly identified and delineated, to form an excellent work plan. The tone of the work very much reflects an important "shift from the traditional compliance orientation of state government to an outcomes-oriented approach." Delaware has submitted an appropriate budget to accomplish these plans, and has identified other appropriate federal and state

resources that would align with the RT3 goals. The application demonstrates strong and broad stakeholder support, beginning with the convening of 100 stakeholders who met much of the Summer 2009, to craft plans for the intended school reform. Letters of support are provided for a wide range of stakeholders, including professional educator associations, parent and early childhood groups, charter schools, members of the business community, non-profits, and political leaders.

(A)(2) Reviewer Comments: (Tier 2)

The panel represented the State's strong stakeholder support spanning state government leadership, the State Department of Education, teachers (through the teachers' union), superintendents, and business. They demonstrated a clear grasp of how the submitted budget was necessary to carry out specific parts of the plan, and how they had carefully considered and planned for the sustainability of efforts beyond the life of the grant, through committing future state funding towards these efforts. The panel also strongly conveyed the 100% commitment and buy-in from the teachers and teacher union.

(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	28	30	
(i) Making progress in each reform area	5	5	5	
(ii) Improving student outcomes	25	23	25	

(A)(3) Reviewer Comments: (Tier 1)

Delaware has demonstrated clear progress in each of the four reform areas. For example, there have been three rounds of revisions to its statewide standards since 1995, on-line performance data available to the public and educators; a rigorous statewide evaluation system for teachers and leaders that includes student improvement, providing clearer expectations for school improvement and restructuring plans for low-achieving schools, regulations that give the state the authority to intervene directly in its lowest-performing schools, and using state school choice and charter schools to help promote student achievement. Delaware has also demonstrated significant progress in raising achievement and closing gaps, including ranking high on improving student achievement on NAEP tests in reading and math for 4th and 8th grade, and one of the top four states cited by NAEP in closing achievement gaps in math and reading and for increasing subgroup scores between 2003 and 2007. The state also is demonstrating a high rate of students attending college within 16 months of graduation (60%), with increasing numbers from traditionally unrepresented groups (African American, Hispanic, Low Income).

(A)(3) Reviewer Comments: (Tier 2)

The panel provided greater illumination on ways in which the state plans to use student data pro-actively, from early ages, to increase rates of accelerated graduation (rather than simply decrease the drop-out rate.)

Total	125	120	125	
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B. Standards and Assessments

	Available	Tier 1	Tier 2	Init
(B)(1) Developing and adopting common standards	40	39	39	
(i) Participating in consortium developing high-quality standards	20	20	20	
(ii) Adopting standards	20	19	19	

(B)(1) Reviewer Comments: (Tier 1)

Delaware is part of the consortium that is part of the 51-states and territories Common Core State Standards Initiative, with Delaware Governor Markell being the NGA's national co-chair for the consortium. Delaware plans to adopt the common core standards in June 2010, just 3 months after their expected

release. Some of their important preliminary work includes comparing their current standards to the common core set, and prioritizing existing standards, to highlight which standards most classroom time should be dedicated. Other essential work includes providing professional development to introduce teachers and administrators to the new standards, refining the curriculum, and using existing regulation to monitor curriculum alignment.

(B)(2) Developing and implementing common, high-quality assessments	10	8	8	
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(B)(2) Reviewer Comments: (Tier 1)

Delaware has demonstrated good progress and commitment toward developing and implementing common, high-quality assessments, in consortia with a significant number of states (e.g., the Balanced Assessment Consortium, with 29 states.) It is committed to adopting a common assessment in collaboration with other states when it is available in 2015, and is already working with other states through the Common Core Consortium, MOSAIC and SMARTER multi-state consortia, and intends to join a summative assessment consortium. The plan might have included some information on how they envision a process of dealing with the results of these multiple assessment efforts, and integrate and/or reconcile possible differences that may emerge. In 2009, the Delaware General Assembly also mandated the implementation of a new computer-adaptive test (DCAS) that includes formative and summative assessment, by the 2010-11 school year.

(B)(3) Supporting the transition to enhanced standards and high-quality assessments	20	19	19	
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(B)(3) Reviewer Comments: (Tier 1)

The applicant has provided a thoughtful and ambitious plan to support the transition to enhanced standards and high quality assessments. Delaware's goal is to adopt new standards by June 2010 and to train the approximately 7000 teachers affected by the new standards by fall 2010, with subsequent refinement of curriculum and establishment of DCAS tests in place in the following year(s). To achieve these goals, it has planned three major phases of work – Adoption (involving standards, assessments and P-20 alignment), Implementation (involving new curricula, DCAS formative and summative assessments, and improving college- and career readiness (including mandating and funding the SAT for all 11th graders) and Cultural Change (to reinforce a college- and career-oriented culture, starting in the middle school years) Roles and requirements of the state DOE and LEA are clearly delineated.

Total	70	66	66	
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C. Data Systems to Support Instruction

	Available	Tier 1	Tier 2	Init
(C)(1) Fully implementing a statewide longitudinal data system	24	24	24	

(C)(1) Reviewer Comments: (Tier 1)

Delaware's system includes each of the 12 elements of the America COMPETES Act.

(C)(2) Accessing and using State data	5	5	5	
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(C)(2) Reviewer Comments: (Tier 1)

Delaware plans to move from an environment in which general data reports are available to one that allows users to access and customize specific reports and analysis relevant to their decision making. This will be done by developing a centralized information portal, an "Educational Dashboard Portal." Good details are

provided regarding its general features, process of design, implementation and training, and parties responsible for various pieces of work.

(C)(3) Using data to improve instruction	18	17	18	
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(C)(3) Reviewer Comments: (Tier 1)

Delaware has outlined a careful plan to increase the use of local instructional improvement systems (IIS), including creating a technological base for the IIS (through DCAS and Educational Dashboard Portal), statewide requirements for participating LEAS to provide 90 minutes of facilitated, weekly collaborative time regarding the IIS, and for schools and LEAs to submit proposals designing how their IIS meet state criteria. LEAS and schools will be supported through designated "data coaches", subsidized by the State for 2 years. The state already has a positive history of making data available for both internal and external research studies. The application provides good details regarding the activities, timeline and responsible parties, and benefits and requirements for all LEAS and participating LEAS described in the MOU.

(C)(3) Reviewer Comments: (Tier 2)

Panelists conveyed in greater detail the roles and responsibilities of the data coaches, and the critical role they will play in working with teachers in a regular and sustained fashion. They also clarified ways in which formative assessments, using a computer-based adaptive system, would offer teachers valuable information that can inform their instruction.

Total	47	46	47	
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D. Great Teachers and Leaders

	Available	Tier 1	Tier 2	Init
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	14	18	

(D)(1) Reviewer Comments: (Tier 1)

Delaware already has legislative and regulatory provisions that permit six alternative routes to certification that has yielded 466 teachers to date, as well as laws to allow alternate certification for principals and assistant principals. Collectively, these programs contain the five characteristics for alternative routes of certification: can be provided by various types of qualified providers; are selective; provide supervised, school-based support and mentoring; significantly limit amount of traditional coursework required; and teachers receive the same certification from these programs as those pursuing a traditional certificate. The plan, however, does not include much information on efforts to address high quality-pathways for aspiring principals. The State conducts an annual Delaware Teacher and Administrator Supply Survey Analysis, to identify areas of teacher and principal shortage. The applicant addresses several programs to address teacher shortages, but not principals.

(D)(1) Reviewer Comments: (Tier 2)

Panelists spoke to efforts to develop leadership from within a school, and ways in which teachers would be supported to become teacher leaders and a key member of distributed leadership teams within a school. They also described plans to broaden principal pathways, so as to be able to draw upon strong professionals from outside of education, who demonstrate great potential and interest to serve as principals.

(D)(2) Improving teacher and principal effectiveness based on performance	58	42	53	
(i) Measuring student growth	5	4	4	
(ii) Developing evaluation systems	15	10	14	

(iii) Conducting annual evaluations	10	7	9	
(iv) Using evaluations to inform key decisions	28	21	26	

(D)(2) Reviewer Comments: (Tier 1)

The application clearly outlines a planned system for measuring student growth, and how it will be a critical factor/component to determine a teacher's rating as to whether s/he is considered effective (along a four-point scale, ranging from ineffective to highly effective.) These effectiveness ratings are directly related to compensation and career options, professional development and coaching requirements, and statutory basis for termination, if deemed ineffective. Its current DPASS II evaluation system for teachers and administrators meets all the RTT criteria for designing evaluation systems and conducting annual evaluations. The application contains good detail regarding the process, steps, and ratings involved in the evaluation process, which is administered on a sufficiently regular, annual basis. Part of the grant funds will be used to contract with a third party to provide 15 development coaches to support participating LEAs. In general, however, there was little discussion specific to improving the effectiveness of principals, with the primary focus being on teachers.

(D)(2) Reviewer Comments: (Tier 2)

The panel offered additional clarity about how the student growth measure, formative assessments, and longitudinal student data would inform evaluation systems, annual evaluations, and key educational decisions. They also provided greater detail about the role of development coaches in working with principals to develop more effective leaders, and what they felt constituted dimensions of being an effective school leader.

(D)(3) Ensuring equitable distribution of effective teachers and principals	25	20	20	
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	12	12	
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	8	8	

(D)(3) Reviewer Comments: (Tier 1)

Delaware has presented a thoughtful plan to achieve equitable distribution of effective teachers and principals. They have set the goal of cutting in half the effectiveness distribution spread between educators in high- and low-needs schools (from 20% to 10%), utilizing such planned techniques as the Delaware Fellows Program, a Teacher Residency Program targeting non-traditional candidates certified as STEM teachers, retention bonuses, commissioning a statewide Teaching and Learning Conditions survey, to identify critical issues and potential courses of redress for improving school environments, and efforts to engage families and communities effectively. As in earlier sections of the plan, the primary emphasis is on teachers, with little discussion as to how they plan to address equitable distribution of principals.

(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	10	12	
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(D)(4) Reviewer Comments: (Tier 1)

Delaware's plans to improve the effectiveness of teacher and principal preparation programs seem ambitious yet achievable, given the relatively small number of teacher and principal preparation program institutions (four institutions), the DDOE's active role in re-certification, and the fact that the State's data systems can already link student achievement data to teachers and principals, and to in-state preparation programs. The DDOE also will offer a preparation expansion grant program (\$150k/yr), to certification programs that have a proven track record of effectiveness and clear plan for how they would use the funds (e.g., marketing, recruiting, additional courses.) It is not clear whether the \$150k allocation to a preparation expansion program will be a sufficient strategy to get institutions of higher education to substantively

grapple with ways to produce more effective teachers and principals. The proposal would also have been stronger with a fuller discussion of separate plans to addressing the pool of principals, as distinct from that of teachers.

(D)(4) Reviewer Comments: (Tier 2)

Panelists offered additional information on efforts to provide professional development support within the school, through data and development coaches, and offering pathways for career development to teachers who wish to pursue teacher leadership roles.

(D)(5) Providing effective support to teachers and principals	20	18	19	
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(D)(5) Reviewer Comments: (Tier 1)

Delaware has outlined a comprehensive plan to provide effective support to teachers and principals, including requiring all participating LEA's to identify or adopt a comprehensive PD, that: a) incorporate coaching, common planning time, and job-embedded learning; b) provide targeted statewide support for using data to improve instruction and to develop teachers and principals (that features a job-embedded and tenure-related cores, differentiated role preparation (for principals, teacher leaders, or teacher fellows), and c) a statewide certification system for professional development, measuring student and participant outcomes, and continuously improving programs.

(D)(6) Reviewer Comments: (Tier 2)

Panelists provided clarity regarding teacher and principal support, through data and development coaches, common planning time, and use of student data to inform educational decisions in classrooms and schools.

Total	138	104	122	
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E. Turning Around the Lowest-Achieving Schools

	Available	Tier 1	Tier 2	Init
(E)(1) Intervening in the lowest-achieving schools and LEAs	10	10	10	

(E)(1) Reviewer Comments: (Tier 1)

Delaware law allows the State to intervene directly in low-performing schools not meeting AYP for two or more years, and to directly intervene in LEA's that are in improvement or corrective action, to help them improve persistently lowest-achieving (PLA) schools.

(E)(2) Turning around the lowest-achieving schools	40	30	37	
(i) Identifying the persistently lowest-achieving schools	5	5	5	
(ii) Turning around the persistently lowest-achieving schools	35	25	32	

(E)(2) Reviewer Comments: (Tier 1)

Delaware plans to rapidly improve at least 10 failing schools (approximately 5% of all Delaware public schools) to achieve AYP over the next five years. It has articulated a clear definition and process for determining these schools. A subset of PLA schools will be selected as a Partnership Zone school, to begin one of the four intervention models. The Delaware Secretary of Education will have the authority to require effective intervention in PLA schools, and support LEAS in getting necessary flexibility to enact effective intervention within a collective bargaining environment. Through a newly formed State Turnaround Office, and work with Mass Insight, the State will provide support, constructive feedback during the MOU process, assist with recruitment of staff, and provide mentorship. The state will be drawing upon valuable lessons

learned from their attempts to turn around 24 schools over the last five years. Given their acknowledged "long history of failure", the proposal could have discussed more fully the important lessons learned from their past attempts. Fuller discussion of the work that would be embarked upon by such a group as Mass Insight would also have bolstered the plan.

(E)(2) Reviewer Comments: (Tier 2)

Panelists offered additional clarity on how their plans were based on important lessons learned from past work with low achieving schools, including the need to require schools to pick from 1 of 4 reform models specified in RTTT. They also offered insights about ways in which they were working with community schools, to enact such changes as offering after-school enrichment and homework support, consider longer school years, include health center services, and elicit greater parent and community engagement. The panel also expanded on the value-added to working with such an outside group as Mass Insight, to expand their capacity in addressing their work with low achieving schools.

Total	50	40	47	
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F. General

	Available	Tier 1	Tier 2	Init
(F)(1) Making education funding a priority	10	8	9	

(F)(1) Reviewer Comments: (Tier 1)

Delaware's recent state budgets reflect that it makes education funding a priority. The percentage of the total revenues available to the State that were used to support elementary, secondary and public higher education increased from FY 2008 to FY 2009, going from \$1.36 billion or 41.2% of total state revenues in FY 2008 to \$1.39 billion or 41.4% of total state revenues in FY 2009.

(F)(1) Reviewer Comments: (Tier 2)

The panel capably demonstrated that education was a strong priority in the state, and how they had carefully considered the current budget in the proposed plan, and had planned for committing future state funds to ensure its sustainability in future years. Similarly, their ambitious plan demonstrated that they plan to aggressively move forward during the first two years of the grant, to maximize the utility of the grant dollars.

(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	32	36	
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(F)(2) Reviewer Comments: (Tier 1)

Delaware has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools. Charter schools were first authorized in 1995, and there are now 18 Charters, accounting for 9% of public schools and educating 7% of the total student population. The State has clear laws and regulations regarding how charter school authorizers approve, monitor, reauthorize and close charter schools, with measurable student performance being central to the review, with charter schools required to maintain student achievement levels that are at or above the state average. The State's school funding formula ensures that charter schools receive equitable funding to traditional public schools. The table in the appendix provided somewhat contradictory evidence regarding average amount of information provided to charters vs. regular schools. The State provides charter schools with some funding for facilities, through minor capital funding appropriated by the State, and notification of vacant and unused buildings owned by the state that may be suitable for charter schools. Aside from Charter schools, Delaware is proposing to give LEAs more funding flexibility over their budgets, and is newly creating Partnership Zones to allow select, persistently lowest-achieving schools greater flexibility in selecting staff and greater operational flexibility. It also has three independent-mission schools, and six vocational technical high schools, that can customize graduation requirements to match requirements of national industry-based

certificates. Further elaboration regarding how these types of schools constitute innovative, autonomous schools would have been helpful.

(F)(2) Reviewer Comments: (Tier 2)

Panelists provided additional clarity on current work with some of their charter schools, and the innovation possible given less proscriptive use of budget to buy standard curriculum materials, and the important role and support that businesses and the private sector can play in offering support and helpful "external pressure points" to education.

(F)(3) Demonstrating other significant reform conditions

5

4

4

(F)(3) Reviewer Comments: (Tier 1)

The applicant describes a number of other significant reform conditions, including programs that provide services to students at an early age through college, and school-based wellness centers in 28 of Delaware's 32 high schools.

Total

55

44

49

Competitive Preference Priority 2: Emphasis on STEM

	Available	Tier 1	Tier 2	Init
Competitive Preference Priority 2: Emphasis on STEM	15	15	15	

Competitive Reviewer Comments: (Tier 1)

Delaware has outlined a number of STEM programs to promote schools' ability to offer rigorous courses of study in STEM, collaborate with industry, higher ed, and other partners, and prepare more students for advanced study and careers in STEM, including underrepresented groups and women. Programs and strategies include: the creation of a STEM Coordinating council, programs such as Engineering in Elementary, and Project Lead the Way, and teacher professional development programs, with such groups as Dupont, University of Delaware, and MIT.

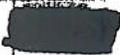
Total

15

15

15

Absolute Priority - Comprehensive Approach to Education Reform

	Available	Tier 1	Tier 2	Init
Absolute Priority - Comprehensive Approach to Education Reform		Yes	Yes	

Absolute Reviewer Comments: (Tier 1)

Delaware has articulated a comprehensive, coherent reform agenda that clearly addresses reforms in the four education areas described in the ARRA, and a clear and credible path to achieving their goals. 100% of the state's 38 LEAs have signed MOUs, confirming their commitment to the reform efforts, and draws upon clear progress it has already made in each of the four reform areas.

Absolute Reviewer Comments: (Tier 2)

The panel presentation and responses to reviewers' questions clearly demonstrated the vision, passion, and commitment from diverse leadership and stakeholders in Delaware, to carry out the State's comprehensive reform agenda. Building on past accomplishments, strong buy-in at all levels, and a clear,

well-articulate and well-integrated plan, the State appears well-positioned to take good advantage of RTT funds to embark on a successful education reform across all four education reform areas.

Total			0	0
Grand Total	500	435	471	



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Technical Review Form - Tier 2

Delaware Application #1800DE-2



A. State Success Factors

	Available	Tier 1	Tier 2	Init
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	65	65	
(i) Articulating comprehensive, coherent reform agenda	5	5	5	
(ii) Securing LEA commitment	45	45	45	
(iii) Translating LEA participation into statewide impact	15	15	15	
(A)(1) Reviewer Comments: (Tier 1)				
<p>i- The State has presented a reform agenda that focuses on a set of ambitious goals, ranging from significant improvement of proficiency on NAEP to reducing sub-group achievement gaps and raising not only the graduation rate but the college retention rate as well. This focus on improved achievement beyond K12 is commendable. The reform plan builds on 15 years of efforts to improve K12 education and centers around five specific initiatives that mirror the four reform areas of RtT. The plan has clear activities and a specific timeline to gauge progress. It is a clear and comprehensive approach that is consistent with further information in the proposal. This reform agenda meets the requirements of (A) (1) (i). ii- Commitment to the plan includes 100% of the school districts in the state, as well as signatures of the MOU that includes 100% of school superintendents, school board chairs and the union leadership. Of special note is the way the state prepared its application, involving unions and other constituencies over a summer period to craft the plan. The result is 100% participation. Clearly the requirements of (A)(1)(ii) have been met. iii- Signatures have been obtained from the appropriate people to make the reform effort successful- Governor, SBE, Chief State School Officer, Teacher organizations, and legislative leaders. The additional set of letters of support from other interested parties and organizations is impressive, and this level of support, combined with 100% participation of LEAs and unions, translates into broad statewide impact. The goals related to achievement and gap reduction are outlined in this last section, and the idea of a goal for college retention is the ultimate outcome of the pipeline goals of NAEP proficiency, graduation rates and achievement gap reduction.</p>				
(A)(1) Reviewer Comments: (Tier 2)				
<p>The Delaware State Panel made an outstanding presentation, especially the State Teacher's Union President- having 100% of the teacher union representatives supporting this reform agenda is highly commendable. The Governor clearly knew finite details and is to be commended for his tremendous involvement and commitment to education reform. Furthermore, the representative from the business community did an outstanding job of communicating the business role in Delaware as having to recommit to reform. Delaware's panel was simply outstanding.</p>				
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	25	25	
(i) Ensuring the capacity to implement	20	15	15	
(ii) Using broad stakeholder support	10	10	10	
(A)(2) Reviewer Comments: (Tier 1)				

(i) Delaware presents a strong list of leaders who will be responsible for implementation, ranging from the Governor and Secretary of Education to a series of teams which will be dedicated to successful implementation. The charter schools office team is also mentioned specifically as an important component of success. The Performance Management Team concept, which represents a shift to outcomes orientation, is a critical component of the implementation schematic. Various tools are mentioned to support implementation and performance management, and represents a significant investment of finances and support for schools and LEAs. Delaware's history of grant implementation has been very positive and meets the requirements of (A)(2)(i)(c). The budget narrative explains how the budget will be used but other than keeping the Performance Management personnel, there is little mention of what happens regarding sustainability after the grant has run out. Finally, the budget in the area of Turnaround Schools appears to be excessive, with a request for \$8.2 million to service a seemingly small number of schools. In addition, the total request of \$107 m to serve a total student population of 126,000 students deserves careful review. Fifteen points are awarded of (A)(1)(i) (ii) Ample evidence is provided to demonstrate broad stakeholder support, especially when considering the 100% participation rate of LEAs in the state. As mentioned in (A)(1)(iii), the addition of letters of support from a wide range of constituencies, including charter school organizations, is further evidence of stakeholder support.

(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	21	27	
(i) Making progress in each reform area	5	4	4	
(ii) Improving student outcomes	25	17	23	

(A)(3) Reviewer Comments: (Tier 1)

(I)- The state outlines the use of ARRA and other funding to support past work in each of the four reform areas. For three of the areas of reform, the state presents convincing evidence of significant progress; • Standards/assessments- Delaware has been a strong standards-based system since 1995 and is poised to implement the new Common Core standards once completed. A new assessment system with both formative and summative exams is to replace existing assessments in 2010. • Data Systems- a longitudinal data system is in place that meets both America's COMPETES elements and the Data Quality campaign. • Great Teacher and Great Leaders- statewide evaluation is rigorous and ample evidence is presented to demonstrate alternative pathways and efforts to set high standards for certification. The weak link of the four is turning around low performing schools. There is no information presented to articulate exactly how many schools have been turned around, progress to date or any other data. Four points are awarded. (II)- Delaware boasts an impressive set of data regarding improvement of student achievement. For NAEP: • Delaware ranked as one of the top states in improvement of achievement from 1998-2008- 4th and 8th grade reading improvement was dramatic. • 4th and 8th grade improvement in mathematics also was among the best in the nation. Similar trends were cited for the state assessment system. In terms of closing the achievement gaps, Delaware was cited by NAEP as one of the top four states in closing achievement gaps and increasing subgroup performance from 2003- 2007. Significant progress in reducing gaps was cited by Delaware among African-American and Hispanic subgroups, as well as the free/reduced subgroup. Graduation rates are reported to have remained relatively stable, with a small decline, at a level of around 82% increased over time. A total of seventeen points is awarded due to the lack of improvement in graduation rates.

(A)(3) Reviewer Comments: (Tier 2)

Evidence cited in the panel presentation and related conversations with panel members helped clarify the relative importance of weighting graduation rates with college enrollment rates. Especially noteworthy is the increase of college enrollment rates, which have gone up in Delaware. This information has resulted in the awarding of 23 points for (A)(3)(ii).

Total	125	111	117	
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B. Standards and Assessments

	Available	Tier 1	Tier 2	Init
(B)(1) Developing and adopting common standards	40	40	40	
(i) Participating in consortium developing high-quality standards	20	20	20	
(ii) Adopting standards	20	20	20	
(B)(1) Reviewer Comments: (Tier 1)				
(i)- Delaware is one of the 48 states involved in the Common Core initiative. The draft standards are in the Appendix. (ii)- The state outlines a plan to adopt the standards by June of 2010 and by August of 2010 to train all appropriate teachers to implement the new standards. This speedy implementation is due to previous work to prepare, review and adapt existing standards. A multi-step transition plan is presented with the steps to implement outlined in detail. The information presented clearly demonstrates progress and commitment to adopting these new standards.				
(B)(2) Developing and implementing common, high-quality assessments	10	10	10	
(B)(2) Reviewer Comments: (Tier 1)				
The state has joined four consortia to work on assessment systems, including the Balanced Assessment Consortium (30 states), the Common Assessment Consortium(12 states), MOSAIC(26 states), and SMARTER.				
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	20	20	20	
(B)(3) Reviewer Comments: (Tier 1)				
Delaware outlines a vision, strategies and goals document that supports the transition to enhanced standards and high quality assessments. In addition there are clear performance measures with baseline data and projected percentage of implementation for each of the measures. Finally the LEA Memorandum of Understanding states the requirements of LEAs, charters and the state DOE. This overall plan meets the requirements of (D)(3) to support the transition to new standards and assessments.				
Total	70	70	70	

C. Data Systems to Support Instruction

	Available	Tier 1	Tier 2	Init
(C)(1) Fully implementing a statewide longitudinal data system	24	24	24	
(C)(1) Reviewer Comments: (Tier 1)				
Delaware provides evidence in its application that the state has met all of the elements of America COMPETES Act and is thus awarded full points.				
(C)(2) Accessing and using State data	5	5	5	
(C)(2) Reviewer Comments: (Tier 1)				
The state has provided a vision, set of strategies and set of goals to ensure that the data collected under the new longitudinal data system will be readily accessible to parents, teachers, students, etc., and that this				

data will be used to inform decisions around instruction. The vehicle for this to occur is the Delaware dashboard- Delaware Automated System for Education Reporting (DASER). The activities, timelines and responsible parties are outlined in detail in this section. The plan clearly meets the requirements of this section.

(C)(3) Using data to Improve Instruction	18	18	18	
(C)(3) Reviewer Comments: (Tier 1)				
<p>The Delaware plan for using data to improve instruction rests on three primary factors; • Establishment of 'best practice' criteria in all schools. • Data coaches in all schools to support instructional improvement systems. • Make data accessible to researchers. (i) The state already has many schools involved in efforts to help create an initial data base of best practice criteria and examples. Thus the state can begin with a solid foundation of knowledge and practice in the field, and will augment this with additional technological support of tools, online reports and assessment analysis. Most important, the state will establish statewide requirements for all instructional improvement systems and will enforce this through the data coaches. (ii) The State will employ 35 data coaches at a ratio of 1 per 200 eligible teachers and leaders. Coaches will be hired (some initially) and trained to begin working in the schools in January 2011. A detailed plan of expansion, duties, etc., is provided in the plan. (iii) Delaware describes a strong commitment to making the data accessible to researchers and provides an historical context for their willingness to share data in the past with researchers. Overall, the plan is well laid out with activities, timelines and responsible parties, and articulates a strong knowledge/experience base, a desire to expand and a willingness to be transparent. This is a high quality plan that will contribute significantly to the education reform package in Delaware. The goals, activities/timelines and people responsible provide a detailed description of the plan. Full points are awarded.</p>				
Total	47	47	47	

D. Great Teachers and Leaders

	Available	Tier 1	Tier 2	Init
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	12	18	
(D)(1) Reviewer Comments: (Tier 1)				
<p>(i + ii) - The state has a strong and established program, with results, to allow high-quality alternative pathways for teachers and principals. Alternate certification is contained in legislative and regulatory provisions with almost 13% of new teacher hires certified through alternative means. There is a clear description of the teacher alternative pathways, including six alternative routes that include some independent of IHEs, but no mention of anything specific for principals. If there is a concrete, specific alternative pathway for principals, it is not provided in the application. Five points are awarded for (i) and three points are awarded for (ii). (iii) - Delaware has in place a process for evaluating, monitoring and identifying areas of teacher and principal shortage, including an annual survey conducted by the University of Delaware and a pipeline forecasting effort. Evidence is provided of programs and initiatives to fill the teacher shortages, but there is no concrete, specific information provided on how the state plans to address principal shortages. Four points are awarded for (iii).</p>				
(D)(1) Reviewer Comments: (Tier 2)				
<p>After a series of questions and further probing, the panel did a good job of clarifying the pathways for principals, which had been lacking in the application. The work of the Wallace Foundation in Delaware and the impact of this six-year effort, as outlined by the panel, has provided a strong foundation for creating new pathways, which will be done through working through proven outside contractors. As a result, eighteen points are awarded for (D)(1).</p>				

(D)(2) Improving teacher and principal effectiveness based on performance	58	43	47	
(i) Measuring student growth	5	3	3	
(ii) Developing evaluation systems	15	15	15	
(iii) Conducting annual evaluations	10	7	7	
(iv) Using evaluations to inform key decisions	28	18	22	

(D)(2) Reviewer Comments: (Tier 1)

(i)- Delaware apparently does not have a current definition of measuring student growth and states that an exact definition will be determined by July, 2011. The Secretary of Education will make this definition decision after considering input from the field. There is no clear process explained as to what and how the definition will be made. This section does not provide clarity as required, and three points are awarded. (ii) The state has developed a robust annual evaluation system for teachers and principals (DPAS II), and as stated in the application, their annual evaluation effort meets all of the RttT criteria. (iii)- The commitment to annual evaluations that include student data is adequate to meet the requirements of (D)(2)(iii). However, there is a question of sustainability of the development coaches, as it states that LEAs will get these positions for two years and then must decide whether or not to keep them in the future. This appears to be less than a comprehensive and satisfactory solution to ongoing evaluation processes. Seven points are awarded for (iii). (iv)- The plan provides an overall comprehensive approach to developing teachers, licensure and removal of ineffective personnel. Once again the focus of most of this section is on teachers, and those plans are comprehensive and well developed. Less clear is what, if any, set of plans have been specifically designed to improve the principalship.

(D)(2) Reviewer Comments: (Tier 2)

The panel presentation around pathways for principals addressed concerns raised in (iv) above, and additional points are awarded.

(D)(3) Ensuring equitable distribution of effective teachers and principals	25	22	22	
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	13	13	
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	9	9	

(D)(3) Reviewer Comments: (Tier 1)

(i)- The state's application includes a description of the current programs to ensure equitable access. The plan includes a number of very positive initiatives around teacher recruitment and the retaining of teachers. There is little, if anything, mentioned about the same kinds of efforts for principals to staff high needs schools. Thirteen points are awarded (ii) Incentives to retain teachers and principals are outlined in detail, including the use of \$1 m of RttT funds to create the bonus program for high needs schools and subjects. The plan compliments other efforts to recruit and expand teacher initiatives that have proven successful in the past, including STEM. However, no mention is made of anything comparable for principals. Nine points are awarded.

(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	11	11	
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(D)(4) Reviewer Comments: (Tier 1)

(i) Delaware's plan consistently discusses in detail the connection of linking student achievement to teacher and principal performance. The description in (D)(4)(i) takes it one step further and links all of these data to

credentialing programs. This is especially noteworthy since Delaware has only four institutions of higher education who prepare teachers and principals. Frequent communication and collaboration is the result. (ii) Delaware proposes to use \$150,000 of RtT funding for expansion of preparation and credentialing options. The amount of funds and the lack of a clear plan are weaknesses of this section. In a budget of over \$100m, to provide \$150,000 to expand preparation for high needs schools or subjects deserves a clearer explanation in the grant. Four points are awarded.

(D)(5) Providing effective support to teachers and principals	20	16	16	
(D)(5) Reviewer Comments: (Tier 1)				
<p>(i)- The state has outlined a plan with activities, timelines and responsible parties that focuses on professional development. The plan requires LEAs to adopt a comprehensive PD model that meet national standards while the state researches promising approaches to professional development. The key weakness of this plan is the lack of specificity about how LEAs will know what is a good PD model and what is not— this section seems vague and not well thought through. Compared to other plans in the Delaware application, this area is not very creative nor clear. For example, a new statewide school leader training concept is proposed for administrator training, but all that is said is the state will contract with a third-party provider with only generalities about all this provided. Given Delaware's work with the Wallace Foundation, as cited earlier in the application, this seems rather weak for leadership development. Six points are awarded. (ii)- Measurement and evaluation of the proposed efforts is outlined through the creation of a statewide certification program to complete these requirements. The information outlined adequately addresses the requirements of (ii). Ten points are awarded.</p>				
Total	138	104	114	

E. Turning Around the Lowest-Achieving Schools

	Available	Tier 1	Tier 2	Init
(E)(1) Intervening in the lowest-achieving schools and LEAs	10	10	10	
(E)(1) Reviewer Comments: (Tier 1)				
<p>Clear evidence is provided about the legal authority to intervene directly in the State's persistently lowest-achieving schools, and the state has clear legal authority to intervene in LEAs that are in improvement and/or corrective action.</p>				
(E)(2) Turning around the lowest-achieving schools	40	29	29	
(i) Identifying the persistently lowest-achieving schools	5	4	4	
(ii) Turning around the persistently lowest-achieving schools	35	25	25	
(E)(2) Reviewer Comments: (Tier 1)				
<p>(i)- Delaware's plan to intervene is focused on creating an office for turnaround schools and to work with ten low performing schools (5% of schools) through a multi-faceted effort. Each of these schools will receive significant funding and will work through collective bargaining agreements to provide one of the four reform models. Overall the plan is adequate but questions arise regarding the use of such a large funding stream for only ten schools. Four points are awarded. (ii)- The state's plan includes a strong role for LEAs and teacher unions to hammer out through negotiations the intervention model and associated personnel issues that need to be resolved. If the negotiations are not fruitful, state regulation allows the Secretary of Education to then make a final selection. The plan of activities, timelines and persons responsible is well thought through and quite appropriate. The important question at this point is that given the state's historical</p>				

record in not being very successful in turning around low performing schools (as outlined in the application), the plan seems to be SEA-driven with a focus on intervention. The plan does not have any major dramatic new direction, and thus while adequate, it does not stretch creatively to find new ways to reach these schools. Also, as noted in (A)(2), the budget of \$8.2 million for this effort needs further clarification. Twenty-five points are awarded.

Total	50	39	39	
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F. General

	Available	Tier 1	Tier 2	Init
(F)(1) Making education funding a priority	10	8	8	
(F)(1) Reviewer Comments: (Tier 1)				
<p>(i)- The state meets the requirements of this criteria- the percent of total state revenues for elementary, secondary and postsecondary increased from 41.2% in 2008/09 to 41.4% in 2009/2010. Full points are awarded. (ii)- The state's policies regarding equitable funding are based on a statistical model outlined as Divisions I, II and III, and all are built on an equitable distribution of funds, with high needs districts with low tax bases receiving additional funds. What is not addressed is state regulations and policies between schools within high needs districts. Three points are awarded.</p>				
(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	33	33	
(F)(2) Reviewer Comments: (Tier 1)				
<p>(i)- Delaware has no caps on the number of charters allowed in the state, with a steady growth of charters occurring over the past 14 years. Charters account for 9% of the public schools and educate 7% of the total student population. Full points are awarded. (ii)- The state has a variety of rules and regulations on authorization, approval, monitoring and accountability. Delaware has one of the most flexible charter laws in the nation re: who can hold a charter, ranging from private non-profits to LEAs to individual schools themselves. This flexibility is backed by a strong system of monitoring and accountability. Delaware has closed charter schools based on performance. Full points are awarded. (iii)- Equitable funding is clearly allowed and practiced based on state statute and policy. This has been consistently applied and enforced beginning with the original legislation and continues currently. Full points are awarded. (iv)- The State does not provide charters with facilities funding, other than minor facilities funding, and does not impose any facility-related requirements that are stricter than those applied to traditional schools. Five point are awarded for minor financial support for facilities. (v)- The State supports LEAs in operating innovative, autonomous public schools other than charter schools. Vocational Technical High Schools were provided as an example. However, the explanation of the state's support of a wide variety of autonomous schools is lacking, and further questioning/clarification is needed to understand Delaware's support for autonomous schools. Future effort will focus around funding flexibility and partnership zone schools. Four points are awarded.</p>				
(F)(3) Demonstrating other significant reform conditions	5	3	3	
(F)(3) Reviewer Comments: (Tier 1)				
<p>The state has provided a number of appropriate examples of the reform efforts in the state, including the Reaching Higher for Success Initiative, Early Warning System and a wellness program. There was no evidence provided to support other laws, regulations or policy around favorable conditions. Three points are awarded.</p>				
Total	55	44	44	

Competitive Preference Priority 2: Emphasis on STEM

	Available	Tier 1	Tier 2	Int
Competitive Preference Priority 2: Emphasis on STEM	15	15	15	
Competitive Reviewer Comments: (Tier 1)				
The STEM effort in Delaware is a five-part effort that crosses the entire spectrum of K12 education and is mentioned repeatedly throughout the application. Especially noteworthy is the STEM Coordinating Council that manages the STEM effort and works in partnership with outside organizations and LEAs. The effort meets the requirements of this section.				
Total	15	15	15	

Absolute Priority - Comprehensive Approach to Education Reform

	Available	Tier 1	Tier 2	Int
Absolute Priority - Comprehensive Approach to Education Reform		Yes	Yes	
Absolute Reviewer Comments: (Tier 1)				
Delaware is to be commended for producing a remarkably comprehensive and cohesive reform plan that more than adequately addresses the four reform areas. The state is very strong on the history of reducing achievement gaps and raising student performance levels of all students, especially on NAEP. Their work on standards, assessments and data systems is equally as strong. The state has outstanding work processes in place to monitor, evaluate and hold LEAs and schools accountable. Their charter school laws are among the most open in the nation. Their work in turning around low performing schools is not historically positive, yet the plan moving forward holds great promise. And their support for developing teachers for low performing schools and districts is stellar, although much more needs to be done for school administrators. Overall, the Delaware plan meets the absolute priority requirements as outlined in this application.				
Total		0	0	
Grand Total	500	430	446	



Race to the Top

Technical Review Form - Tier 2

Delaware Application #1800DE-3



A. State Success Factors

	Available	Tier 1	Tier 2	Init
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	61	63	
(i) Articulating comprehensive, coherent reform agenda	5	5	5	
(ii) Securing LEA commitment	45	43	45	
(iii) Translating LEA participation into statewide impact	15	13	13	

(A)(1) Reviewer Comments: (Tier 1)

(i) Delaware articulates a comprehensive and cohesive reform plan that is well-established yet regularly revised and up-dated to reflect changing circumstances, new knowledge, and evaluations. The RTTT plan addresses the four reform areas, sets measurable goals, and establishes a credible plan to succeed. (ii) All 38 of DE's LEAs have agreed to participate in the RTTT grant. The MOU has been signed by local superintendents, board chairs, and union leaders. The scope of work descriptions are particularly impressive with a degree of specificity that provides the LEAs with a clear understanding of their commitments and responsibilities. The only concern with this level of clarity is the possible need for planned variation across the LEAs within the broader scope of work. (iii) All LEAs have signed onto to the RTTT plan. The state's goals are achievable and, in the most part, ambitious. Delaware used a progress formula based on state trends. They did separate 4th grade mathematics from other NAEP results, 60% proficiency for math 55% for other subject areas. The 55% proficiency rate may need to be more ambitious.

(A)(1) Reviewer Comments: (Tier 2)

(ii) The presentation by the State clarified the process DE used to secure LEA commitment and the depth of that commitment.

(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	27	29	
(i) Ensuring the capacity to implement	20	18	20	
(ii) Using broad stakeholder support	10	9	9	

(A)(2) Reviewer Comments: (Tier 1)

(i) DE has proposed a management structure that is embedded in the SEA and will continue after RTTT funding ends. The state proposes to have a project management office which will track the work of the different strands that are set within the appropriate programmatic offices thus allowing oversight without separating this effort from the day to day work of the SEA. While DE is a small state, the RTTT oversight might be too much for one person. The budget reflects this approach with funding anchored in the support role of the SEA and LEA implementation. It is interesting to note that DE has looked across all the funding streams - state and federal - and identified areas for coordination and repurposing. DE indicates that it will be seeking additional grants to support key activities of RTTT, for example the Teacher Incentive Fund for performance pay for teachers as well as a data system grant to support the longitudinal data system. A back-up plan with a possible funding source should be identified. (ii) With a small state and 100%

participation statewide impact is assured. The state held a series of forums prior to submitting the RTTT application to solicit input and build the commitment of the partners which further ensures impact at the local level. The application includes letters of support from educational, business, and parent groups. A missing element is an on-going public input process.

(A)(2) Reviewer Comments: (Tier 2)

(i) DE clarified the back-up plan they have in place to ensure the implementation of RTTT activities.

(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	25	25	
(i) Making progress in each reform area	5	5	5	
(ii) Improving student outcomes	25	20	20	
(A)(3) Reviewer Comments: (Tier 1)				
(i) DE has made solid progress in each of the RTTT education reform areas. For example, the state includes specific information on how the ARRA funds were used to retain teachers, increase services to Title I and special-ed students, and maintain programs for ELL students and reading resource teachers that were threatened due to loss of state revenues. (ii) DE has an almost 10 year history of improving scores and reducing achievement gaps on NAEP and the state test. The application includes evidence from both testing programs to support its claims. One area for improvement is the graduation rate which has gone down over the past five years while the college enrollment rate has increased.				
Total	125	113	117	

B. Standards and Assessments

	Available	Tier 1	Tier 2	Init
(B)(1) Developing and adopting common standards	40	40	40	
(i) Participating in consortium developing high-quality standards	20	20	20	
(ii) Adopting standards	20	20	20	
(B)(1) Reviewer Comments: (Tier 1)				
(i) DE is participating in the Common Core State Standards Initiative which currently has 51 states and territories as participants. The state is also looking at the work of other common standards groups to ensure that the end product reflects the best knowledge available at this time. (ii) The state is preparing for the quick adoption (June 2010) of the Common Core State Standards. Given DE's preparation and planning for standards adoption this is a reasonable (as well as quick) timeframe.				
(B)(2) Developing and implementing common, high-quality assessments	10	10	10	
(B)(2) Reviewer Comments: (Tier 1)				
Delaware has joined 4 consortia to assist in the development of high quality assessments as well as continuing to work on improving its own system. The three consortia are: Balanced Assessment Consortium - 29 states, MOSAIC - 25 states, SMARTER - 23 states, as well as the Achieve Statement of Principles. While it is laudable to look at all the work on high quality assessments, it is difficult to know how DE will incorporate these different strands into an assessment system.				

(B)(3) Supporting the transition to enhanced standards and high-quality assessments	20	18	18	
(B)(3) Reviewer Comments: (Tier 1) DE has laid the groundwork to support the transition to enhanced standards and high quality assessments as well as presented a high quality implementation plan. By prioritizing its current standards in order to identify the degree of change necessary for implementation, the State's adoption process for the common core standards will minimize issues at the LEA level. The state is using its experience from other adoption processes to improve its work in aligning curriculum frameworks, providing professional development, and communicating with stakeholders. The college and career readiness initiative may not be as closely aligned as the common core standards and assessments. DE will provide support to LEAs by mandating and funding the SAT, requiring advanced coursework, and supporting students from middle school onward to meet high standards.				
Total	70	68	68	

C. Data Systems to Support Instruction

	Available	Tier 1	Tier 2	Init
(C)(1) Fully implementing a statewide longitudinal data system	24	24	24	
(C)(1) Reviewer Comments: (Tier 1) DE has completed all 12 elements.				
(C)(2) Accessing and using State data	5	5	5	
(C)(2) Reviewer Comments: (Tier 1) DE has set annual performance goals to increase the use of the state data system that are supported by outreach activities. In addition, the state will add several enhanced user features using either RTTT funds or a data system grant. The ability to share data across state agencies will have a positive impact of improving student services.				
(C)(3) Using data to improve instruction	18	18	18	
(C)(3) Reviewer Comments: (Tier 1) (i) DE has three pilot efforts in a small number of schools to increase the data use at that level. Based on their experiences, the state intends to begin a more systematic approach to build technical skills and shared understanding. The state will require all LEAs to submit a proposal committing to these plans. Given the complexities of building both a reliable and useful data system, the pilot effort is a good first step. (ii) The state intends to support data coaches to work at the school level to support the transition to the data system. The state articulates a phase in with appropriate evaluations to ensure the data coach approach builds local school capacity. The planned phase-in with constant evaluations is an indicator of the high quality of DE's approach. Even in a small state with experience in these areas, it is valuable to have a well-planned approach during the implementation phase. (iii) DE will make data available to researchers with appropriate privacy protections.				
Total	47	47	47	

D. Great Teachers and Leaders

	Available	Tier 1	Tier 2	Init
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(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	18	18	
(D)(1) Reviewer Comments: (Tier 1)				
<p>(i) DE has the authority to operate alternate certification programs for teachers, assistant principals, and principals. The state has the authority to license candidates who have completed programs outside IHEs. The programs include the elements in the definition. (ii) There are currently six programs in DE that produced 13% of the new hires for the 2009-10 school year. 4% of the total teachers in DE completed alternate programs. The state does not have a program for principals at this point. DE intends to use its RTTT funds to recruit additional alternate certification program to the state with an emphasis on programs targeted to developing leaders for high-need schools. (iii) DE contracts with the University of Delaware to prepare an annual survey of teacher and administrator hiring patterns and resultant issues. These data are presented over time with trend data to assist the state in anticipating issues.</p>				
(D)(2) Improving teacher and principal effectiveness based on performance	58	45	53	
(i) Measuring student growth	5	5	5	
(ii) Developing evaluation systems	15	10	10	
(iii) Conducting annual evaluations	10	10	10	
(iv) Using evaluations to inform key decisions	28	20	28	
(D)(2) Reviewer Comments: (Tier 1)				
<p>(i) DE will have completed its student growth measure using the common core standards by July 2011. (ii) State regulations have already established student growth as the measure of "effective and very effective" designations for teachers and principals. The DE system mandates that no educator can receive an effective rating without showing "appropriate levels of growth." By 2011-12, 100% of the LEAs will use the statewide evaluation system. The involvement of teachers and principals in the design of the system is not clear. (iii) DE conducts annual evaluations that include student growth. The evaluations also include rubrics for evaluating other aspects of performance. As part of the implementation process, DE intends to contract with a third party to provide coaches to support the LEAs and ensure consistency. (iv) As part of the new educator evaluation system, DE mandates improvement plans for needs improvement and ineffective teachers and administrators. To ensure the retention of the most effective teachers, DE intends to request a change in state regulations requiring positive student outcomes for two years. As part of the RTTT grant, DE will develop and implement over time an array of rewards (retention bonuses) and increased responsibilities for effective teachers. The application is not clear on why the state will only "encourage" participating LEAs to create compensation models rather than directly establishing/funding pilots in selected LEAs. The removal process does not appear to be streamlined.</p>				
(D)(2) Reviewer Comments: (Tier 2)				
<p>(iv) Based on the clarification provided by DE, the plan for using evaluations to inform key decisions is of high quality and achievable.</p>				
(D)(3) Ensuring equitable distribution of effective teachers and principals	25	20	20	
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	10	10	
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	10	10	
(D)(3) Reviewer Comments: (Tier 1)				

(i) DE knows the distribution patterns (spread) of effective teachers in high and low need schools. This is an important first step to fix the problem. The state has a plan to more equitably distribute effective teachers. Their goals will begin to close the gap by half but may still leave a 10% inequitable distribution. (ii) DE intends to close this gap through a variety of mechanisms aimed at recruiting, retaining, and supporting more effective teachers in hard-to-staff subjects and schools. DE will use the Delaware Fellow Program (transfer bonuses), expand Teach for America, provide retention bonuses, and, more importantly, improve the teaching and learning environments in high-poverty/low-achieving schools. DE does not address what additional resources it would take at the state level to have 100% equitable distribution.

(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	8	8	
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(D)(4) Reviewer Comments: (Tier 1)
 (i) Approximately half of DE's new teachers graduated from the four In-state teacher preparation programs. The state has included the link between preparation programs and student outcomes in its data system and teacher evaluation program and will use that information as preparation programs are evaluated and certified. These data will be publicly available so that principals use them to make hiring decisions. These data will also be able to identify consistent areas of weakness in the teacher preparation programs. (ii) DE will use a small amount of its RTTT funds for an annual preparation expansion grant. The amount of funding seems limited given the state expectations. A more aggressive program may lead to more consistent results.

(D)(5) Providing effective support to teachers and principals	20	20	20	
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(D)(5) Reviewer Comments: (Tier 1)
 (i) With the data system in place and consistent teacher and principal evaluations, DE will use its RTTT grant to ensure that professional development is coherent, data-informed, and effective. The MOU with participating districts outlines differentiated professional development to support and/or develop remediation programs. In addition to the LEA professional development, DE intends to sponsor statewide programs in the areas needed for an effective RTTT implementation. (ii) DE intends to develop a statewide certification system for professional development based on an evaluation system that looks at participant behavior and student outcomes. The state will only "invite back" those providers with high-impact results. This is a major undertaking which is very important but also very complicated in the number of variables the state will need to do consider.

Total	138	111	119	
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E. Turning Around the Lowest-Achieving Schools

	Available	Tier 1	Tier 2	Init
(E)(1) Intervening in the lowest-achieving schools and LEAs	10	10	10	
(E)(1) Reviewer Comments: (Tier 1) DE has the authority to intervene directly in both LEAs and schools.				
(E)(2) Turning around the lowest-achieving schools	40	33	38	
(i) Identifying the persistently lowest-achieving schools	5	3	3	
(ii) Turning around the persistently lowest-achieving schools	35	30	35	

(E)(2) Reviewer Comments: (Tier 1)

(i) DE has new regulations (effective 2010) to identify the lowest-achieving schools with equal weight given to all students English and mathematics results and the three year trend. At the high school level, a 60% or less graduation rate is used. The state does not address the use of sub-population scores. The schools in this classification are Partnership Zone schools. 10 schools will be in the first cohort representing more than 25% of the schools in school improvement, corrective action, or restructuring. (ii) The state intends to work intensively with these schools to implement one of the four turnaround models included in RTTT. The process to get to a turn around model seems overly long with the timeline of at least 4 months before any improvement process could start. While the need to negotiate is important, students in these schools would miss another half-year of effective teaching and learning.

(E)(2) Reviewer Comments: (Tier 2)

(ii) Based on the discussion with DE, the plan to turn around persistently low-performing schools is of high quality and achievable.

Total	50	43	48	
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F. General

	Available	Tier 1	Tier 2	Init
(F)(1) Making education funding a priority	10	7	7	
(F)(1) Reviewer Comments: (Tier 1)				
(i) DE's state education budget increased slightly from 2008 to 2009 with a slight increase from 41.2% in 2008 to 41.4% in 2009. (ii) DE has an equalization formula and has recently added needs-based funding to its distribution model. The state is currently developing legislation to further refine LEA funding.				
(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	30	30	
(F)(2) Reviewer Comments: (Tier 1)				
(i) DE has no restrictions on charter schools. Approximately 9% of its public schools are charters educating 7% of the total student population. (ii) DE has what it considers a strict charter law and regulations that ensure that charters are effectively educating their students. Student achievement is part of the review. Charter schools submit annual reports, the SEA annually reports to the governor and legislature on the progress of charters. 2 Charter Schools have been closed due to poor student performance. (iii) Charters receive equitable funding based on student allocation formula but not on the other equating measures. The per pupil weighted figure for the state is \$7450.03, for Charters the weighted figure is \$6679.50. Their range for charter funding includes the highest and lowest cost per student. (iv) Charters receive additional funds for professional development, special programs such as driver education, transportation services, and some minimal capital funds. Charters also receive an equitable portion of local tax revenues. (v) The state supports innovative public schools at the LEA level. However, this does not seem to be used.				
(F)(3) Demonstrating other significant reform conditions	5	3	3	
(F)(3) Reviewer Comments: (Tier 1)				
Other reform conditions include most notably providing medical services in all the high schools. Other initiatives are a Governor's academy. Given DE's size and student population, additional activities in support of students and families were expected. The application did not include student achievement data or other effectiveness measures in support of these programs.				
Total	55	40	40	

Competitive Preference Priority 2: Emphasis on STEM

	Available	Tier 1	Tier 2	Init
Competitive Preference Priority 2: Emphasis on STEM	15	15	15	
Competitive Reviewer Comments: (Tier 1) In addition to its on-going emphasis on STEM, Delaware intends to work with 6 - 8 LEAs with poor performance on college readiness to pull under-represented student into the programs. The state will also sponsor a STEM residency program with the University of Delaware as well as provide loan forgiveness and scholarships for STEM teachers.				
Total	15	15	15	

Absolute Priority - Comprehensive Approach to Education Reform

	Available	Tier 1	Tier 2	Init
Absolute Priority - Comprehensive Approach to Education Reform		Yes	Yes	
Absolute Reviewer Comments: (Tier 1) DE clearly meets the absolute priority for RTTT. It has clearly presented its plans for implementation based on a thorough analysis of where the state has been over the past fifteen years. The state has set ambitious yet realistic goals for improvement.				
Total		0	0	

Grand Total	500	437	454	
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Race to the Top

Technical Review Form - Tier 2



Delaware Application #1800DE-4

A. State Success Factors

	Available	Tier 1	Tier 2	Init
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	65	65	
(i) Articulating comprehensive, coherent reform agenda	5	5	5	
(ii) Securing LEA commitment	45	45	45	
(iii) Translating LEA participation into statewide impact	15	15	15	

(A)(1) Reviewer Comments: (Tier 1)

(i) The state has articulated a comprehensive and coherent reform agenda. The state has or will implement reforms in all four ARRA areas. The goals are ambitious but achievable. With the exception of a very few sub-parts identified by the scores given, the components of the plan are consistent, competent, clear, and highly credible. (5/5) (ii) The terms and conditions of the MOU are rigorous. Each LEA and charter school in the state has agreed to implement the plan. The governor, secretary of education, every LEA superintendent, every LEA board president, and every teacher's union leader has signed committing those he/she represents to participate in the full scope of work in the plan. (45/45) (iii) Every LEA and charter school in the state is committed to increasing student achievement as described in (a). Each is committed to decreasing achievement gaps among the relevant sub groups, to increasing achievement on the state standards for math and reading, to increasing the NCLB graduation rate, increasing college enrollment, and increasing college retention as defined. Because every LEA and charter school are committed, every student (and all relevant sub groups) served by publicly funded k-12 education will be effected by the plan. The goals for these improvements are demanding but achievable. The time frames are appropriate and reasonable. (15 of 15)

(A)(1) Reviewer Comments: (Tier 2)

The presentation strengthened the impression that the plan is comprehensive, that the elements are carefully and thoughtfully integrated, and that the commitment of the stakeholders is strong and sincere. The presentation strengthened the impression that the state has the capacity to implement its plan. The impression was also strengthened that the plan will result in improved outcomes for students, educators, schools, and the communities that the Delaware public school system serves.

Among the elements of the presentation that contributed to these impressions were:

- That the primary focus of the plan is student achievement results rather than "inputs;"
- That the business community representative and the Governor spoke with detailed knowledge, historical perspective, and passion;
- That the leader of the state's teachers and her colleagues have collaborated in the design of the plan and that the leader characterized the plan as "what we have always wanted—to be heard, respected, and evaluated fairly;"
- That the state's leaders have demonstrated the ability to collaborate, to be politically courageous, to act expeditiously, and to use a variety of approaches to address educational challenges;
- That the leaders' sense of urgency regarding reform is palpable.

The state's presentation on sustainability was strengthened by the presenters' describing the ways the state will reallocate current spending to create a pool of money sufficient to maintain all the planned initiatives in the first year after the expiration of the grant.

(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	30	30
(i) Ensuring the capacity to implement	20	20	20
(ii) Using broad stakeholder support	10	10	10

(A)(2) Reviewer Comments: (Tier 1)

(i) The state has designated a well-trained, diverse, experienced, highly qualified, and committed cadre to lead and collaborate in implementing the state's plan. They will create a Project Management Team that will lead and monitor implementation. The outline of functions for the Team is coherent and credible. The focus of the Team will be results rather than compliance—a step toward reform in and of itself. The state's plan to oversee and account for grant funds is comprehensive and credible. The use of funds competently supports the targets in the state's plan. There is evidence of the coordination, reallocation, and repurposing education funds from various sources. The work done by the state prior to applying for this grant and the almost universal support for the plan will enable the state to sustain these reforms once the RTT funding has ended. [20/20] (ii) There is exceptionally broad support for the plan—most notably by teachers' unions. The state has been engaged in a serious school reform effort before the grant applications. Before this grant application, the state had created a consensus for reform and for supporting the Obama administration's approach. This should serve the state well during implementation. Critical stakeholders including legislative leaders, business, community groups, charter school leaders and advocates, civil rights leaders, parent groups, and various interested non-profit organizations participated in activities leading to the drafting of the plan. Critical representatives participated in drafting aspects of the plan. These critical stakeholders have expressed strong support for the plan. [10/10]

(A)(2) Reviewer Comments: (Tier 2)

The comments in regarding A 1 (Tier 2) apply to this section, too.

(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	27	27
(i) Making progress in each reform area	5	4	4
(ii) Improving student outcomes	25	23	23

(A)(3) Reviewer Comments: (Tier 1)

(i) Over the past several years, the state has made significant and substantial efforts in each of the four education reform areas. Some efforts are on the leading edge of reform. The quality and results of the state's work in standards, assessments, and data systems are outstanding. Among the four areas, the state has been least successful and less aggressive in the area of turning around its lowest achieving schools. [4/5] (ii) The evidence presented indicates that the state has outstanding results in improving student achievement overall in both NAEP and its state testing regimen. The evidence also shows that the state has been very successful in decreasing achievement gaps in virtually all of the subgroups as measured both by NAEP and the assessments required under ESEA. The graduation rate of "all students" is high but declined somewhat between 2003 and 2008. No subgroup showed significant improvement in graduation rates. College attendance by "all students" and the African American, Hispanic, low-income, and students with disabilities, however, has trended upward from 2006 through 2008. [23/25]

Total	125	122	122	
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B. Standards and Assessments

	Available	Tier 1	Tier 2	Init
(B)(1) Developing and adopting common standards	40	40	40	
(i) Participating in consortium developing high-quality standards	20	20	20	
(ii) Adopting standards	20	20	20	

(B)(1) Reviewer Comments: (Tier 1)

(B)(1) (i) The state has been engaged in developing and implementing high quality standards for more than a decade. It is now working with a consortium involving 51 states. The consortium is committed to developing standards that meet the RTT criteria. [20/20] (ii) The state will have adopted the standards by June 2010. The state has a high quality and credible plan for implementing the standards. Student progress on these standards will be assessed through a comprehensive, statewide set of formative and summative assessments within the next two and one-half years. [20/20]

(B)(2) Developing and Implementing common, high-quality assessments	10	10	10	
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(B)(2) Reviewer Comments: (Tier 1)

(i) The state has demonstrated a high level of commitment to improving the quality of its assessments. Its planned statewide assessment regimen will include multiple formative assessments, cover as many courses as possible, and provide multiple opportunities to show proficiency on summative assessments. The state will also assess "college readiness" separately. The state is working with various providers, states, and several multi-state consortia to create assessments that will meet all of the RTT criteria for quality and alignment. One of the consortia has 29 states in it. Two others have 23 and 25, respectively. The state intends to have its assessment regimen adopted by June 2010. It says that this will be "five years before a common assessment is expected ..." [10/10]

(B)(3) Supporting the transition to enhanced standards and high-quality assessments	20	20	20	
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(B)(3) Reviewer Comments: (Tier 1)

The state has a strong foundation of using statewide standards, the mastery of which are assessed through state-wide tests. The state's plan to transition to a new set of standards supported by a comprehensive formative and summative assessment regimen is thorough and credible. The planned activities are well calculated to result in school personnel understanding and implementing the new standards (including the

assessment regimen) appropriately. The state is using the impending transition to enhance its approach to STEM-focused education. The state is using the transition to enhance its approach to college readiness and college admission for all students based on the requirements of its publicly funded colleges. The state demonstrates that it expects special attention will be paid to high needs students experiencing classroom practices consistent with their being successful in mastering the new standards. Each participating LEA will demonstrate that it is implementing strategies to increase the enrollment and success of high needs students in advanced course work. The timeline for the transition is very ambitious but can be met. [20/20]

Total	70	70	70
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C. Data Systems to Support Instruction

	Available	Tier 1	Tier 2	Init
(C)(1) Fully implementing a statewide longitudinal data system	24	24	24	

(C)(1) Reviewer Comments: (Tier 1)

The state currently operates a data system which includes the 12 elements of the America COMPETES Act as well as all 10 "essential elements" defined by the Data Quality Campaign. In a summary analysis of the existing components of its educational data system, the state documents and provides the evidence for its compliance with the Act. [24/24]

(C)(2) Accessing and using State data	5	5	5
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(C)(2) Reviewer Comments: (Tier 1)

The state currently operates a data system that is used by various stakeholders including educators, researchers, and policy makers. The state indicates that this leads to continuous improvement. The state proposes to use RTT and other federal funds to improve availability and usage. These enhancements will enable stake holders to combine data from separate systems and customize reports. They will increase the capacity of researchers to determine the effectiveness of instruction, professional development, and certification programs. The plan is high quality, and the targets are ambitious and achievable. [5/5]

(C)(3) Using data to improve instruction	18	18	18
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(C)(3) Reviewer Comments: (Tier 1)

Two years from now (January 2011), all LEA's and charter schools in the state will be using data systems reviewed and approved by the state for continuous instructional improvement which incorporate best practices. The state will provide focused, extensive on-going professional development via "data coaches" to teachers and administrators over a two year period in how to analyze data and implement instructional improvements based on data regarding their students. To the extent permitted by FERPA, researchers will have the same data available to them. In combination with the data already available to researchers, the state will continue to support analyses to improve instruction strategies and materials, professional development, and certification programs. The types of data made available will also enable researchers to evaluate the effectiveness of instruction as it pertains to particular sub groups of students including those specified in this section of the application. The plan and supporting charts addresses all of the elements required as evidence in this section. It is thorough and credible. The timelines are appropriately ambitious and achievable. [18]

Total	47	47	47
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D. Great Teachers and Leaders

	Available	Tier 1	Tier 2	Init
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	13	17	

(D)(1) Reviewer Comments: (Tier 1)

i. The State provides alternative routes to certification for teachers and for principals that meet four of the five designated elements. [7/7] ii. Three of six alternative certification programs for teachers are in operation. In toto, they are producing a significant number of new teachers for the state. There is no evidence presented that shows that the program for principals is in use. [3/7] iii. The state has had a system for identifying areas of teacher and principal shortage. The state has several approaches to fill teacher shortages. The data on the number of teachers produced by the alternative approaches does not indicate the degree to which teachers are serving in the areas of shortage. No mention is made of filling principal shortages. [3/7]

(D)(1) Reviewer Comments: (Tier 2)

ii. The presentation clarified the state's plans and current practices which are designed to produce teacher-leaders and principals. As a consequence, additional points are awarded. 5/7
 iii. The presentation clarified the state's efforts to address principal shortages. The presentation made clear that the state is more focused on increasing the number of effective leaders for shortage areas including high needs and high poverty schools than was previously perceived. As a consequence, additional points are awarded. 5/7

(D)(2) Improving teacher and principal effectiveness based on performance	58	54	54
(i) Measuring student growth	5	5	5
(ii) Developing evaluation systems	15	15	15
(iii) Conducting annual evaluations	10	10	10
(iv) Using evaluations to inform key decisions	28	24	24

(D)(2) Reviewer Comments: (Tier 1)

i. Measuring student growth The plan provides for teacher and principal input regarding the definition of student growth. It provides for an expeditious resolution of disputes on this issue. The plan to take 18 months to create the definition and begin to use it in evaluations is ambitious and achievable given the plan for the development of this measure. [5/5] ii. Evaluation systems for teachers and principals An evaluation system for teachers and principals that meets RTT criteria is already in place except for the student growth component. The latter will be in place starting July 2011. Use of a growth component will commence July 2011 per regulation approved in January 2010. This timeline is sufficiently ambitious. The system has been designed and developed with teacher and principal input. [15/15] iii. Conducting annual evaluations The state's evaluation plan (all of which has been implemented except use of data on student growth) provides for the requisite kinds of annual feedback for all teachers and administrators. The system will provide for differentiated, more intensive feedback and annual summative evaluations for novice teachers and administrators. There is a comprehensive approach to support for both teachers and administrators who do not perform adequately. There is a realistic and fair approach to determining whether an educator is performing satisfactorily and whether to terminate. The approaches differentiate between novice and experienced educators. Tenured status will not prevent termination for unsatisfactory performance. The summative language is appropriately couched in terms of effectiveness rather than status (e.g. "highly effective vs. "expert") The state's plan has a competent plan for training educators in the new system using "development coaches." [10/10] iv. Using evaluations to inform key decisions a. The state's plan provides

competently and thoroughly for the linking of evaluations and development of teachers and principals. [7/7]

b. The state's plan provides for several ways that teachers and leaders can qualify for additional responsibilities and/or compensation based on their evaluations. LEAs will be encouraged to develop additional, complementary pathways. The state will require participating LEAs (presumably all LEAs) to document how their existing career pathways link evaluation to promotion and compensation. In addition, teachers and leaders who are highly effective under their respective evaluation systems will qualify for bonuses for transferring to and/or remaining in high needs schools. The state will encourage LEAs to use RTT funding to differentiate compensation for highly effective teachers teaching in critical subject areas or hard to staff classes. The state also rewards five schools for "academic achievement." Each of these approaches represents a step forward in linking compensation an promotion to evaluations. Requiring LEAs to develop such approaches rather than encouraging them would have made the plan stronger. It is not clear what the standards will apply to the documentation of the linkage between evaluations and promotion/compensation at the LEA level. The consequences for failure to provide satisfactory documentation are not stated. Each of these factors detracts from the overall high quality of the plan. [5/7]

c. The state currently links licensure of its teacher to their performance. Under the state's plan, student growth will become the primary factor in evaluating teachers' performance. The state plans to make its standard for a novice teacher's earning continued licensure more rigorous than it is currently, and it will propose legislation raise the standard for granting teachers' what is in effect "tenure" in Delaware. By its nature, the passage of proposed legislation is not assured. It is not clear whether principals can earn "tenure." It is not clear what effect a principal's evaluation will have on his/her "tenure." These factors diminish the quality of the plan. [5/7]

d. State law already provides that evaluations will inform retention decisions regardless of tenure. The new regulations adding student growth as a sine qua non for satisfactory performance by both teachers and administrators strengthens this link. The timelines and approaches to support and remediation are competent, reasonable, fair, transparent, and rigorous. [7/7]

(D)(3) Ensuring equitable distribution of effective teachers and principals	25	18	21	
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	11	13	
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	7	8	

(D)(3) Reviewer Comments: (Tier 1)

i. The state describes a multi-faceted plan to place effective and highly effective teachers and principals in equal proportions in low and high needs schools by 2014. This will require halving an estimated 20 percentage point discrepancy in three and one-half years. This is a very ambitious goal within an ambitious time frame. A major part of the strategy is to dramatically increase the supply of effective teachers and principals through alternative certification and through an expansion of the state partnerships with Teach for America. The estimated results are an increase of 400 teachers and 40 principals. Based on the state's history described in the narrative, the estimated number of teachers is optimistic. Given that the state is not producing principals through its alternative certification program now, the second estimate is not credible. The state estimates that it will gain an additional 215 teachers and 25 principals through its Delaware Fellows teacher and principal transfer program. This proposal contains a number of well-conceived elements. These include providing bonuses for transfers, providing bonuses for remaining after transfer, providing induction training before transfers, providing that receiving schools take a cohort of two teachers at a time, and providing that receiving schools create enhanced teaching environments before the transfers occur. It is not clear how the state reached its estimate of likely transfers. Other concerns about the plan include whether either the transfer or the retention bonuses are sufficient, whether the two-year transfer commitment is sufficient for the transferring teacher or principal to have a significant impact, whether it is realistic to expect that the transferring educators will be able to elicit the requisite level of student growth immediately after transfer, whether such a requirement would inhibit transfers, whether the prospect of receiving highly effective teachers or a principal is sufficient inducement to cause those in a school to change conditions in advance of their arrival, and that the conditions that the state suggests the receiving

school might make change is too narrow. [11/15] (ii) The state has several initiatives to increase the number and percentage of effective teachers working in these hard to staff areas. To the extent that these are part of this plan, they have been previously commented upon. The points for the state's plan to increase the supply of effective teachers take the other programs into consideration. These comments focus on the Teacher Residency program because it is introduced here in the narrative. The object of the Residency program is to place STEM teachers in high needs schools. The strengths of the Teacher Residents initiative are: placing the Residents in a school in cohorts of two for peer support, placing them in schools where there is a strong STEM faculty, paying Residents a stipend during their first year, providing them with a paid on-site mentor for two years, expecting receiving schools to improve its teaching environment, Concerns regarding the Residency program include: the capacity of the mentor to provide "strong mentoring" without being released from some of his/her teaching duties, the likelihood that a high needs school actually has a strong STEM faculty, the likelihood that a high needs school staff will be either inclined or able to change teaching conditions in anticipation of receiving Residents. The state also incorporates two other initiatives under this "romanette." First, the state intends to make applying to teach in Delaware more "user-friendly" over time for both educators and districts. While not a strategy targeted to this equitable distribution of effective educators, it might have some indirect positive effect on the distribution of effective teachers. Second, the state will "encourage" participating LEA's to initiate their own efforts to create more equitable distributions of teachers within their respective districts. That they are not required to do so is a concern. [7/10]

(D)(3) Reviewer Comments: (Tier 2)

D3. i.:

The clarification provided in the presentation make the estimate for producing principals in this sub-section more credible. 13/15

D3. ii.

The presentation regarding teacher leaders made more credible that that teachers in the Residents program would have "strong mentoring" when placed in their assigned schools. 8/10

(D)(4) Improving the effectiveness of teacher and principal preparation programs

14

12

12

(D)(4) Reviewer Comments: (Tier 1)

(i.) The state already has the ability to link student achievement data to students' teachers and principals and to the programs where they were prepared for licensure. Under this plan, the state will also be able to link student achievement and growth to the evaluations of its teachers and principals. The state plans to publish this information to the public on the SEA's website. In addition, the state plans to provide a report that will indicate each program's apparent strengths and weaknesses. This will be available to the leaders of the respective programs and researchers.. The timeline for accomplishing these things (by fall, 2012) is acceptably ambitious. [7/7] (ii) The state will provide at least one grant per year for three years for expansion of effective programs beginning in 2011. The state will use the re-certification process and RTT monies as levers to reward effective programs, to effect improvement, and/or to eliminate ineffective programs. A concern is that the grants are not large enough to induce as much change as the strengths and weaknesses might suggest. [5/7]

(D)(5) Providing effective support to teachers and principals

20

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20

(D)(5) Reviewer Comments: (Tier 1)

(i) The state's plan for professional development and support for teachers and principals meets the stated RTT criteria. The goals and time line ambitious. The approach is rigorous. The overall quality of the plan is high. Each LEA must be implementing an RTT-compliant plan by the 2010-11 school year. That is eight months from the time these comments are written. Such a time line reflects an estimable sense of urgency about equipping teachers and leaders with best practices. Each LEA may implement an existing model of

professional development or create its own. Any plan must meet the RTT criteria described in the application. The state added an important criterion--that each LEA's plan must provide differentiation based on the tenure status, skills, evaluation, and "roles" (i.e. functions) of each trainee. This differentiation will provide important focus for the provider and enhanced relevance for the trainee. The state retains the right to approve each plan. By retaining this right, the state can assure compliance with RTT and its own criteria. To support participating LEA's, the state will do analysis, identify suitable models, and certify them. By allowing each LEA to adopt a plan of its choosing, the state encourages buy-in while assuring RTT compliance. The state will provide supplemental state wide training in how to implement new state-national common standards, the use of data to improve instruction, coaching in implementing RTT-compliant evaluation, and the alignment of teacher training with evaluation criteria. This training will begin before the LEA's have to make their selections. This timing will help the LEA's to make competent selections and meet the rigorous timeline for selection. The supplemental state wide training will also provide differentiated foundational skills to LEA staff to support implementation of the selected programs. After implementation begins, the training in the certified programs will be on-going over a 3 year term. These provisions will make the skill building sequential and cumulative. They will foster continuous improvement among the participants. [10/10] (ii) By February 2010, the state will begin certifying all professional development based on two criteria--the meeting of NSDC standards and the demonstration of a positive impact on participants and student outcomes. To ensure that the latter criterion is met, the state will identify attendee evaluations and the student achievement data of the attendees to specific professional development supplied by specific providers. The state will share such data with providers. Where the outcomes (in terms of student growth and attendee satisfaction) are deficient, providers will be expected to improve the program. If improvement based on the criteria does not occur, the state will remove its certification and stop its funding. These approaches are the kind of continuous measuring and monitoring contemplated by the RTT and is well designed to foster continuous improvement of these support systems. [10/10]

Total	138	117	124
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E. Turning Around the Lowest-Achieving Schools

	Available	Tier 1	Tier 2	Init
(E)(1) Intervening in the lowest-achieving schools and LEAs	10	10	10	

(E)(1) Reviewer Comments: (Tier 1)

There is authority as described in the application enabling the state to intervene in both the lowest achieving schools and LEAs. [10/10].

(E)(2) Turning around the lowest-achieving schools	40	31	35	
(i) Identifying the persistently lowest-achieving schools	5	5	5	
(ii) Turning around the persistently lowest-achieving schools	35	26	30	

(E)(2) Reviewer Comments: (Tier 1)

(i) The definitions of low achieving schools is clear and specific. In addition, the Secretary of Education has flexibility to identify additional schools (including secondary schools) based on supplemental criteria. [5/5]
 (ii) In the last five years, the state has been able to help 6 of 24 of its lowest achieving schools make AYP. None of the 24, however, have exited restructuring or school improvement status through improved student performance. The essence of what the state reports learning is that it must be more insistent in the future on fundamental change at the school level and more prescriptive about the nature of the change. This learning has led to a number of strengths in the state's plan. They include requiring failing schools to implement one of the four models for reform in RTT, providing for new site based leadership, and requiring changes in union contracts to be negotiated which are calculated to enable the school leadership to make its reform

model work. Should this negotiation process not work, the school will be closed, made into a charter, or turned over to a third party. These consequences if site leadership and unions do not agree provide an unusually strong incentive to agree. In addition, the state will mediate the negotiations and determine whether the negotiated agreement is sufficient. It is a positive that teachers' unions were part of the creation of this approach. The state will provide other supports which are likely to help. These include helping to recruit and hire new staff, helping hire consultants to help choose and implement the reform model, and very large amounts of discretionary funds. The state will also create a new office that will provide support and oversight. There are concerns. The turnaround timeline is too short. Turning a school around in two years when key staff are new and the program is a substantial departure from past practices is too short a time. The turnaround also requires the selection by someone of the right mix of new leadership and staff, the very rapid blending of new with carryover staff, an effective amalgam of consultants and staff, and a fortuitous choice of the right reform model. The state's history to date with turnarounds and its leaving most of these decisions to a newly forming staff do not create the highest probability that these conditions will occur. Finally, it is not clear that such learning as is emerging from the state's rapid movement toward charters is being applied in any telling way. Overall, the plan merits 24 points. [26/36]

(E)(2) Reviewer Comments: (Tier 2)

E. 2. ii.

The presentation clarified that the lowest achieving schools will be required to adopt one of the four RTT models for school reform (and that the previous practice of issuing an annual school improvement plan will no longer suffice.)

The presenters clarified the role of the "MASS Insight." They described the organization's assistance to date and provided concrete examples of how they will contribute to turning around low performing schools. The presenters detailed what has been learned from the charter school movement in the state and how this learning will inform turnaround efforts under the plan.

The effect of the presentation was to raise the quality of the plan and increase the impression that the state can accomplish its goals.

30/35

Total	50	41	45
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F. General

	Available	Tier 1	Tier 2	Init
(F)(1) Making education funding a priority	10	6	6	

(F)(1) Reviewer Comments: (Tier 1)

(i) The percentage of total state revenue used to support public education elementary through "higher" education was increased from 2008 to 2009. [5/5] (ii) The state provides three levels of funding one of which is intended to enable lower income LEA's "to provide a level of funding closer to that of LEA's that can rely on higher property taxes." There is no evidence or description of the level of equity this achieves. There is no indication that there are state policies that create equitable funding between high poverty and other schools within LEA's. [1/5]

(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	26	26
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(F)(2) Reviewer Comments: (Tier 1)

(i) The state has no limit on the number of charter schools. It does not inhibit increasing the number of high performing charter schools. It does not otherwise restrict student enrollment in charter schools. Charter schools constitute nine percent of all state schools and serve seven percent of the total school population.

Both the number of schools and the students served have steadily increased since charters were authorized in 1995. [8] (ii) The State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools. The state requires that student achievement be a significant factor in renewal. Although the state prohibits student selection that violates any state anti discrimination law, it provides no information to show it encourages charter schools to serve student populations similar to local district populations-especially high need students. The state has closed/not renewed ineffective charter schools. [7] (iii) Seven percent of the state's total student population is enrolled in charters. The state says that in 2008-9, charter schools received 4.8 percent of the state's K-12 funding, 5.7 percent of federal funding and 4 percent of the local funding. Although there is an extended description of the kinds of funds (sometimes including percentages) charter schools receive from various sources, this Reviewer could not find sufficient information to rely on any data other than the specific percentages above. Two of the three percentages fall below 79% of what traditional school students apparently receive from the same sources and one (federal funds) is 81 percent. Therefore, the points awarded are in the "low" range as directed in the scoring rubric. [2] (iv) The State provides charter schools with funding for facilities other than major capital funding that can be used for leasing facilities, purchasing facilities, or making tenant improvements. It provides some assistance with facilities acquisition, access to public facilities, and the ability to share in bonds and mill levies. It provides financial support for other operations. It allows charter schools substantially more flexibility in spending compared to traditional LEA's, and this can result in savings compared to similar spending by LEA's. The state does not appear to impose facility related requirements that exceed those imposed on traditional schools. The absence of major capital funding prevents the state from being awarded all available points.[7] (v) The state cites the existence of a few highly innovative schools. Citing vocational schools without an explanation of how they meet the applicable criteria is not persuasive. Citing plans for schools that do not meet yet exist is not responsive to the request.[2]

(F)(2) Reviewer Comments: (Tier 2)

F. 2. iv.

The presenters clarified the availability of the capital funding for charter schools. The revolving fund created by the private sector is an innovative method for creating a pool of money for such uses that could be a model for other states. Because the state did not provide such funding directly, however, the state's score could not be raised above that given in the Tier I review.

(F)(3) Demonstrating other significant reform conditions	5	4	5	[REDACTED]
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(F)(3) Reviewer Comments: (Tier 1)

The state describes several efforts that are designed to provide support and academic focus for students and families, prevent dropping out, foster wellness, and provide free access to higher education, i.e. an associate of arts degree. Although the state does not prove direct links between any of these efforts and either increased achievement, increased graduation rates, or narrowing achievement gaps, these efforts are "best practice" initiatives, and the state has experienced significant gains in two of the three areas. [4/ 5]

(F)(3) Reviewer Comments: (Tier 2)

The Tier II comments under "A2" above reflect that the state's presentation demonstrated the existence of additional conditions conducive to reform. Without repeating what was written there, the presentation made more clear that the presenters who are the key leaders of reform in the state possess the vision, motivation, skills, and commitment to make a success of public school reform as proposed in this plan. Because of this, an additional point is awarded in this subsection. 5/5

Total	55	36	37	
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Competitive Preference Priority 2: Emphasis on STEM

	Available	Tier 1	Tier 2	Init
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Competitive Preference Priority 2: Emphasis on STEM	15	15	15
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Competitive Reviewer Comments: (Tier 1)

The state addressed the STEM priority where relevant thought the application. Its plans for offering rigorous courses of study in STEM areas are competent. The state has or will engage industry, experts, museums, universities and research centers to significantly increase and successfully engage students in these areas. The state has competent plans to prepare more students for advanced study and careers in the STEM areas. The plans are reasonably calculated to increase the numbers of members and meet the needs of underrepresented groups and women. [15/15]

Total	15	15	15
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Absolute Priority - Comprehensive Approach to Education Reform

	Available	Tier 1	Tier 2	Init
Absolute Priority - Comprehensive Approach to Education Reform		Yes	Yes	

Absolute Reviewer Comments: (Tier 1)

The state's application comprehensively and coherently addresses all four of the education reform areas in ARRA. The state has been seriously and substantively addressing education reform since at least the mid 1990's. Therefore, the application addresses the state success factors comprehensively. The state has gained the participation of every LEA and charter school in the state in its plan. The expectations for participation are demanding and thorough. The MOU for each is quite demanding. The state has a history of significant achievement in increasing student learning, reducing achievement gaps and increasing college matriculation. This plan builds on that foundation and is well conceived to improve on what has already occurred. The plan meets the criterion of high quality throughout and sets demanding but achievable goals.

Total		0	0
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Grand Total	500	448	460
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Race to the Top

Technical Review Form - Tier 1

Delaware Application #1800DE-5



A. State Success Factors

	Available	Tier 1
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	65
(i) Articulating comprehensive, coherent reform agenda	5	5
(ii) Securing LEA commitment	45	45
(iii) Translating LEA participation into statewide impact	15	15
<p>(A)(1) Reviewer Comments: The applicant has set forth a strong reform agenda that articulates its goals in five educational areas that are aligned with the RTT reforms. The core standards proposed are internationally benchmarked and the applicant's statewide data system includes the 12 elements of the America COMPETES Act. Delaware also already has a teacher evaluation system in place that allows the state to use student growth to differentiate the performance of teachers and leaders. The state has also set two overarching goals for improving overall student achievement and closing the achievement gap by 2014-2015. Given 100% participation of the applicant's LEAs, union leaders, and a plan for a scope of work, Delaware has strong LEA commitment and plan for translating LEA participation into statewide impact.</p>		
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	26
(i) Ensuring the capacity to implement	20	16
(ii) Using broad stakeholder support	10	10
<p>(A)(2) Reviewer Comments: Delaware has strong support from a variety of key stakeholders in the state for education reform and has a track record for implementing many of the reforms outlined in RTT. With the creation of the PMO office and specifically the TLEU unit, it is evident that the applicant plans to put in place much of the leadership and teams needed to implement the RTT reform agenda. These offices will provide support in management towards the RTT goals, will provide key support in areas such as teacher and leader effectiveness, efficient operations and processes and will help to hold LEAs accountable for progress and performance. One thing that is not clear in the application is whether the capacity proposed for turnaround and charter schools in the state as a part of the reform agenda will be sufficient. The current capacity for these efforts are small and there doesn't seem to be a plan for increasing this in the coming years. Delaware's use of the funds for the RTT grant is aligned to accomplishing the State's plans and to meeting its targets. The state has also already reallocated current education funds and is applying for grants like TIF to support the RTT goals after the grant. The state is also already working with the General Assembly to re-align existing funding to reform efforts. Given the support of 100% of its LEAs, the DSEA, DDOE, nonprofit and business leaders and the broad base of support and investment among community leaders in the RTT efforts, Delaware seems to have strong support for its reform efforts in the coming years.</p>		
(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	25

(i) Making progress in each reform area	5	5
(ii) Improving student outcomes	25	20
<p>(A)(3) Reviewer Comments: Delaware has demonstrated significant progress in the past years in advancing many of the reforms outlined in RTT given its plan to adopt Common Core Standards and assessments, past investment in the state's longitudinal data systems, current evaluation system for teachers and leaders that includes student improvement and its use of statewide school choice and in having a network of quality charter schools. According the narrative, Delaware also has a track record of improving overall student outcomes and with closing the achievement gap as evidenced by its NAEP results and state exams. As stated in the narrative, Delaware has been cited by organizations like Education Trust for having one of the smallest absolute racial and income achievement gaps in the country. The state currently has a high-school graduation rate of 82% and a college enrollment rate of over 60% of its graduates. According to the narrative, high-school graduation rates have been stable for the past five years so this is one area where Delaware has not made as much progress. The applicant is also using AARA, Federal and State funds to support on-going reform in Delaware like retaining teachers and to provide additional services to students who are at-risk.</p>		
Total	125	116

B. Standards and Assessments

	Available	Tier 1
(B)(1) Developing and adopting common standards	40	40
(i) Participating in consortium developing high-quality standards	20	20
(ii) Adopting standards	20	20
<p>(B)(1) Reviewer Comments: Delaware has made strong progress in developing and adopting common standards. The applicant is participating as a leader in the Common Core Standards consortium, as evidenced by an MOU. This consortium consists of 51 states, including Delaware. The applicant also has a high-quality plan in place to adopt the standards by June of 2010 and has already been working with drafts of the standards to invest teachers and other key stakeholders. By August of 2010, the state will train all affected teachers to implement the new standards by incorporating them into their instructional practices. A draft of the standards is attached to its application along with evidence of a plan for completion, adoption and implementation of the standards. Documentation is also attached stating that the standards are internationally benchmarked and when implemented, will help to ensure students are prepared for college and careers.</p>		
(B)(2) Developing and implementing common, high-quality assessments	10	10
<p>(B)(2) Reviewer Comments: Delaware has strong evidence for its commitment to develop and implement common, high-quality assessments given its participation in the Achieve consortium, which consists of 27 states. A letter is attached to the application communicating Delaware's participation in the Achieve consortium along with a document stating Delaware's intention to apply to the RTT Assessment program.</p>		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	20	20
<p>(B)(3) Reviewer Comments: The applicant has a very strategic plan with multiple phases over the next five years to adopt standards by June 2010 and to train about 7,000 teachers affected by the new standards by the end of</p>		

the 2010-11 school year. Delaware's plan includes the activities, timelines and responsible parties for ensuring that this transition to using common standards and high-quality assessments takes place by the end of the 2011-12 school year.

Total	70	70
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C. Data Systems to Support Instruction

	Available	Tier 1
(C)(1) Fully implementing a statewide longitudinal data system	24	24
(C)(1) Reviewer Comments: Delaware already has a data statewide longitudinal data system in place that includes all of the America COMPETES elements.		
(C)(2) Accessing and using State data	5	5
(C)(2) Reviewer Comments: Delaware has a high-quality plan in place to ensure data from its statewide system is accessible to multiple stakeholders. Delaware's data reform plan will build on the strength of its existing data system. The plan includes goals around increasing the number of stakeholders accessing and using Delaware's education data and providing feedback. The activities, such as developing a user identity management system to provide customized user access, are aligned to meeting the goals of the plan as are the timelines and responsible parties for each part of the plan. The performance metrics around dashboard usage also seem ambitious and really speaks to Delaware's commitment to ensuring that multiple stakeholders will be able to access and use statewide data.		
(C)(3) Using data to improve instruction	18	18
(C)(3) Reviewer Comments: The applicant has a threefold plan for using data to improve instruction. The state will ensure implementation of instructional improvement systems (IIS) meeting certain best practice criteria in all schools in participating LEAs; provide designated 'data coaches' to support instructional improvement systems and transition to data-driven instruction and make the data from instructional improvement systems and the statewide LDS accessible to researchers, to allow for the identification and replication of effective practices. The New Teacher and Leader Effectiveness Unit, described earlier in the narrative, will oversee these activities and provide strategic support, in addition to working to identify and share best practices within and outside the state.		
Total	47	47

D. Great Teachers and Leaders

	Available	Tier 1
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	15
(D)(1) Reviewer Comments: Delaware receives points for having alternative routes for teachers that meet at least 4 of the 5 elements listed in the Race to the Top definition of alternative routes to certification. It is not absolutely clear however if candidates pursuing alternate routes to licensing as teachers can only ultimately receive their certification through an institution of higher education. The state has a process in place for identifying shortages of teachers and principals through its annual Teacher and Administrator Supply Survey Analysis. Delaware does have legislation that allows for alternative routes to license principals but it does not appear to have any such programs in use currently in the state. The applicant		

also attached evidence of the elements of alternative certification programs in the state along with the total number of teachers and principals that have successfully completed each program and have been certified in the previous academic year.

(D)(2) Improving teacher and principal effectiveness based on performance	58	45
(i) Measuring student growth	5	5
(ii) Developing evaluation systems	15	10
(iii) Conducting annual evaluations	10	10
(iv) Using evaluations to inform key decisions	28	20

(D)(2) Reviewer Comments:

The applicant has a strong plan in place to increase the percentage of teachers and principals in Delaware who are considered 'effective' or 'highly effective' by the end of the 2013-2014 school year. Delaware mandates that educators cannot be rated effective or better unless they have demonstrated satisfactory levels of student growth and there is a plan to link teacher and leader effectiveness to their compensation, retention, coaching requirements and professional development opportunities. The state's DOE will also get input from stakeholder groups in the process for measuring growth and plans to have a clear approach for measuring student growth in place by July of 2011. Delaware has a plan to put in place an evaluation system for teachers and principals that is rigorous, transparent, and differentiates effectiveness using multiple ratings. The system was approved in January 2010 and will be further developed and refined by the summer of 2011. The state's plan for conducting annual evaluations of teachers and principals also includes timely and constructive feedback opportunities to provide them with data on student growth for their students, classes and schools. Delaware's evaluation plan for teachers and principals will inform decisions about developing teachers and principals, compensating, promoting and retaining teachers, granting tenure and/or certification and removing ineffective teachers and principals. One thing that is not clear in the narrative is whether the plan being laid out in Delaware will truly also impact principals. A great deal of the tools being proposed, such as using the Charlotte Danielson rubric, are mostly focused on the behaviors or practices of teachers. Delaware does not consistently address how they will improve the effectiveness of principals throughout their plan.

(D)(3) Ensuring equitable distribution of effective teachers and principals	25	23
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	14
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	9

(D)(3) Reviewer Comments:

The applicant has a high-quality plan in place for how it will ensure equitable distribution of its most effective teachers and principals in schools with high-poverty and/or high-minority schools. The state defines high-minority and low-minority schools as those schools in the highest and lowest quartiles, respectively, with regard to the percent of minority students enrolled. With the state's past efforts and plans for a revised and rigorous evaluation system, Delaware will soon have detailed assessments of its teachers and leaders and be much better able to ensure equitable distribution of truly effective teachers and leaders rather than by teachers who are considered high-quality simply by having a degree. Delaware will pursue four strategic sets of activities to ensure equitable distribution of its teachers: 1) develop programs that place highly effective teachers and principals in high-poverty and high-minority schools; 2) increase the number and percentage of effective teachers in hard-to-staff subjects with targeted preparation programs; 3) provide incentives to retain teachers and principals in high-need schools; and 4) improve the state's teaching and learning environments, as well as marketing and recruitment. The state has also set goals around moving a certain number of the most effective teachers and principals to the most high-need schools, providing retention bonuses to highly effective teachers and principals in these schools and surveying the improvement of the conditions in high-need schools. The only thing that causes Delaware to not earn the full points in this part of the

application is the lack of ambitiousness in their goals for increasing the number of highly effective teachers in high-need schools and hard-to-staff subjects and specialty areas. Should the state receive this grant, there will still be a great number of students in high-need schools and subject areas, at the end of this grant period, who are not being served by highly effective teachers.

(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	14
<p>(D)(4) Reviewer Comments: Delaware has a high-quality plan in place to increase the effectiveness of teacher and principal preparation programs in the state. Given the small number of teacher and principal preparation programs in the state and Delaware's current data system, it will easily be possible for the state to link student achievement data to students', teachers, principals and their preparation programs. Delaware's plan includes activities like publicly reporting the effectiveness of teacher and principal preparation programs and using this data to help the programs identify areas for improvement. The state will help the most effective programs expand by providing at least one grant per year for three years beginning in 2011. In a later part of the application, Delaware does also refer to closing down preparation programs in coming years that are not able to link effectiveness to their graduates.</p>		
(D)(5) Providing effective support to teachers and principals	20	20
<p>(D)(5) Reviewer Comments: The applicant's plan to provide effective support to teachers and principals is sound. It includes activities that will require all participating LEAs to identify and adopt a comprehensive PD model, provide targeted statewide supports for using data to improve instruction to develop teachers and principals and to measure, evaluate and continuously improve the effectiveness of those supports.</p>		
Total	138	117

E. Turning Around the Lowest-Achieving Schools

	Available	Tier 1
(E)(1) Intervening in the lowest-achieving schools and LEAs	10	10
<p>(E)(1) Reviewer Comments: The applicant has the ability to intervene directly in both schools and LEAs that are persistently low-achieving or are in improvement or corrective action status.</p>		
(E)(2) Turning around the lowest-achieving schools	40	25
(i) Identifying the persistently lowest-achieving schools	5	5
(ii) Turning around the persistently lowest-achieving schools	35	20
<p>(E)(2) Reviewer Comments: Delaware's state law currently includes a 'persistently lowest-achieving' (PLA) accountability classification for schools. This classification has been written into regulation and reflects the RTT guidelines. Delaware has a strong plan moving forward to identify the schools that fit into this PLA classification every year by reviewing student performance on state exams. A subset of schools will be selected to enter "Partnership Zones", which will initiate the state's reform efforts for turning around low-performing schools. Although the state has attempted to turn around 24 schools in the past five years, Delaware does not have strong results in this area. Only 6 of the 24 schools have made AYP in a single year, none have exited restructuring or school improvement status through improved student performance. Given the lessons learned however, the state has put in place a plan to turn around 10 failing schools in the next five years. The state also has a partnership with organizations like Mass Insight to improve its success rate.</p>		

Total	50	35
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F. General

	Available	Tier 1
(F)(1) Making education funding a priority	10	8
<p>(F)(1) Reviewer Comments: Delaware has made education funding a priority. Education funding in the state increased between FY 08 and FY 09 and the state's funding formula is designed to ensure equitable funding across LEAs. In cases when this doesn't happen with low-income LEAs who don't generate as much education funding due to local tax revenues, Delaware provides "equalization" funding, which is intended to help supplement education funding in low-income LEAs and their schools so it is more in line with communities who can generate more revenue for education due to their property taxes. Delaware did not provide any information in this part of the application on how the state's policies lead to equitable funding between high-poverty schools within a LEA.</p>		
(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	30
<p>(F)(2) Reviewer Comments: Delaware has worked to ensure there are successful conditions in place for high-performing charter schools and other innovative schools in the state. The state has no cap on the number of charter schools or new charter schools eligible to be authorized each year and the state has laws in place to authorize, monitor, hold charter schools accountable for their results and to close low-performing charter schools. Although Delaware states that their charter school funding is the same as traditional public schools, the table that is attached to the application contradicts this so more information needs to be gathered here. Delaware does state that it provides minor funding for facilities to lease but it is not clear from the application that the state provides funding for their charter schools to purchase property. The state does currently operate innovative, autonomous public schools other than charter schools, most clearly in high school, but it isn't clear from the application how these schools have increased student achievement or high school graduation rates, especially since most of these schools are high schools.</p>		
(F)(3) Demonstrating other significant reform conditions	5	4
<p>(F)(3) Reviewer Comments: Delaware seems to have created additional favorable conditions to education reform. It has a wide range of additional services in place to support college and career pathways, such as the Student Excellence Equals Degree scholarship program and the 28 school-based wellness centers located at high schools throughout the state. These centers receive state funding yearly. It is not clear, however, how these wellness centers, for instance, have increased student achievement or graduation rates, narrowed achievement gaps or resulted in other important outcomes for the students of Delaware.</p>		
Total	55	42

Competitive Preference Priority 2: Emphasis on STEM

	Available	Tier 1
Competitive Preference Priority 2: Emphasis on STEM	15	15
<p>Competitive Reviewer Comments: The applicant has a strong plan in place to address all three aspects of the STEM priority. Delaware's STEM strategy has five main parts: 1) creating a STEM coordinating council to manage the network of</p>		

businesses, IHEs, nonprofits, and LEAs that are innovating in the STEM fields; 2) Focused Interventions, which is an effort to work with 6-8 LEAs with the lowest performance on college-readiness exams, AP exams and poor STEM rigor to target groups traditionally underrepresented in STEM careers and courses of study, and to encourage a higher percentage of women to pursue STEM pathways; 3) STEM Residency, which will be implemented in the 2010-11 school year and will target STEM subjects and prepare graduates to teach in high-need schools; 4) Scholarships and loan forgiveness, to encourage teachers to become certified in critical needs areas such as STEM fields and, 5) Continued technology innovation in distance learning, which is an effort to use online learning to increase student performance.

Total	15	15
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Absolute Priority - Comprehensive Approach to Education Reform

	Available	Tier 1
Absolute Priority - Comprehensive Approach to Education Reform		Yes

Absolute Reviewer Comments:

Delaware has met the absolute priority because the state has comprehensively and coherently addressed in its application all four education reform areas specified in ARRA as well as the State Success Factors Criteria needed to demonstrate that the state and its participating LEAs are taking a systemic approach to education reform. With 100% of LEAs participating in RTT and a commitment from each participating LEA given their signed MOUs and the scope of work plan and goals that have been set, Delaware is a strong candidate for implementing all of the RTT reforms in the coming years.

Total		0
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Grand Total	500	442
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