

Delaware Department of Education Race to the Top Delivery Plan

Updated,
May 23, 2013

Project	Select project	PZ School Implementation
Project Owner	Enter name of delivery plan owner	Keith Sanders
Unit/Branch	Select unit/branch	STU
Criterion	Select criterion	E. Turning Around Lowest Achieving Schools
Subcriterion	Select subcriterion	E1. Intervening in lowest achieving schools

Summary	Overview of Project	See "Overview of PZ ID Process"
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Goal Statement	For each project, articulate the theory of action for achieving intended outcome (e.g., what does successful implementation look like?)	DDOE will identify and select persistently low-achieving schools to pursue rapid report through participation in the State's "Partnership Zone," where participating schools will receive deep support and technical assistance from the State to implement one of four school intervention models outlined in the RTT guidance. This deep, focused support to the State's lowest performing 5% of schools will result in rapid, sustainable improvement in student outcomes in participating schools.
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Key Deliverables	Measures of Success	Start Date	End Date	Deliverable Type	Status
List all deliverables by project, with a separate row for each deliverable (as many as are necessary). This must include all deliverables from your Race to the Top delivery plan, and can include any additional deliverables (e.g., contractual deliverables) as desired. Include specific tasks underneath each deliverable as needed, but do not include separate lines.	Where relevant, list success measures for each deliverable				
Identify 4 PZ schools		6/1/10	8/30/10	USDOE	X
Schools obtain MOU signatures and define "Intervention Model"	Signed MOU document	9/1/10	11/15/10	USDOE	X
Secretary of Ed reviews 1st Intervention Model submission	Response report delivered to LEA Team	11/15/10	11/22/10	USDOE	X
Revisions of Intervention Plans and 2nd submission	Revised Intervention Model	11/22/10	12/22/10	USDOE	X
Review 2nd Submission	Response report delivered to LEA Team	12/22/10	1/6/11	USDOE	X
Revisions of Intervention Plans and 3rd submission	Revised Intervention Model	1/6/11	1/11/11	USDOE	X
Secretary of Ed meetings with Schools whose plans are not approved		1/11/11	1/11/11	USDOE	X
ALL PZ Schools have final DOE Approved Intervention Plan. Final plans must include contracts with any Support Vendor.	Signed, approved intervention plan	1/11/11	1/15/11	USDOE	X
State Takeover for any "non-consensus" Intervention Plans		1/15/11	2/1/11	USDOE	X
Begin Operationalizing Intervention Plans		2/1/11	3/1/11	USDOE	X
Reconstitute the individual school leadership teams including posting for new leadership team	Signed contracts with all leadership team members	2/1/11	9/1/11	USDOE	X
Develop and implement communication plan for each school	Actual communication plan document	2/1/11	9/1/11	USDOE	X
Define roles and responsibilities for building leadership team	Completed R&R document	3/1/11	4/1/11	USDOE	X
Round 1 of Data analysis work including early warning student indicators	Early warning indicator system established	3/1/11	6/1/11	USDOE	X
Building leadership has one-on-one meetings with individual teachers	Signed commitment letter with each teacher committing to 2 years	4/1/11	4/15/11	USDOE	X
New Teacher positions posted and filled	HR staffing allocation document	4/1/11	8/15/11	USDOE	X
PD for instructional staff. Initial "classroom" training and "Ongoing"	Completed Teacher Training Plan including any contracts with external vendors	4/15/11	8/15/11	USDOE	X
Train new principals / leadership as needed - this training will be the Leadership Training from vendor chosen by TLEU	Completed training plan specific to each individual leadership team member	3/1/11	4/30/11	USDOE	X
Create teacher schedules	Final schedule locked in E-school	5/15/11	7/1/11	USDOE	X

Create student schedules	Final schedule locked in E-school	5/15/11	7/15/11	USDOE	X
Develop DPAS II Evaluation schedule	Completed evaluation schedule	7/15/11	9/1/11	USDOE	X
Develop classroom Walkthrough schedule	Completed walkthrough schedule	7/15/11	9/1/11	USDOE	X
Round 2 data analysis with any new kids - work including early warning student indicators	Early warning indicators and an action plan for each student	7/15/11	9/1/11	USDOE	X
Develop external governance monitoring plan - can't start until Student schedules are complete	Meeting and walkthrough schedule for each school	7/15/11	9/1/11	USDOE	X
Start School in new operating model		8/15/11	9/1/11	USDOE	X
Identification and Notification of 6 PZ schools		9/1/11	9/1/11	USDOE	X
Schools obtain MOU signatures and define "Intervention Model"	Signed MOU document	9/3/11	11/17/11	USDOE	X
Secretary of Ed reviews 1st Intervention Model submission	Response report delivered to LEA team	11/17/11	11/24/11	USDOE	X
Revisions of Intervention Plans and 2nd submission	Revised Intervention Model	11/24/11	12/24/11	USDOE	X
Review 2nd Submission and approve or not	Response report delivered to LEA team	12/24/11	1/8/12	Internal	X
Revisions of Intervention Plans and 3rd submission	Revised Intervention Model	1/8/12	1/13/12	Internal	X
Secretary of Ed meetings with Schools whose plans are not approved		1/13/12	1/13/12	Internal	x
ALL PZ Schools have final DOE Approved Intervention Plan. Final plans must include contracts with any Support Vendor.	intervention plan	1/13/12	1/17/12	Internal	X
State Takeover for any "non-concensus" Intervention Plans		1/17/12	1/17/12	Internal	X
Begin Operationalizing Intervention Plans		2/1/12	3/1/12	USDOE	X
Reconstitute the individual school leadership teams including posting for new leadership team	Signed contracts with all leadership team members	2/1/12	9/1/12	USDOE	X
Develop and implement communication plan for each school	Actual communication plan document	2/1/12	9/1/12	USDOE	X
Define roles and responsibilities for building leadership team	Completed R&R document	3/1/12	4/1/12	USDOE	X
Round 1 of Data analysis work including early warning student indicators	Early warning indicator system established	3/1/12	6/1/12	USDOE	X
Building leadership has one-on-one meetings with individual teachers	Signed commitment letter with each teacher committing to 2 years	4/1/12	4/15/12	USDOE	X
New Teacher positions posted and filled	HR staffing allocation document	4/1/12	8/15/12	USDOE	X
PD for instructional staff. Initial "classroom" training and "Ongoing"	Completed Teacher Training Plan including any contracts with external vendors	4/15/12	8/15/12	USDOE	X
Train new principals / leadership as needed - this training will be the Leadership Training from vendor chosen by TLEU	Completed training plan specific to each individual leadership team member	3/1/12	4/30/12	USDOE	X
Create teacher schedules	Final schedule locked in E-school	5/15/12	7/1/12	USDOE	X
Create student schedules	Final schedule locked in E-school	5/15/12	7/15/12	USDOE	X
Develop DPAS II Evaluation schedule	Completed evaluation schedule	7/15/12	9/1/12	USDOE	X
Develop classroom Walkthrough schedule	Completed walkthrough schedule	7/15/12	9/1/12	USDOE	X
Round 2 data analysis with any new kids - work including early warning student indicators	Early warning indicators and an action plan for each student	7/15/12	9/1/12	USDOE	X
Develop external governance monitoring plan - can't start until Student schedules are complete	Meeting and walkthrough schedule for each school	7/15/12	9/1/12	USDOE	X
Start School in new operating model		8/15/12	9/1/12	USDOE	X

	Conduct bi-monthly monitoring visits in Cohort I schools	PZ Status Reports and feedback	9/1/12	6/30/13	Internal	
	Conduct monthly monitoring visits in Cohort II schools	feedback	9/1/12	6/30/13	Internal	
	Conduct comprehensive school diagnostic reviews in 10 PZ schools	CSR reports	4/1/13	4/30/13	Internal	
	Analysis of school diagnostic reports and alignment with additional supports needed		5/1/13	6/30/13	Internal	
			Target	Target Date	Measure Type	Measure Achieved?
Performance Metrics	<p>List all measures by project, with a separate row for each measure. This must include all QUANTITATIVE measures from your Race to the Top delivery plan/the RTTT plan, and can include any additional measures (e.g., contractual measures) as desired.</p>		<p>List the target for the measure; if there were no targets in the RTTT plan or delivery plan, list "N/A"</p>	<p>List target date for each measure</p>	<p>Select "RTTT", "RTTT APR" or "other" for additional measures not required by RTTT (e.g. contractual)</p>	<p>Check box if measure has been reached</p>
	Number of schools for which one of the four school intervention models will be initiated		4 6	SY 11-12 SY 12-13	RTTT	X
	Turnaround schools making AYP		4 6	SY 12-13 SY 13-14	RTTT	X
Connected/Impacted Projects	List related projects that may have an impact on other RTTT projects or be impacted by other RTTT projects	The 10 partnership Zone schools all receive additional funding through 1003(g) SIG for implementation of their intervention plans. Additionally, as part of our ESEA Flexibility Application, Delaware committed				
Additional notes	Provide additional notes, such as anticipated risks, key players, resources needed, or related projects in this space					
Budget	Insert Budget Overview					

Delaware Department of Education Race to the Top Delivery Plan

Updated May 8, 2013

Project	Select project	DCAS Assessment
Project Owner	Enter name of delivery plan owner	Brian Touchette
Unit/Branch	Select unit/branch	T&L
Criterion	Select criterion	B. Standards and Assessments
Subcritieron	Select subcritieron	B2. High-quality assessments

Summary
Overview of Project
 DDOE will contract with a nationally recognized assessment vendor to work collaboratively with DDOE assessment and curriculum staff in the development and implementation of an online adaptive state assessment system. This system- the Delaware Comprehensive Assessment System (DCAS) - The DCAS will be administered three times during the first year and up to four times in each succeeding year and will generate student performance scores that serve as the basis for both federal accountability reporting and progress-tracking for all students in Delaware public schools. Following the initial implementation year (2010-2011), DDOE will work with the assessment vendor to enhance predictive and analytic capacity of the DCAS, helping to inform LEAs and schools early on in the school year those students who should be considered for acceleration or academic support.

Goal Statement
For each project, articulate the theory of action for achieving intended outcome (e.g., what does successful implementation look like?)
 The administration of a new, more rigorous computer-adaptive assessment will provide teachers with a more comprehensive and accurate tool that covers a wider range of subject areas and includes multiple, within-year assessments to help them inform instruction immediately and in a more targeted fashion, ultimately resulting in improved student achievement outcomes.

Key Deliverables	Measures of Success	Start Date	End Date	Deliverable Type	Status
<i>List all deliverables by project, with a separate row for each deliverable (as many as are necessary). This must include all deliverables from your Race to the Top delivery plan, and can include any additional deliverables (e.g., contractual deliverables) as desired. Include specific tasks underneath each deliverable as needed, but do not include separate lines.</i>	<i>Where relevant, list success measures for each deliverable</i>				
Conduct Initial Field Tests and Analysis/ Studies	90+% of items usable for assessment	12/1/09	5/31/10	USDOE	X
Establish DDOE Helpdesk for teachers on DCAS Assessment Operation and Reporting	User satisfaction statistics;total time to resolve help request	9/1/10	11/1/10	USDOE	X
Conduct Fall Assessment	90% of eligible students in grades 3-10 complete each of three administrations	10/11/10	11/19/10	USDOE	X
Implement School Leader Training on DCAS Data Analysis	95% of school administrators attend training	12/1/10	1/31/11	USDOE	X
Implement Teacher Training on DCAS Data Analysis	95% of classroom teachers receive training	1/1/11	3/30/11	USDOE	X
Design Parent End of Year Reports	Parent report contains necessary information	1/1/11	4/15/11	USDOE	X
Conduct Mid-year Assessment	90% of eligible students in grades 3-10 complete each of three administrations	1/5/11	4/11/11	USDOE	X
Conduct Field Test for End /Course Assessment Block 1	95+% of Eligible HS students participate in FT	1/5/11	1/31/11	USDOE	X
Conduct Spring Assessment	90% of eligible students in grades 3-10 complete each of three administrations	4/18/11	6/3/11	USDOE	X
Conduct Field Test for End /Course Assessment Block 2	95+% of Eligible HS students participate in FT	4/18/11	6/3/11	USDOE	X
Implement Online Teacher Training on DCAS Data Analysis	95% of classroom teachers have opportunity to receive training	5/1/11	6/15/11	USDOE	X
Confirmatory Standard Setting Prior to Final Calculations of Student Proficiency and AYP	Final Cut Scores and Performance Standards are established	6/1/11	6/24/11	USDOE	X
Develop high priority DCAS test items	90% of priority items are approved for operations during the 2011-2012 school year	6/1/11	8/15/11	USDOE	X
Launch Educator Online Training Webinars	Number of site visits and completed online training per yr	6/1/11	8/15/11	USDOE	X
Launch/Maintain Web-based DCAS Databank for data analysis	% of survey respondents (data coaches) who report Databank provides information	7/1/11	7/15/11	USDOE	X
Provide Defined Data Analysis Reports to DDOE staff, Data Coaches and School Teams	Use of DCAS reports to improve instruction as measured by self-report or observation (administrator)	9/1/11	12/1/11	USDOE	X
Educator DCAS training workshops using train-the-trainer model to provide detailed guide to DCAS data analysis and application to instructional improvement	Use of DCAS reports to improve instruction as measured by increase in	1/1/12	3/30/12	Internal	X

Performance Metrics	Target	Target Date	Measure Type	Measure Achieved?
<i>List all measures by project, with a separate row for each measure. This must include all QUANTITATIVE measures from your Race to the Top delivery plan/the RTTT plan, and can include any additional measures (e.g., contractual measures) as desired.</i>				
By the end of the 2010-11 school year, the State expects that 100% of DCAS tests will be in place, which will include at least three formative assessments.	100%	End of SY10-11	RTTT	X
Courses taught using new assessment system	80%	SY10-11		
Teachers trained on new assessments by end of SY 2010-11	100%	SY11-12	RTTT	X
Percent of teachers in testable subjects using DCAS as the technology-base for their IIS	100%	SY10-11	RTTT	X
Graduation rate	87%	End of SY10-11		
% of teachers implementing a differentiated instructional approach in classrooms based on DCAS data reviewed in PLCs (as measured by classroom observations/data coach feedback)	100%	End of SY11-12	RTTT	X
Teachers trained on new assessments (100% in 2010-11)	87%	SY12-13	RTTT	X
% of educators who rate DCAS training workshops effective or highly effective (Need to set target)	100%	Other		
% of parents who rate Parent DCAS Reports as easy to understand and actionable	80%	SY10-11	Other	X
% of educators who report that DCAS and aligned training improve their ability to provide effective support to students and differentiate instruction (need to set target)	80%	SY12-13	Other	

Connected/Impacted Projects
List related projects that may have an impact on other RTTT projects or be impacted by other RTTT projects
 Projects 5,7,12,21, 22,23,40

Additional notes
Provide additional notes, such as anticipated risks, key players, resources needed, or related projects in this space

Budget
Insert Budget Overview

Delaware Department of Education Race to the Top Delivery Plan

Updated May 8, 2013

Project	Select project	DCAS Alternate Assessment
Project Owner	Enter name of delivery plan owner	Brian Touchette
Unit/Branch	Select unit/branch	T&L
Criterion	Select criterion	B. Standards and Assessments
Subcriterion	Select subcriterion	B2. High-quality assessments

Summary	Overview of Project	DDOE will contract with a nationally recognized assessment vendor to work collaboratively with DDOE assessment and curriculum staff in the development and implementation of an assessment system for the evaluation of severely cognitively and/or physically disabled students designated as unable to participate in the regular DCAS assessment. This system- the Delaware Comprehensive Assessment System Alternate Assessment (DCAS-Alt)- will mirror the DCAS in its test blueprint and reporting- thereby assuring (a) assessment of severely disabled students in the academic content standards of Reading, Mathematics, Science and Social Studies , and (b) reporting student scores in formats similar to the reporting system developed for the DCAS regular assessment. Similar to the DCAS scores, DCAS-Alt scores will be used in both federal accountability reporting and progress-tracking for students in Delaware public schools.
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Goal Statement	For each project, articulate the theory of action for achieving intended outcome (e.g., what does successful implementation look like?)	
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Key Deliverables	Measures of Success	Start Date	End Date	Deliverable Type	Status
		List current start date associated with each deliverable	List current date due associated with each deliverable	Select "USDOE" or "Internal"	Check if deliverable has been completed
List all deliverables by project, with a separate row for each deliverable (as many as are necessary). This must include all deliverables from your Race to the Top delivery plan, and can include any additional deliverables (e.g., contractual deliverables) as desired. Include specific tasks underneath each deliverable as needed, but do not include separate lines.	Where relevant, list success measures for each deliverable				
Development and Process RFP	Sufficient tasks ready for review	9/1/10	12/15/10	USDOE	X
Negotiate and Award Contract	Sufficient tasks ready for review	11/24/10	1/18/11	USDOE	X
Task Development for ELA/ Math 2011 Field Test	Sufficient tasks ready for review	1/18/11	2/22/11	USDOE	X
Online Procedure and Report Development	All specifications completed	2/4/11	4/29/11	USDOE	X
Task Content and Bias Review	90+% of items usable for assessment	2/28/11	3/4/11	USDOE	X
Task Development for Science/Social Studies 2012 Test	Sufficient tasks ready for review	3/7/11	5/27/11	USDOE	X
Manual and Booklet Production and Distribution	All schools receive needed materials	3/7/11	4/28/11	USDOE	X
Teacher Training	All test administrators certified	3/14/11	4/8/11	USDOE	X
Conduct Field Tests, Analyses, Studies for ELA/Math	90+% students given field tests	5/9/11	6/3/11	USDOE	X
Conduct ELA/Math Standard Setting	Final Cut Scores and Performance Standards	6/6/11	7/21/11	USDOE	X
Prepare for Initial Assessment ELA/Math	All schools receive needed materials	6/30/11	9/9/11	USDOE	X
Conduct Initial Assessment ELA/Math	95+% of eligible students complete assessment	9/6/11	9/30/11	USDOE	X
Prepare for Spring Operational ELA/Math and Sci/SS Tests	All schools receive needed materials	1/4/12	4/2/12	USDOE	X
Conduct Spring Assessment ELA/Math	95+% of eligible students complete assessment	4/2/12	5/11/12	USDOE	X
Conduct Concurrent Field/Operational Tests, Studies for Sci/Soc Studies	90+% of items usable for assessment	4/2/12	5/11/12	USDOE	X
Prepare and Release Parent Summary Reports	Parents Receive Reports	6/3/12	6/30/12	USDOE	X
Conduct ELA/Math Confirmatory Standard Setting	Final Cut Scores and Performance Standards	6/6/12	7/21/12	USDOE	X
Conduct Science/Social Studies Standard Setting	Final Cut Scores and Performance Standards	6/6/12	7/21/12	USDOE	X
Conduct Alignment Study	Report Published	4/15/13	10/30/13	internal	
Annual Operational Assessments	Parents Receive Reports	6/3/12	6/30/14	USDOE	

Performance Metrics	Target	Target Date	Measure Type	Measure Achieved?
		List target date for each measure	Select "RTTT", "RTTT APR" or "other" for additional measures not required by RTTT (e.g. contractual)	Check box if measure has been reached
List all measures by project, with a separate row for each measure. This must include all QUANTITATIVE measures from your Race to the Top delivery plan/the RTTT plan, and can include any additional measures (e.g., contractual measures) as desired.	List the target for the measure; if there were no targets in the RTTT plan or delivery plan, list "N/A"			
By the end of the 2011-12 school year, the State expects that 100% of DCAS-Alt1 tests will be in place, which will includes a fall and spring assessment.	100%	End of SY11-12	other	x
Educators trained who will administer the new assessments by end of SY 2011-12	100%	SY11-12	other	x

Connected/Impacted Projects	<i>List related projects that may have an impact on other RTTT projects or be impacted by other RTTT projects</i>	
Additional notes	<i>Provide additional notes, such as anticipated risks, key players, resources needed, or related projects in this space</i>	
Budget	<i>Insert Budget Overview</i>	

Delaware Department of Education Race to the Top Delivery Plan

Updated May 8, 2013

Project	Select project	Multi-State Assessment Consortia
Project Owner	Enter name of delivery plan owner	Brian Touchette
Unit/Branch	Select unit/branch	T&L
Criterion	Select criterion	B. Standards and Assessments
Subcriterion	Select subcriterion	B2. High-quality assessments

Summary	<p>DDOE was a cooperative member state in two multi-state assessment consortia- Smarter Balanced Assessment Consortium (SBAC) and The Partnership for the Assessment of Readiness for College and Careers (PARCC) - in order to participate in the development and piloting of summative assessments for elementary, middle school and high school students. Both consortia plan to contract with proven assessment vendors to construct these assessments with the intention of encouraging pilot use and potential adoption by participating states. Delaware became a Governing State in the SBAC and has begun active committee work and field testing participation. Once Delaware begins working with one of the consortium and the national assessment is operational and meets federal requirements, the long term goal is for the national assessment to replace DCAS. Projected completion of the assessments is listed for the 2013-2014 school year.</p> <p>Accurate, multiple-point assessment data derived from both the current Delaware DCAS assessment, and, beginning in 2014-2015, the SBAC system of assessments, will combine with other teacher-designed measures of student progress to influence improvements in rigorous instruction based on the Common Core Standards, and measured through the DCAS or SBAC assessments given their link through test blueprint to CC Standards.</p> <p>DDOE-imposed requirements on their LEA partners, and in turn, individual schools, require the detailed analysis of this student data by local educator teams, and, consequently, a linking of the current data to planned interventions such as academic support or modified classroom instruction or re-design of complete courses of instruction to improve student mastery of critical material.</p> <p><i>Overview of Project</i></p>
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DDOE is a cooperative member state in two multi-state assessment consortia- Smarter Balanced Assessment Consortium (SBAC) and The Partnership for the Assessment of Readiness for College and Careers (PARCC) - in order to participate in

Goal Statement	<p><i>For each project, articulate the theory of action for achieving intended outcome (e.g., what does successful implementation look like?)</i></p> <p>Delaware's participation on the Smarter Balanced Assessment Consortium as a Governing State will give DE an opportunity to influence the assessment design, participate in pilots and field testing, weigh in on refinements, and ultimately review for possible adoption in 2014-15. Implementing a common assessment aligned with the common core will provide robust data that will form the foundation for a data-driven approach to education and evaluation that will ultimately impact student achievement and preparation for college and careers.</p>
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Key Deliverables	Measures of Success	Start Date	End Date	Deliverable Type	Status
List all deliverables by project, with a separate row for each deliverable (as many as are necessary). This must include all deliverables from your Race to the Top delivery plan, and can include any additional deliverables (e.g., contractual deliverables) as desired. Include specific tasks underneath each deliverable as needed, but do not include separate lines.	Where relevant, list success measures for each deliverable				
Develop List of DOE People for Test Development Teams	DDOE staff participate in 90%	12/1/10	12/15/10	USDOE	X
Conduct Review of Common Core Standards to Determine Assessment Focus	DDOE staff participate in 90%	2/1/11	2/28/11	USDOE	X
Formulate Student Performance Evidence/Item Types	DDOE staff participate in 90%	3/1/11	4/30/11	USDOE	X
Convene Technical Advisory Committee on Test Design Issues	DDOE staff participate in 90%	2/11/11	3/30/11	USDOE	X
Formulate Test Specifications	DDOE staff participate in 90%	5/1/11	6/15/11	USDOE	X
Develop and Post RFP for Assessment Vendors	DDOE staff participate in 90%	6/15/11	7/30/11	USDOE	X
Review All Received Assessment Proposals	Contractor Selected	8/15/11	12/1/11	USDOE	X
Negotiate Vendor Contract	Contract Approved	9/16/11	1/1/12	USDOE	X
Contract Begins; Finalize Item Blueprint	Contractor Completes	11/16/11	2/1/12	USDOE	X
Item Pool Developed	Contractor Completes	2/1/12	3/30/12	USDOE	X
Participate in first of twice-annual vendor-state dialogue meetings	DDOE staff participate in 90%	2/9/12	2/11/12	USDOE	X
Pilot Testing by Participating States	Delaware Participates	1/1/13	6/1/13	USDOE	
Production of Field Test Forms by Vendor	Contractor Completes	4/1/12	9/1/13	USDOE	
Field Tests Conducted by Participating States	Delaware Participates	8/25/12	5/28/14	USDOE	
Analysis of Field Test Results; Test Development	Contractor Completes	11/1/12	6/15/14	USDOE	
Conduct Alignment Studies	Contractor Completes	3/1/13	6/15/14	USDOE	
Potential Decision Point for Adoption by Delaware	DDOE Leadership complies	4/15/13	6/15/14	USDOE	
Final Adopted Assessment System Launch for States	Contractor Completes	9/1/14	6/1/15	USDOE	
Summative Testing conducted by States	Delaware Participates	4/1/15	6/1/15	USDOE	
Final Adopted Assessment System Launch for States	Contractor Completes	9/1/14	6/1/15	USDOE	
Performance Standards Are Set by Consortium	Contractor Completes	6/15/15	6/20/15	USDOE	
Impact on Delaware Student Achievement	Contractor Completes	6/21/15	7/30/15	USDOE	
		Target	Target Date	Measure Type	Measure Achieved?

Performance Metrics	<p>List all measures by project, with a separate row for each measure. This must include all QUANTITATIVE measures from your Race to the Top delivery plan/the RTTT plan, and can include any additional measures (e.g., contractual measures) as desired.</p>	<p>List the target for the measure; if there were no targets in the RTTT plan or delivery plan, list "N/A"</p>	<p>List target date for each measure</p>	<p>Select "RTTT", "RTTT APR" or "other" for additional measures not required by RTTT (e.g. contractual)</p>	<p>Check box if measure has been reached</p>
	LEA participation rate in pilot testing (establish target)	90%	SY2011-12	other	X
	LEA participation rate in field testing (establish target)	90%	SY2011-12	other	X
	Teachers trained on new multi-state assessment, as measured by participation in training and survey feedback on quality of training	90%	SY2011-12	other	X
Connected/Impacted Projects	<p>List related projects that may have an impact on other RTTT projects or be impacted by other RTTT projects</p>	DCAS Assessment			
Additional notes	<p>Provide additional notes, such as anticipated risks, key players, resources needed, or related projects in this space</p>				
Budget	<p>Insert Budget Overview</p>				

Delaware Department of Education Race to the Top Delivery Plan

Updated May 22, 2013

Project	Select project	STEM Council
Project Owner	Enter name of delivery plan owner	April McCrae
Unit/Branch	Select unit/branch	T & L
Criterion	Select criterion	B. Standards and Assessments
Subcriterion	Select subcriterion	B3. Transition to enhanced standards and assessments

Summary	Overview of Project	<p>The STEM project will be centralized around the powers, duties, and functions of Governor Markell's STEM Council for the State of Delaware. Invested stakeholders throughout the country and state recognize the need to increase student achievement and attainment in K-12 science, technology, engineering, and mathematics. This can only be accomplished by preparing all schools to offer rigorous courses of study in STEM subjects, prepare more students for advanced study and careers in STEM disciplines to include underrepresented groups and women, and to expand the collaboration with industry experts, institutes of higher education, universities, research centers, and other community partners to assist teachers in integrating STEM content across grade and disciplines.</p> <p>The STEM Council will collect, collate, and analyze STEM research publications and activities nationally and locally that have proven to increase student achievement. Recommendations of selected programs will be made to districts and charter schools to assist them in initiating new curriculum designs. Under the advisement of the STEM Council, the Department of Education will support districts and charter schools to improve test scores in science, mathematics, and other discipline areas related to standardized testing. This will be accomplished through high-quality professional development for administrators and teachers focusing on instructional and operational strategies proven to increase student achievement as well as the number of students from underrepresented groups obtaining degrees in STEM career pathways.</p>
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Goal Statement	For each project, articulate the theory of action for achieving intended outcome (e.g., what does successful implementation look like?)	
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Key Deliverables	Measures of Success	Start Date	End Date	Deliverable Type	Status
List all deliverables by project, with a separate row for each deliverable (as many as are necessary). This must include all deliverables from your Race to the Top delivery plan, and can include any additional deliverables (e.g., contractual deliverables) as desired. Include specific tasks underneath each deliverable as needed, but do not include separate lines.	Where relevant, list success measures for each deliverable				
Create STEM Council	Goals/Vision document completed				
Collate STEM activities throughout DE	Agenda setting	1/3/10	2/28/11	Internal	X
Collate STEM models nationally	Written report on all current	3/18/11	6/13/11	Internal	X
Analyze State & National STEM reports	Written report	3/18/11	6/13/11	Internal	X
Present results of state and national activities to STEM Council	Final list of proven programs	6/13/11	12/31/11	Internal	X
	Presentation	12/31/11	3/15/12	Internal	X
STEM Council makes recommendations for strategic state STEM plan-Targeted intervention on lowest performing districts on readiness exams	List of national & State STEM programs Rewarding Scholarships Districts/charters identified	3/15/12	5/13/12	Internal	X
Develop an implementation PD plan based on recommendations	Implementation plan District plans List of PD sites and providers	8/8/11	9/30/11	USED	X
Implement recommendations/PD for districts and charter schools	PD for districts Implement programs	10/3/11	6/3/12	USED	X
Develop an evaluation of the implementation/PD of STEM activities	Evaluation tool	10/3/11	12/2/11	USED	X
Evaluate implementation plan	Feedback on district plan	12/2/11	6/25/12	USED	X
Review/redesign programs for STEM initiatives	Report	6/25/12	8/20/12	USED	X
Increase number of STEM courses/rigor/ increase underrepresented groups	Report	8/20/12	9/19/12	USED	X
Complete and publish second annual report detailing STEM Council activities for 2011-12	Report	5/1/12	5/28/13	Internal	report scheduled for release 5/28/2013
Create interactive website to facilitate outreach and communication efforts between the STEM Council, STEM advocates and the general public.	Live website	5/1/12	6/15/13	Internal	website scheduled for launch in June 2013
Increase number of underrepresented groups entering STEM related college courses w/out remediation	Report	8/20/11	5/30/15	USED	TBC 2015
		Target	Target Date	Measure Type	Measure Achieved?

Performance Metrics			List the target for the measure; if there were no targets in the RTTT plan or delivery plan, list "N/A"	List target date for each measure	Select "RTTT", "RTTT APR" or "other" for additional measures not required by RTTT (e.g. contractual)	Check box if measure has been reached
	<i>List all measures by project, with a separate row for each measure. This must include all QUANTITATIVE measures from your Race to the Top delivery plan/the RTTT plan, and can include any additional measures (e.g., contractual measures) as desired.</i>					
	Increase Student participation in Honors and AP courses		*	8/25/12	RTTT	X
	Impact on 8th Grade Math		65% 68%	8/25/2012 8/25/2013	RTTT	X
	Impact on HS Graduation rates		82	6/25/13	RTTT	
Connected/Impacted Projects	<i>List related projects that may have an impact on other RTTT projects or be impacted by other RTTT projects</i>	AP Summer Institute, DCAS				
Additional notes	<i>Provide additional notes, such as anticipated risks, key players, resources needed, or related projects in this space</i>					
Budget	<i>Insert Budget Overview</i>					

*currently no state level targets, but we may consider setting some as part of the CCR planning currently underway

Delaware Department of Education Race to the Top Delivery Plan

Updated May 31, 2013

Project	Select project	AP Summer Institute
Project Owner	Enter name of delivery plan owner	Debora Hansen
Unit/Branch	Select unit/branch	T&L
Criterion	Select criterion	B. Standards and Assessments
Subcriterion	Select subcriterion	B3. Transition to enhanced standards and assessments

Summary	Overview of Project	To enhance advanced science and math course offerings, and courses in which Delaware students have historically underperformed, Delaware will invest in Advanced Placement (AP) Summer Institutes. This initiative is aimed at expanding the pool of teachers qualified to teach AP coursework and the number of students taking high quality AP courses. This effort would reach over 180 teachers and up to 22,500 students. The AP Institutes will be conducted during the summer at two specific sites at opposite geographic ends of Delaware focusing on all content-related areas.
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Goal Statement	For each project, articulate the theory of action for achieving intended outcome (e.g., what does successful implementation look like?)	By investing in AP Summer Institutes that train teachers, the DDOE will increase the number of teachers qualified to teach AP coursework, therefore increase the availability and quality of AP courses for all students. Ultimately, increased access to rigorous AP coursework will result in students who are better prepared to enter and succeed in college and careers.
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Key Deliverables	Measures of Success	Start Date	End Date	Deliverable Type	Status
List all deliverables by project, with a separate row for each deliverable (as many as are necessary). This must include all deliverables from your Race to the Top delivery plan, and can include any additional deliverables (e.g., contractual deliverables) as desired. Include specific tasks underneath each deliverable as needed, but do not include separate lines.	Where relevant, list success measures for each deliverable				
Initial Project Plan		8/2/10	8/16/10	USDOE	X
Analyze past teacher and student AP course data		9/17/10	10/19/10	USDOE	X
Determine AP Summer Institutes using data and feedback on AP student performance and College Board evaluation to inform decisions		10/22/10	10/29/10	USDOE	X
AP Summer Institute Promotion and Registration		1/3/11	2/28/11	USDOE	X
Offer AP Summer Institutes	# of Teachers attended. # of AP courses offered	7/15/11	8/15/11	USDOE	X
Determine AP Summer Institutes using data and feedback on AP student performance and College Board evaluation to inform decisions		7/15/11	8/15/11	USDOE	X
District Analyzes Impact on Student AP Performance		9/1/11	5/8/12	USDOE	X
LEA / Building leadership implement student support measures		9/1/11	6/30/12	USDOE	X
AP Summer Institute Promotion and Registration	# of teachers registered	1/3/12	2/28/12	USDOE	X
Collaborate with University of Delaware to ensure alignment between DDOE and their AP course offerings		1/15/12	2/28/12	Internal	X
Send confirmation notices to all registered participants at least twice between the time of registration and date of Institute		6/15/12	7/15/12	Internal	X
Offer pre-AP courses		7/1/12	8/30/12	Internal	X
Offer AP Summer Institutes	# of Teachers attended. # of AP courses offered	7/15/12	8/15/12	USDOE	X
using data and feedback on AP student performance and College		7/15/12	8/15/12	USDOE	X
District Analyzes Impact on Student AP Performance	Analyze Data	9/1/12	5/8/13	USDOE	X
LEA / Building leadership implement student support measures		9/1/12	6/30/13	USDOE	X
Collaborate with University of Delaware to ensure alignment between DDOE and their AP course offerings		1/15/13	2/28/13	Internal	X
AP Summer Institute Promotion and Registration	# of teachers registered	2/1/13	6/1/13	USDOE	X
Send confirmation notices to all registered participants at least twice between the time of registration and date of Institute		6/15/13	7/15/13	Internal	
Offer pre-AP courses		7/23/13	8/2/13	Internal	
Offer AP Summer Institutes	# of Teachers attended. # of AP courses offered	7/23/13	8/2/13	USDOE	
		Target	Target Date	Measure Type	Measure Achieved?

Performance Metrics	<p>List all measures by project, with a separate row for each measure. This must include all QUANTITATIVE measures from your Race to the Top delivery plan/the RTTT plan, and can include any additional measures (e.g., contractual measures) as desired.</p>	<p>List the target for the measure; if there were no targets in the RTTT plan or delivery plan, list "N/A"</p>	<p>List target date for each measure</p>	<p>Select "RTTT", "RTTT APR" or "other" for additional measures not required by RTTT (e.g. contractual)</p>	<p>Check box if measure has been reached</p>
	Participation rate for AP Institute	n/a	Annually	RTTT	
	# of AP courses offered annually	n/a	Annually	RTTT	
	% of AP STEM course-takers who take AP test	n/a	Annually	Other	
	% of AP test-takers who receive passing score (3 or higher)	n/a	Annually	Other	
	% of High School Juniors Meeting College Readiness (SAT)	n/a	Annually	Other	
	# of teachers registered	n/a	Annually	RTTT	
	# of teachers attended	n/a	Annually	RTTT	
	Increase in # of students entering college with credits	n/a	Annually	RTTT	
Connected/Impacted Projects	<p>List related projects that may have an impact on other RTTT projects or be impacted by other RTTT projects</p>				
Additional notes	<p>Provide additional notes, such as anticipated risks, key players, resources needed, or related projects in this space</p>				
Budget	<p>Insert Budget Overview</p>				

Delaware Department of Education Race to the Top Delivery Plan

Updated May 31, 2013

Project	Select project	Middle School Prep and College Readiness
Project Owner	Enter name of delivery plan owner	Shelley Rouser
Unit/Branch	Select unit/branch	T&L
Criterion	Select criterion	B. Standards and Assessments
Subcriterion	Select subcriterion	B3. Transition to enhanced standards and assessments

Summary	Overview of Project	To increase the culture of preparing students for college and career readiness course work in high school, there needs to be an expansion of opportunities for rigorous coursework in the middle schools. To support districts in this endeavor, funding from RTTT will provide money for LEAs to purchase research-based programs that have demonstrated increased scores on college readiness exams (PSAT and SAT). Middle school LEA summative assessment data will be analyzed to determine which vendor program would be most appropriate to meet LEA needs.
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Goal Statement	For each project, articulate the theory of action for achieving intended outcome (e.g., what does successful implementation look like?)	DDOE will support the ability of districts to prepare middle-school students for a successful high school experience and matriculation into college and the workforce, targeting in particular high-need or low-achieving students, through financial support to LEAs to implement one of four approved programs to enhance math and/or reading coursework in the middle grades.
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Key Deliverables	Measures of Success	Start Date	End Date	Deliverable Type	Status
List all deliverables by project, with a separate row for each deliverable (as many as are necessary). This must include all deliverables from your Race to the Top delivery plan, and can include any additional deliverables (e.g., contractual deliverables) as desired. Include specific tasks underneath each deliverable as needed, but do not include separate lines.	Where relevant, list success measures for each deliverable				
Districts analyze DCAS data to determine college and career readiness needs		6/1/11	8/1/11	USDOE	X
DOE Collates District Needs Data to complete vendor RFP process		8/1/11	10/1/11	USDOE	X
Vendor presentations to LEAs on effective practices		1/24/12	1/25/12	Internal	X
Districts directly work with selected vendors to set contract		1/25/12	2/28/12	Internal	X
Award funding to Districts based on middle school population		2/1/12	2/28/12	Internal	X
Vendors provide professional development based upon districts' selected program		3/1/12	5/30/12	Internal	X
Full implementation of Year 1 programs		8/15/12	6/30/13	Internal	X
Develop Program Evaluation Protocols		8/15/12	12/15/13	USDOE	
Full implementation of Year 2 programs		8/15/13	6/30/14	USDOE	
Evaluate Effectiveness of District Implementation of Proposals		1/15/14	8/15/14	USDOE	
Analyze Evaluation Data to Determine Effectiveness		6/15/14	8/15/14	USDOE	
Make Recommendations to Move Programs Forward		8/15/14	8/30/14	USDOE	

Performance Metrics	Target	Target Date	Measure Type	Measure Achieved?
List all measures by project, with a separate row for each measure. This must include all QUANTITATIVE measures from your Race to the Top delivery plan/the RTTT plan, and can include any additional measures (e.g., contractual measures) as desired.				
AP participation rate	n/a	2013-14 2014-15	RTTT	
Honors courses – participation rate	n/a	2013-14 2014-15	RTTT	
Subgroup Student Reading Proficiency – Middle School (DCAS) - African American, Hispanic, SWD	n/a	2013-14 2014-15	Other	
Subgroup Student Math Proficiency – - African American, Hispanic, SWD	n/a	2013-14 2014-15	Other	
Subgroup Student Reading Proficiency - African American, Hispanic, SWD	n/a	2013-14 2014-15	Other	

	Subgroup Student Math Proficiency – African American, Hispanic, SWD Increased high school graduation rates		n/a	2013-14 2014-15 2016-17	Other RTTT	
Connected/Impacted Projects	<i>List related projects that may have an impact on other RTTT projects or be impacted by other RTTT projects</i>	Data coaches, Data warehouse, STEM coaches				
Additional notes	<i>Provide additional notes, such as anticipated risks, key players, resources needed, or related projects in this space</i>					
Budget	<i>Insert Budget Overview</i>					

Delaware Department of Education Race to the Top Delivery Plan

Updated May 28, 2013

Project	Select project	SAT Test
Project Owner	Enter name of delivery plan owner	Brian Touchette
Unit/Branch	Select unit/branch	Other
Criterion	Select criterion	B. Standards and Assessments
Subcriterion	Select subcriterion	B3. Transition to enhanced standards and assessments

Summary	Overview of Project	<p>Starting in the Fall 2010, the State of Delaware will implement the first statewide SAT assessment of college-readiness for all 11th grade students during the regular school day. This initiative will ensure more students take the test and increase the number of students to apply to college eliminating the number of barriers to testing. The major benefits of an SAT school day administration include:</p> <ul style="list-style-type: none"> • Improve access and convenience • Increase overall student participation and create a college-going-culture • Minimizes test-day stress because students are in a familiar location with familiar staff <p>DDOE in conjunction with College Board will offer professional development to school personnel who will act as test center supervisors and test administrators. The College Board will also offer a tailored communications package to support each SAT school day administration for announcements/awareness, test day readiness and preparation, and post student reports for various stakeholders. SAT summary reports for each district will be provided to public/media. Other data reporting will be developed through conversations between DDOE staff and district staff.</p>
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Goal Statement	For each project, articulate the theory of action for achieving intended outcome (e.g., what does successful implementation look like?)	Administering the SAT as a statewide assessment of college readiness for all Juniors statewide will increase participation rates and performance, especially among underrepresented minorities, and create a college-going culture throughout the state. Student reports will provide teachers with additional information to diagnose and address specific instructional needs of students. LEA and state-level reports will provide critical feedback on subgroup performance so that gaps can be addressed. Ultimately, DDOE collaboration with College Board to implement universal SAT administration will result in higher participation rates, greater enrollment in AP courses, higher college application rates, higher college enrollment rates, and greater success in college.
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Key Deliverables	Measures of Success	Start Date	End Date	Deliverable Type	Status
		List current start date associated with each deliverable	List current date due associated with each deliverable	Select "USDOE" or "internal"	Check if deliverable has been completed
List all deliverables by project, with a separate row for each deliverable (as many as are necessary). This must include all deliverables from your Race to the Top delivery plan, and can include any additional deliverables (e.g., contractual deliverables) as desired. Include specific tasks underneath each deliverable as needed, but do not include separate lines.	Where relevant, list success measures for each deliverable				
Initial Project plan started	Final contract with Success Measures	8/13/10	8/28/10	USDOE	x
Test vendor RFP posted & vendor chosen	Completed vendor contract	9/10/10	11/15/10	USDOE	x
Test administration & payment program developed	Payment program.	11/15/10	1/14/11	USDOE	x
Develop PD for Districts on Implementation of In-School SAT and Preparing Students for SAT		1/14/11	3/15/11	USDOE	x
Student Registration		2/1/11	2/28/11	USDOE	x
SAT In-School Administration		4/11/11	4/22/11	USDOE	x
Students and Districts Receive Results		5/15/11	6/15/11	USDOE	x
Communicate results statewide		5/15/11	6/15/11	USDOE	x
Professional Development on How to Analyze Data		6/15/11	6/30/11	USDOE	x
Districts implement Support programs targeted to marginal students & their parents		6/30/11	10/31/11	USDOE	x
Develop PD for Districts on Implementation of In-School SAT and Preparing Students for SAT	PD program completed	12/15/11	3/15/12	Internal	x
Student Registration	Final report on actual students who registered	2/1/12	2/28/12	Internal	x
SAT In-School Administration	Final report on actual students who completed	4/11/12	4/22/12	Internal	x
Students and Districts Receive Results	SAT Reports on student results delivered to	5/15/12	6/15/12	Internal	x
Communicate results statewide		5/15/12	6/15/12	Internal	x
Professional Development on How to Analyze Data	PD Program Complete	6/15/12	6/30/12	Internal	x
Districts implement Support programs targeted to marginal students & their parents	District Action Plan to target specific students	6/30/12	10/31/12	Internal	x
Develop PD for Districts on Implementation of In-School SAT and Preparing Students for SAT		12/7/12	3/15/13	Internal	x
Student Registration		2/1/13	4/3/13	Internal	x
SAT In-School Administration		4/17/13	4/24/13	Internal	x
Students and Districts Receive Results		5/15/13	6/14/13	Internal	
Communicate results statewide		5/15/13	6/14/13	Internal	
Professional Development on How to Analyze Data		6/14/13	6/28/13	Internal	
Districts implement Support programs targeted to marginal students & their parents		6/28/13	10/31/13	Internal	
Develop PD for Districts on Implementation of In-School SAT and Preparing Students for SAT		12/18/13	3/14/14	Internal	
Student Registration		2/3/14	4/4/14	Internal	
SAT In-School Administration		4/16/14	4/23/14	Internal	
Students and Districts Receive Results		5/19/14	5/30/14	Internal	
Communicate results statewide		5/19/14	5/30/14	Internal	
Professional Development on How to Analyze Data		6/18/14	6/30/14	Internal	

Districts implement Support programs targeted to marginal students & their parents		6/30/14	10/1/14	Internal	
		Target	Target Date	Measure Type	Measure Achieved?
Performance Metrics	<i>List all measures by project, with a separate row for each measure. This must include all QUANTITATIVE measures from your Race to the Top delivery plan/the RTTT plan, and can include any additional measures (e.g., contractual measures) as desired.</i>	<i>List the target for the measure; if there were no targets in the RTTT plan or delivery plan, list "N/A"</i>	<i>List target date for each measure</i>	<i>Select "RTTT", "RTTT APR" or "other" for additional measures not required by RTTT (e.g. contractual)</i>	<i>Check box if measure has been reached</i>
	Students receiving PSAT and SAT by end of SY 2011-12	100%	2010-11	RTTT	
	College enrollment rate	70%	2013-14	RTTT	
	College retention rate	85%	2013-14	RTTT	
	% of students who access College Board's practice test tools	N/A	Annually	Other	
	% of juniors taking the SAT	100%	2012-13	RTTT	
	# of juniors taking the SAT	7885	2012-13	RTTT	
	Mean SAT score for reading (School Day SAT)	N/A	2013-14	Other	
	Mean SAT score for math (School Day SAT)	N/A	2013-14	Other	
	Mean SAT score for writing (School Day SAT)	N/A	2013-14	Other	
	Mean SAT score for reading (Graduating Class)	N/A	2013-14	Other	
	Mean SAT score for math (Graduating Class)	N/A	2013-14	Other	
	Mean SAT score for writing (Graduating Class)	N/A	2013-14	Other	
Connected/Impacted Projects	<i>List related projects that may have an impact on other RTTT projects or be impacted by other RTTT projects</i>	Data warehouse, Data coaches, Development coaches, MOUs with higher ed			
Additional notes	<i>Provide additional notes, such as anticipated risks, key players, resources needed, or related projects in this space</i>				
Budget	<i>Insert Budget Overview</i>				

Delaware Department of Education Race to the Top Delivery Plan

Updated May 23, 2013

Project	Select project	Identity Management System
Project Owner	Enter name of delivery plan owner	Paul Pond
Unit/Branch	Select unit/branch	
Criterion	Select criterion	C. Data Systems to Support Instruction
Subcriterion	Select subcriterion	C2. Accessing and Using State Data

Summary	Overview of Project	Development of the Identity Management system is needed to support the infrastructure needs of Delaware's LDS to allow stakeholders to access information based on their specific role.
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Goal Statement	For each project, articulate the theory of action for achieving intended outcome (e.g., what does successful implementation look like?)	
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		Measures of Success	Start Date	End Date	Deliverable Type	Status
S	List all deliverables by project, with a separate row for each deliverable (as many as are necessary). This must include all deliverables from your Race to the Top delivery plan, and can include any additional deliverables (e.g., contractual deliverables) as desired. Include specific tasks underneath each deliverable as needed, but do not include separate lines.	Where relevant, list success measures for each deliverable	List current start date associated with each deliverable	List current date due associated with each deliverable	Select "USDOE" or "Internal"	Check if deliverable has been completed
	Vendor Selected	Vendor Selected/Purchase O	9/1/10	9/14/10	USDOE	X
	Technical Design	Design Specifications	9/14/10	10/29/10	USDOE	X
	Final Design	Project Plan Delivered	10/29/10	12/31/10	USDOE	X
	Implementation Phase I	Implementation Starts	12/31/10	3/6/11	USDOE	X
	Tie to Insight Portal & DOE Apps	Supports Portal and Single Si	3/6/11	6/23/11	USDOE	X
	Go Live	Identities Created and Utilize	6/23/11	8/23/11	USDOE	X

		Target	Target Date	Measure Type	Measure Achieved?
Performance Metrics	List all measures by project, with a separate row for each measure. This must include all QUANTITATIVE measures from your Race to the Top delivery plan/the RTTT plan, and can include any additional measures (e.g., contractual measures) as desired.	List the target for the measure; if there were no targets in the RTTT plan or delivery plan, list "N/A"	List target date for each measure	Select "RTTT", "RTTT APR" or "other" for additional measures not required by RTTT (e.g. contractual)	Check box if measure has been reached
		N/A			

Connected/Impacted Projects	List related projects that may have an impact on other RTTT projects or be impacted by other RTTT projects	LDS Warehouse, Insight Portal, Single sign-on
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Additional notes	Provide additional notes, such as anticipated risks, key players, resources needed, or related projects in this space	
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Budget	Insert Budget Overview	
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Delaware Department of Education Race to the Top Delivery Plan

Updated May 24, 2013

Project	Select project	Data Warehouse
Project Owner	Enter name of delivery plan owner	Reese Robinson
Unit/Branch	Select unit/branch	
Criterion	Select criterion	C. Data Systems to Support Instruction
Subcriterion	Select subcriterion	C2. Accessing and Using State Data

Summary	Overview of Project	Delaware intends to improve our Longitudinal Data Systems systems structure for state and federal reporting, P-20 data integration, as well as set the standard for data systems around the country. Based on continuous feedback from our local school districts and charter schools, as well as the NCES Forum, EdFacts, and the Data Quality Campaign, Delaware will focus on the following areas. We will build with our agency partners a Client ID system to match clients among and between agencies to better serve them from preschool to adulthood. We will make our system interoperable with other agencies, states, and systems by documenting the Information Systems Architecture. We will move from 'stovepipes' to a unified client management system data warehouse that will create standard codes, definitions, programming skills, ad hoc and programmed reports. This system will be enveloped around a new identify management system.
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Goal Statement	For each project, articulate the theory of action for achieving intended outcome (e.g., what does successful implementation look like?)	
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	Measures of Success	Start Date	End Date	Deliverable Type	Status	
Key Deliverables	List all deliverables by project, with a separate row for each deliverable (as many as are necessary). This must include all deliverables from your Race to the Top delivery plan, and can include any additional deliverables (e.g., contractual deliverables) as desired. Include specific tasks underneath each deliverable as needed, but do not include separate lines.	List current start date associated with each deliverable	List current date due associated with each deliverable	Select "USDOE" or "Internal"	Check if deliverable has been completed	
	RFP Issued	RFP Issued on time	9/1/10	12/6/10	USDOE	X
	RFP Responses	Responses submitted	12/6/10	1/28/11	USDOE	X
	RFP Evaluation & vendor selection	Target Start Date Met	1/28/11	4/11/11	USDOE	X
	Analysis & Technical Design	Requirements Addressed	4/11/11	6/24/11	USDOE	X
	Warehouse Development	Teacher's Insight Supported	6/24/11	9/1/11	USDOE	X
	Warehouse Expansion	Other Dashboards Supported	9/1/11	3/30/12	USDOE	X

	Target	Target Date	Measure Type	Measure Achieved?
Performance Metrics	List the target for the measure; if there were no targets in the RTTT plan or delivery plan, list "N/A"	List target date for each measure	Select "RTTT", "RTTT APR" or "other" for additional measures not required by RTTT (e.g. contractual)	Check box if measure has been reached
	List all measures by project, with a separate row for each measure. This must include all QUANTITATIVE measures from your Race to the Top delivery plan/the RTTT plan, and can include any additional measures (e.g., contractual measures) as desired.			
	N/A			

Connected/Impacted Projects	List related projects that may have an impact on other RTTT projects or be impacted by other RTTT projects	Dashboard portal development, Identity management
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Additional notes	Provide additional notes, such as anticipated risks, key players, resources needed, or related projects in this space	
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Budget	Insert Budget Overview	
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Delaware Department of Education Race to the Top Delivery Plan

Updated May 24, 2013

Project	Select project	Web Portal Development
Project Owner	Enter name of delivery plan owner	Reese Robinson
Unit/Branch	Select unit/branch	
Criterion	Select criterion	C. Data Systems to Support Instruction
Subcriterion	Select subcriterion	C2. Accessing and Using State Data

Summary	Overview of Project	DOE will develop a Dashboard Portal to differentiated "dashboards" based on stakeholder roles. Each dashboard will feature full longitudinal and trend information. Each dashboard will be customized to meet stakeholder needs and interests, and will be designed to provide the necessary data and context to inform common decisions made by each stakeholder user group.
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Goal Statement	For each project, articulate the theory of action for achieving intended outcome (e.g., what does successful implementation look like?)	
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Key Deliverables	Measures of Success	Start Date	End Date	Deliverable Type	Status
List all deliverables by project, with a separate row for each deliverable (as many as are necessary). This must include all deliverables from your Race to the Top delivery plan, and can include any additional deliverables (e.g., contractual deliverables) as desired. Include specific tasks underneath each deliverable as needed, but do not include separate lines.	Where relevant, list success measures for each deliverable	List current start date associated with each deliverable	List current date due associated with each deliverable	Select "USDOE" or "Internal"	Check if deliverable has been completed
RFP Issued	RFP Issued on time	9/1/10	12/13/10	USDOE	X
RFP Responses	Responses submitted	12/13/10	2/15/11	USDOE	X
RFP Evaluation & vendor selection	Target Start Date Met	2/15/11	5/6/11	USDOE	X
Analysis & Technical Design	Meet deadline for developm	5/6/11	9/2/11	USDOE	X
Teacher's Insight Dashboard	On-time, meeting metrics	9/2/11	3/30/12	USDOE	X
Roll out other dashboards	On-time, meeting metrics	3/30/12	3/31/13	USDOE	X

Performance Metrics	Target	Target Date	Measure Type	Measure Achieved?
List all measures by project, with a separate row for each measure. This must include all QUANTITATIVE measures from your Race to the Top delivery plan/the RTTT plan, and can include any additional measures (e.g., contractual measures) as desired.	List the target for the measure; if there were no targets in the RTTT plan or delivery plan, list "N/A"	List target date for each measure	Select "RTTT", "RTTT APR" or "other" for additional measures not required by RTTT (e.g. contractual)	Check box if measure has been reached
Number of unique Educational Dashboard Portal Users (1 or more login per year)	3,100 6,300 8,500	SY 12-13 SY 13-14 SY 14-15	RTTT	X X
Number of Educational Dashboard Portal visits	25,000 75,000 100,000	SY 12-13 SY 13-14 SY 14-15	RTTT	23,000 YTD
No. of stakeholders providing feedback on the Educational Dashboard Portal	500 500 500	SY 12-13 SY 13-14 SY 14-15	RTTT	250 YTD
% of Portal users surveyed reporting that the data was used to inform their decision-making	90%	SY 13-14	RTTT	88%

Connected/Impacted Projects	List related projects that may have an impact on other RTTT projects or be impacted by other RTTT projects	Data coaches, Identity management, Data warehouse
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Additional notes	Provide additional notes, such as anticipated risks, key players, resources needed, or related projects in this space	
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Budget	Insert Budget Overview	
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Project	Select project	Data Dictionary
Project Owner	Enter name of delivery plan owner	Reese Robinson
Unit/Branch	Select unit/branch	
Criterion	Select criterion	C. Data Systems to Support Instruction
Subcriterion	Select subcriterion	C2. Accessing and Using State Data

Summary	Overview of Project	As a component of the longitudinal warehouse and performance management dashboards, an online metadata dictionary will be developed. This will consolidate information in existing dictionaries and extend it to include statewide standard definitions and codes aligned with national standards for DOE and partner organizations.
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Goal Statement	For each project, articulate the theory of action for achieving intended outcome (e.g., what does successful implementation look like?)	
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Key Deliverables	Measures of Success	Start Date	End Date	Deliverable Type	Status
		List current start date associated with each deliverable	List current date due associated with each deliverable	Select "USDOE" or "Internal"	Check if deliverable has been completed
List all deliverables by project, with a separate row for each deliverable (as many as are necessary). This must include all deliverables from your Race to the Top delivery plan, and can include any additional deliverables (e.g., contractual deliverables) as desired. Include specific tasks underneath each deliverable as needed, but do not include separate lines.	Where relevant, list success measures for each deliverable				
Warehouse and data RFPs Issued	RFP Issued on time	12/1/10	12/31/10	USDOE	X
RFP Responses	Responses submitted	12/31/10	2/15/11	USDOE	X
RFP Evaluation & vendor selection	Target Start Date Met	2/15/11	4/1/11	USDOE	X
Analysis & Technical Design	Meet deadline for design	4/1/11	8/15/11	USDOE	X
Warehouse dictionary	Dictionary integrated into work process of Technology Group	8/15/11	12/31/11	USDOE	X
Dashboard dictionary	Dictionary published and available to users	8/15/11	3/31/12	USDOE	X

Performance Metrics	Measures of Success	Target	Target Date	Measure Type	Measure Achieved?
		List the target for the measure; if there were no targets in the RTTT plan or delivery plan, list "N/A"	List target date for each measure	Select "RTTT", "RTTT APR" or "other" for additional measures not required by RTTT (e.g. contractual)	Check box if measure has been reached
List all measures by project, with a separate row for each measure. This must include all QUANTITATIVE measures from your Race to the Top delivery plan/the RTTT plan, and can include any additional measures (e.g., contractual measures) as desired.					
N/A					

Connected/Impacted Projects	List related projects that may have an impact on other RTTT projects or be impacted by other RTTT projects	Data coaches, data warehouse, dashboard
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Additional notes	Provide additional notes, such as anticipated risks, key players, resources needed, or related projects in this space	
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Budget	Insert Budget Overview	
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Project	Select project	Client ID Crosswalk
Project Owner	Enter name of delivery plan owner	Reese Robinson
Unit/Branch	Select unit/branch	
Criterion	Select criterion	C. Data Systems to Support Instruction
Subcriterion	Select subcriterion	C2. Accessing and Using State Data

Summary	Overview of Project	This client ID crosswalk is a subsystem of Education Insight intended to collect and store different agency client identifiers and store them for matching and identification purposes. It will reduce the redundancy of data maintained by agencies and allow the use of current identification systems in conjunction with systems from other agencies.
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Goal Statement	For each project, articulate the theory of action for achieving intended outcome (e.g., what does successful implementation look like?)	
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Key Deliverables	Measures of Success	Start Date	End Date	Deliverable Type	Status
List all deliverables by project, with a separate row for each deliverable (as many as are necessary). This must include all deliverables from your Race to the Top delivery plan, and can include any additional deliverables (e.g., contractual deliverables) as desired. Include specific tasks underneath each deliverable as needed, but do not include separate lines.	Where relevant, list success measures for each deliverable	List current start date associated with each deliverable	List current date due associated with each deliverable	Select "USDOE" or "internal"	Check if deliverable has been completed
Requirements analysis	Accurate requirements	9/1/12	10/30/12	USDOE	X
System design	Design implements requirem	10/30/12	11/30/12	USDOE	X
System development	Executable system	11/30/12	4/30/13	USDOE	X
Testing	Acceptance test	4/30/13	5/31/13	USDOE	X
Training	Training complete	5/31/13	6/30/13	USDOE	
Deployment	Operational system	6/30/13	12/31/13	USDOE	

Performance Metrics	Target	Target Date	Measure Type	Measure Achieved?
List all measures by project, with a separate row for each measure. This must include all QUANTITATIVE measures from your Race to the Top delivery plan/the RTTT plan, and can include any additional measures (e.g., contractual measures) as desired.	List the target for the measure; if there were no targets in the RTTT plan or delivery plan, list "N/A"	List target date for each measure	Select "RTTT", "RTTT APR" or "other" for additional measures not required by RTTT (e.g. contractual)	Check box if measure has been reached
N/A				

Connected/Impacted Projects	List related projects that may have an impact on other RTTT projects or be impacted by other RTTT projects	Warehouse
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Additional notes	Provide additional notes, such as anticipated risks, key players, resources needed, or related projects in this space	
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Budget	Insert Budget Overview	
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Delaware Department of Education Race to the Top Delivery Plan

Updated May 23, 2013

Project	Select project	Student Data Exchange				
Project Owner	Enter name of delivery plan owner	Bruce Dacey				
Unit/Branch	Select unit/branch					
Criterion	Select criterion	C. Data Systems to Support Instruction				
Subcriterion	Select subcriterion	C2. Accessing and Using State Data				
Summary						
	Overview of Project	The project will allow for electronic exchange of student data between school districts within Delaware and between Delaware school districts and colleges or universities. This goes beyond the ability to send copies of student transcripts (which will also be supported) but allows for the exchange of student data records based on the standard set by the Postsecondary Electronic Standards Council.				
Goal Statement						
	For each project, articulate the theory of action for achieving intended outcome (e.g., what does successful implementation look like?)	To be successful this the SDE program should be able to send a transcript to a college or university, and or transfer electronic transcript data between school districts, on a daily basis and with accuracy and completeness.				
Key Deliverables						
	List all deliverables by project, with a separate row for each deliverable (as many as are necessary). This must include all deliverables from your Race to the Top delivery plan, and can include any additional deliverables (e.g., contractual deliverables) as desired. Include specific tasks underneath each deliverable as needed, but do not include separate lines.	Measures of Success	Start Date	End Date	Deliverable Type	Status
	Vendor selection	Project proposal and PO sign	8/16/10	9/24/10	USDOE	X
	Technical design	Design implements requirem	9/24/10	10/30/10	USDOE	X
	Implementation pilot phase I course codes	Requirements addressed Phase 1 and 2 completed by March 2011	10/30/10	3/16/11	USDOE	X
	Implementation of phase I	Acceptance test User feedback	3/16/11	11/5/11	USDOE	X
	Phase 2-Standardize GPA, Transcripts	Training complete User feedback	11/5/11	8/1/12	USDOE	X
	Deployment	Operational system District use	8/1/12	9/1/12	USDOE	X
Performance Metrics						
	List all measures by project, with a separate row for each measure. This must include all QUANTITATIVE measures from your Race to the Top delivery plan/the RTTT plan, and can include any additional measures (e.g., contractual measures) as desired.		Target	Target Date	Measure Type	Measure Achieved?
		List the target for the measure; if there were no targets in the RTTT plan or delivery plan, list "N/A"		List target date for each measure	Select "RTTT", "RTTT APR" or "other" for additional measures not required by RTTT (e.g. contractual)	Check box if measure has been reached
			N/A			
			N/A			
			N/A			
			N/A			
Connected/Impacted Projects						
	List related projects that may have an impact on other RTTT projects or be impacted by other RTTT projects	Student data, Dashboard, Warehouse				
Additional notes						
	Provide additional notes, such as anticipated risks, key players, resources needed, or related projects in this space	This SDE project has continued monthly with training school districts and charters, outreach to our colleges and universities, and efforts to leverage the SDE and Course Code projects for additional applications and uses. For example using the State GPA calculations as a model we have developed a GPA calculation based on NCAA requirements.				
Budget						
	Insert Budget Overview					

Delaware Department of Education Race to the Top Delivery Plan

Updated May 23, 2013

Project	Select project	Common Course Codes																																			
Project Owner	Enter name of delivery plan owner	Bruce Dacey																																			
Unit/Branch	Select unit/branch																																				
Criterion	Select criterion	C. Data Systems to Support Instruction																																			
Subcriterion	Select subcriterion	C2. Accessing and Using State Data																																			
Summary	Overview of Project	Development of common state course codes enables us to compare course taking, grades, and teachers among all the districts and charters. This will also enable electronic transfer of student transcript records between school districts, colleges and universities, and other districts outside of Delaware. This project is for the standardization of all course codes between high schools in Delaware with an option to expand middle school courses.																																			
Goal Statement	For each project, articulate the theory of action for achieving intended outcome (e.g., what does successful implementation look like?)	Delaware's pupil accounting system has separate databases for each district and charter school. Each district or charter manages their own course catalog including course numbers. A successful state common course code system would allow for the identification of courses throughout the state based on the state course code and regardless of the local district or charter course code. For example the state course code for Algebra I is 02052. If we query our state database for all courses with a state course code of 02052, we may have 40 different local course numbers and slightly different descriptions. Using a state course code all districts and charters are speaking the same language but have the ability to modify their systems for their own local needs.																																			
Key Deliverables	List all deliverables by project, with a separate row for each deliverable (as many as are necessary). This must include all deliverables from your Race to the Top delivery plan, and can include any additional deliverables (e.g., contractual deliverables) as desired. Include specific tasks underneath each deliverable as needed, but do not include separate lines.	<table border="1"> <thead> <tr> <th>Measures of Success</th> <th>Start Date</th> <th>End Date</th> <th>Deliverable Type</th> <th>Status</th> </tr> </thead> <tbody> <tr> <td>Where relevant, list success measures for each deliverable</td> <td>List current start date associated with each deliverable</td> <td>List current date due associated with each deliverable</td> <td>Select "USDOE" or "internal"</td> <td>Check if deliverable has been completed</td> </tr> <tr> <td>Vendor selected</td> <td>8/13/10</td> <td>10/31/10</td> <td>USDOE</td> <td>X</td> </tr> <tr> <td>District training</td> <td>11/1/10</td> <td>12/30/10</td> <td>USDOE</td> <td>X</td> </tr> <tr> <td>High school academic codes</td> <td>1/1/11</td> <td>8/31/11</td> <td>USDOE</td> <td>X</td> </tr> <tr> <td>High school elective codes</td> <td>9/1/11</td> <td>12/30/11</td> <td>USDOE</td> <td>X</td> </tr> <tr> <td>Optional middle school expansion</td> <td>12/30/11</td> <td>12/30/12</td> <td>USDOE</td> <td>X</td> </tr> </tbody> </table>	Measures of Success	Start Date	End Date	Deliverable Type	Status	Where relevant, list success measures for each deliverable	List current start date associated with each deliverable	List current date due associated with each deliverable	Select "USDOE" or "internal"	Check if deliverable has been completed	Vendor selected	8/13/10	10/31/10	USDOE	X	District training	11/1/10	12/30/10	USDOE	X	High school academic codes	1/1/11	8/31/11	USDOE	X	High school elective codes	9/1/11	12/30/11	USDOE	X	Optional middle school expansion	12/30/11	12/30/12	USDOE	X
Measures of Success	Start Date	End Date	Deliverable Type	Status																																	
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Optional middle school expansion	12/30/11	12/30/12	USDOE	X																																	
Performance Metrics	List all measures by project, with a separate row for each measure. This must include all QUANTITATIVE measures from your Race to the Top delivery plan/the RTTT plan, and can include any additional measures (e.g., contractual measures) as desired.	<table border="1"> <thead> <tr> <th>Target</th> <th>Target Date</th> <th>Measure Type</th> <th>Measure Achieved?</th> </tr> </thead> <tbody> <tr> <td>List the target for the measure; if there were no targets in the RTTT plan or delivery plan, list "N/A"</td> <td>List target date for each measure</td> <td>Select "RTTT", "RTTT APR" or "other" for additional measures not required by RTTT (e.g. contractual)</td> <td>Check box if measure has been reached</td> </tr> <tr> <td>N/A</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Target	Target Date	Measure Type	Measure Achieved?	List the target for the measure; if there were no targets in the RTTT plan or delivery plan, list "N/A"	List target date for each measure	Select "RTTT", "RTTT APR" or "other" for additional measures not required by RTTT (e.g. contractual)	Check box if measure has been reached	N/A				N/A				N/A				N/A														
Target	Target Date	Measure Type	Measure Achieved?																																		
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Connected/Impacted Projects	List related projects that may have an impact on other RTTT projects or be impacted by other RTTT projects	Student data exchange																																			
Additional notes	Provide additional notes, such as anticipated risks, key players, resources needed, or related projects in this space	Course codes are reviewed and updated daily. Work will continue with the districts and charters on quality control and future uses of state course codes.																																			
Budget	Insert Budget Overview																																				

Delaware Department of Education Race to the Top Delivery Plan

Updated
September
May 24, 2013

Project	Select project	Project Management
Project Owner	Enter name of delivery plan owner	Reese Robinson
Unit/Branch	Select unit/branch	
Criterion	Select criterion	C. Data Systems to Support Instruction
Subcriterion	Select subcriterion	C2. Accessing and Using State Data

Summary	Overview of Project	Success with developing and implementing the components of the LDS Warehouse and Dashboard projects requires the attention of a fulltime Project Manager. The Project Manager would be responsible for planning, organizing, and managing all aspects of Education Insight.
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Goal Statement	For each project, articulate the theory of action for achieving intended outcome (e.g., what does successful implementation look like?)	
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	Measures of Success	Start Date	End Date	Deliverable Type	Status	
Key Deliverables	List all deliverables by project, with a separate row for each deliverable (as many as are necessary). This must include all deliverables from your Race to the Top delivery plan, and can include any additional deliverables (e.g., contractual deliverables) as desired. Include specific tasks underneath each deliverable as needed, but do not include separate lines.	List current start date associated with each deliverable	List current date due associated with each deliverable	Select "USDOE" or "Internal"	Check if deliverable has been completed	
	Recruitment	Project manager on board	7/1/10	7/31/10	USDOE	X
	Manage RFI process	Responses submitted	7/31/10	12/1/10	USDOE	X
	Manage RFP process	Vendor selection	12/1/10	4/1/11	USDOE	X
	Warehouse management	On-time, On-budget	4/1/11	3/31/12	USDOE	X
	Dashboard management	On-time, On-budget	4/1/11	3/31/12	USDOE	X
	Warehouse and dashboard expansion	On-time, On-budget	3/31/12	6/30/13	USDOE	

	Target	Target Date	Measure Type	Measure Achieved?
Performance Metrics	List the target for the measure; if there were no targets in the RTTT plan or delivery plan, list "N/A"	List target date for each measure	Select "RTTT", "RTTT APR" or "other" for additional measures not required by RTTT (e.g. contractual)	Check box if measure has been reached
	List all measures by project, with a separate row for each measure. This must include all QUANTITATIVE measures from your Race to the Top delivery plan/the RTTT plan, and can include any additional measures (e.g., contractual measures) as desired.			
	N/A			

Connected/Impacted Projects	List related projects that may have an impact on other RTTT projects or be impacted by other RTTT projects	ID Management, Common Course Codes, Dashboard, Data Coaches, Data Warehouse, ID Crosswalk
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Additional notes	Provide additional notes, such as anticipated risks, key players, resources needed, or related projects in this space	
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Budget	Insert Budget Overview	
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Delaware Department of Education Race to the Top Delivery Plan

Updated, May 23, 2013

Project	Select project	Enterprise Warehouse Data Governance Council and IHE MOUs
Project Owner	Enter name of delivery plan owner	Alan Phillips
Unit/Branch	Select unit/branch	DU
Criterion	Select criterion	C. Data Systems to Support Instruction
Subcriterion	Select subcriterion	C2. Accessing and Using State Data

Summary	Overview of Project	The Enterprise Warehouse Data Governance Council Delivery Plan originally assumed a new organization would be formed to address inter-agency data governance. It was subsequently decided that the existing Delaware P-20 Council could be assigned the role of inter-agency data governance administration and in that capacity would also lead the development of data-sharing MOU's between DDOE and IHEs (as well as other entities). It was determined that legislative changes would be needed to both assign and reorganize the P-20 Council in order to equip it to assume data governance responsibilities. House Bill 213, passed on June 30, 2011, effected those changes.
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Goal Statement	For each project, articulate the theory of action for achieving intended outcome (e.g., what does successful implementation look like?)	The P-20 Council will understand the responsibilities regarding data governance conferred on them by HB 213 and have a plan for implementation. By overseeing the P-20 Council's data governance responsibilities and being a responsible party in implementing the Council's recommendations, the DDOE will ensure that a clear plan for data ownership and sharing is in place to enable statewide, cross-agency collaboration and tracking of students. DOE's most immediate needs from this action are pertinent to data exchange with the state's public and private IHEs in order to measure enrollment and college course completions; however, the long-term goal is to position the state for additional inter-agency data exchange initiatives, such as with agencies that provide early childhood education and services and agencies that track labor and economic data.
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		Measures of Success	Start Date	End Date	Deliverable Type	Status
Key Deliverables	List all deliverables by project, with a separate row for each deliverable (as many as are necessary). This must include all deliverables from your Race to the Top delivery plan, and can include any additional deliverables (e.g., contractual deliverables) as desired. Include specific tasks underneath each deliverable as needed, but do not include separate lines.	Where relevant, list success measures for each deliverable	List current start date associated with each deliverable	List current date due associated with each deliverable	Select "USDOE" or "internal"	Check if deliverable has been completed
	Draft legislation that expands the P-20 Council and provides DOE with the authority to receive and store interagency unit-record data.		2/2/11	4/7/11	USDOE	x
	Discuss proposed legislative changes at P-20 Council and request participation on data governance policy subcommittee		4/7/11	5/31/11	Internal	x
	Data governance policy subcommittee drafts legislative changes.		5/31/11	6/15/11	Internal	x
	Finalize and pass legislation via normal legislative process		6/15/11	6/30/11	Internal	x
	Passed legislation is an agenda item at P-20 Council meeting		7/7/11	7/7/11	Internal	x
	Data governance policy sub-committee is formed to develop framework for DOE regulatory changes needed to facilitate data-sharing between agencies a		7/7/11	10/7/11	Internal	x
	Form a data governance sub-committee to develop a model Data Governance Handbook that will serve to implement HB 213 as a policy and regulatory fr		10/7/11	10/7/11	Internal	x
	Present proposed Data Governance Handbook and model to the P-20 Council		10/8/11	12/7/11	Internal	x
	Draft changes to DOE regulations via the normal regulatory change process		1/1/12	7/1/12	Internal	x
	Sign new agreements for data sharing with IHEs		7/1/12	4/30/13	USDOE	x
	Collect public & and private IHE data, per terms of the Data Sharing Agreements		5/1/13	7/30/13	Internal	
	Individual school reporting, as required by IHE's and terms of the Data Sharing Agreements		8/1/13	8/30/13	Internal	
	Re-activate P-20 Data Committee (DDOE/IHE representation) to address P-20 Research Agenda items		6/1/13	10/1/13	Internal	
	Reports rates of enrollment, 1st year retention, credit accumulation and remediation		9/1/13	12/31/13	Internal	

		Target	Target Date	Measure Type	Measure Achieved?	
Performance Metrics	List all measures by project, with a separate row for each measure. This must include all QUANTITATIVE measures from your Race to the Top delivery plan/the RTTT plan, and can include any additional measures (e.g., contractual measures) as desired.	List the target for the measure; if there were no targets in the RTTT plan or delivery plan, list "N/A"	List target date for each measure	Select "RTTT", "RTTT APR" or "other" for additional measures not required by RTTT (e.g. contractual)	Check box if measure has been reached	
	Rates of enrollment of DE public high school graduates in DE IHEs		70%	6/30/14	RTTT	
	College course completions rates - # of students who complete 1 year of college credits in DE IHEs within 2 years of graduation from high school		85%	6/30/14	RTTT	
	MOUs for increased data-sharing signed by six out of six in-State higher education institutions by the 2011-2012 school year.		6	4/30/13	RTTT	x

Connected/Impacted Projects	List related projects that may have an impact on other RTTT projects or be impacted by other RTTT projects	Expect the P-20 Data Governance Coordinator to be supported by a working group of internal stakeholders (DOE) and others, at the Coordinator's discretion, who are knowledgeable about issues of inter-agency data sharing issues. In addition, a number of inter-agency ad-hoc committees will be needed to carry out specific data collection and analysis projects.
Additional notes	Provide additional notes, such as anticipated risks, key players, resources needed, or related projects in this space	
Budget	Insert Budget Overview	

Delaware Department of Education Race to the Top Delivery Plan

Updated May 21, 2013

Project	Select project	Instructional Improvement Systems
Project Owner	Enter name of delivery plan owner	Donna Mitchell
Unit/Branch	Select unit/branch	TLEU
Criterion	Select criterion	C. Data Systems to Support Instruction
Subcriterion	Select subcriterion	C3. Ensuring implementation of instructional improvement system

Summary	Overview of Project	Establish statewide requirements for the components that all instructional improvement systems must have: While all instructional improvement systems will have the same technology-base, participating LEAs have flexibility in the strategies they choose to implement as part of their instructional improvement systems. That said, all instructional improvement systems must meet the following State criteria and quality standards: All participating LEAs must provide 90 minutes of weekly collaborative time for teachers and leaders to participate in instructional improvement systems in small, relevant groups (e.g., six 3rd and 4th grade teachers), and all collaborative sessions must be facilitated. Other "goals" and "components" for instructional improvement systems are described in the proposed criteria below. A state-certified instructional improvement system in every school in participating LEAs by June 2011.
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Goal Statement	For each project, articulate the theory of action for achieving intended outcome (e.g., what does successful implementation look like?)	Statewide review and approval of schools' instructional improvement systems will ensure that teachers, principals and administrators have a shared understanding of their schools' instructional operations and the technology-based tools and strategies to drive day-to-day decision-making. The IIS should provide them with meaningful support and actionable data to systematically manage continuous instructional improvement. Real-time data and usage to inform instruction will result in more timely and effective interventions and ultimately impact the rate and magnitude of student growth.
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		Start Date	End Date	Deliverable Type	Status
Key Deliverables		List current start date associated with each deliverable	List current date due associated with each deliverable	Select "USDOE" or "internal"	Check if deliverable has been completed
(Milestones)	List all deliverables by project, with a separate row for each deliverable (as many as are necessary). This must include all deliverables from your Race to the Top delivery plan, and can include any additional deliverables (e.g., contractual deliverables) as desired.				
	Define criteria and quality standards for IIS	2/1/11	3/31/11	USDOE	X
	Produce and pre-approved list of IIS meeting criteria	3/31/11	4/30/11	USDOE	X
	Schools not using a pre-approved IIS provider submit proposals to State	4/30/11	7/1/11	USDOE	X
	State review and approval (or improvement)	7/1/11	7/15/11	USDOE	X
	State incorporates data from IISs into the state data system	7/15/11	4/1/12	USDOE	X
	Updated parameters/vendors approved by the Secretary of Education and disseminated to LEAs	4/30/12	7/15/12	USDOE	X
	Year 1 Annual Review and re-approval process; identify best practices for "what works" when integrating data into instructional strategies; disseminate and promote replication of those practices statewide.	4/30/12	7/15/12	USDOE	X
	Year 2 Annual Review and re-approval process; identify best practices for "what works" when integrating data into instructional strategies; disseminate and promote replication of those practices statewide.	4/30/13	7/15/13	USDOE	
	Year 3 Annual Review and re-approval process; identify best practices for "what works" when integrating data into instructional strategies; disseminate and promote replication of those practices statewide.	4/30/14	7/30/13	USDOE	

		Target	Target Date	Measure Type	Measure Achieved?
Performance Metrics		List the target for the measure; if there were no targets in the RTTT plan or delivery plan, list "N/A"	List target date for each measure	Select "RTTT" or "other" for additional measures not required by RTTT (e.g. contractual)	Check box if measure has been reached
	List all measures by project, with a separate row for each measure. This must include all QUANTITATIVE measures from your Race to the Top delivery plan/the RTTT plan, and can include any additional measures (e.g., contractual measures) as desired.				

	A state-certified instructional improvement system in every school in participating LEAs by July, 2011	STATE-WIDE IIS	7/30/11	RTTT	X
	Data from instructional improvement systems incorporated into the State LDS by summer of 2011	n/a	8/31/11	RTTT	X
	Number of data coaches deployed	15	6/30/11	RTTT	X
	Number of data coaches deployed	30	6/30/12	RTTT	X
	Number of data coaches deployed	29	6/30/13	RTTT	X
	Number of data coaches deployed	4	6/30/14	RTTT	
	Percent of participating schools with an approved instructional improvement system in place	100%	Year 1	RTTT	X
	Percent of teachers in testable subjects using DCAS at their technology-base for their IIS	80%	Year 1	RTTT APR	X
	Percent of teachers in testable subjects using DCAS at their technology-base for their IIS	100%	Year 2	RTTT APR	X

Additional notes	<i>Provide additional notes, such as anticipated risks, key players, resources needed, or related projects in this space</i>	Addition of the SLDS Grant has afforded the state the opportunity to also make available the content management system through Performance Plus. Phase 1 - Piloting the system with 3 LEAs (2013).
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Project	Select project	Data coaches
Project Owner	Enter name of delivery plan owner	Donna Mitchell
Unit/Branch	Select unit/branch	
Criterion	Select criterion	C. Data Systems to Support Instruction
Subcriterion	Select subcriterion	C3. Ensuring implementation of instructional improvement system

Summary
Overview of Project
 In accordance with the implementation of effective instructional improvement systems, the state has mandated that all LEAs provided 90 minutes of weekly collaborative planning time for all teachers. To ensure that collaborative planning sessions are as results-driven as possible, the State has recently entered into an \$8.26MM contract with Wireless Generation, LLC ("WGEN") to provide data coaching services to our LEAs. Data coaches will both facilitate collaborative planning directly and provide to training to instructional coaches with a common goal of helping teachers develop the technical skills to analyze data and pedagogical skills to adjust instruction based on data. The contract provides for a deployment of 29 coaches across the state over a 27-month period, inclusive of a 4 month pilot of 5 coaches beginning in March 2011. Coaches will be Delaware-based and provided 8 days-worth of intense training prior to embarking on their school engagements. All stakeholders agree that success of the data coaches is predicated upon commitment from all levels of the state education system. This includes setting forth specific parameters, expectations and deliverables for the coaches, the participating teachers and Principals, DOE, and WGEN management.

Goal Statement
For each project, articulate the theory of action for achieving intended outcome (e.g., what does successful implementation look like?)
 Designated data coaches will support instructional improvement systems and the transition to data-driven instruction, which will help teachers develop technical and pedagogical skills necessary to increase student engagement in learning and improve student achievement.

Key Deliverables	Measures of Success	Start Date	End Date	Deliverable Type	Status
<i>List all deliverables by project, with a separate row for each deliverable (as many as are necessary). This must include all deliverables from your Race to the Top delivery plan, and can include any additional deliverables (e.g., contractual deliverables) as desired. Include specific tasks underneath each deliverable as needed, but do not include separate lines.</i>	<i>Where relevant, list success measures for each deliverable</i>	<i>List current start date associated with each deliverable</i>	<i>List current date due associated with each deliverable</i>	<i>Select "USDOE" or "Internal"</i>	<i>Check if deliverable has been completed</i>
Hire data coach vendor	Final contract with success m	9/1/10	1/15/11	USDOE	X
Determine coaching model for pilot	Actual model and implement	1/15/11	2/14/11	USDOE	X
Vendor completes LEA and bldg assessments	District / bldg assessment re	1/15/11	3/1/11	USDOE	X
Recruit and hire 24 additional coaches	29 coaches hired	2/15/11	7/29/11	USDOE	X
Provide weekly status report (weekly)		3/1/11	6/1/11	USDOE	X
Update Master Schedule of data coaches and PLC schedules/flexible support schedules and report to DDOE (Monthly)		3/1/11	6/1/13	Internal	X
Initiate Data Coach pilot (5 coaches)	Initial meeting reports	3/1/11	3/31/11	USDOE	X
Update Master Schedule of data coaches and PLC schedules/flexible support schedules		3/1/11	6/30/13	Internal	X
Conduct PLC status reports (pilot)		3/1/11	6/1/11	USDOE	X
Define training program	Training program defined an	3/15/11	4/30/11	USDOE	X
Monthly/Final Assessment of pilot effectiveness	Feedback survey of teachers	3/31/11	7/1/11	USDOE	X
Provide quarterly coach status reports (quarterly)		6/1/11	6/1/13	USDOE	X
Conduct quarterly coach assessment	Quarterly school/district sur	6/15/11	11/30/11	USDOE	X
Determine coaching model for 24-month engagement	Final state operating model	7/1/11	8/31/11	USDOE	X
Monthly PLC status reports		7/1/11	6/15/13	USDOE	X
Determine placement of coaches into specific buildings	Coach placement report for	7/29/11	8/15/11	USDOE	X
Implement training program	Training porgram completed	7/29/11	9/28/11	USDOE	X
Initiate full Data Coach implementation (29 coaches)	29 coaches are in schools Signed MOU documents for all LEA's	8/15/11	8/15/11	USDOE	X
Conduct monthly assessment of data coaches	Coach meeting logs	8/15/11	5/31/13	USDOE	X
Conduct first quarterly coach assessment	Vendor review report	11/15/11	11/30/11	USDOE	X
Design annual impact evaluation	Quarterly school/district sur	1/1/12	5/30/12	Internal	X
Run simulation on Fall/Winter DCAS data	Increase in student achievem	1/30/12	4/15/12	Internal	TBC 7/31/2013
Run simulation on Fall/Winter DCAS data		6/1/12	8/31/12	Internal	TBC 7/31/2013
Conduct annual impact evaluation-Year 1		6/1/12	8/31/12	Internal	TBC 7/31/2013
Conduct annual impact evaluation-Year 2	Increase in student achievem	6/1/13	8/31/13	Internal	TBC 7/31/2013
Conduct Annual Contract Assessment to demonstrate DDOE and vendor compliance with contract (Y1)	100% of participating schools	7/30/12	7/31/12	USDOE	X
Conduct Annual Contract Assessment to demonstrate DDOE and vendor compliance with contract (Y2)	100% of participating schools	7/30/13	7/31/13	USDOE	
		Target	Target Date	Measure Type	Measure Achieved?

Performance Metrics	List all measures by project, with a separate row for each measure. This must include all QUANTITATIVE measures from your Race to the Top delivery plan/the RTTT plan, and can include any additional measures (e.g., contractual measures) as desired.	List the target for the measure; if there were no targets in the RTTT plan or delivery plan, list "N/A"	List target date for each measure	Select "RTTT", "RTTT APR" or "other" for additional measures not required by RTTT (e.g. contractual)	Check box if measure has been reached
	Number of data coaches deployed	5 29 24	SY10-11 SY11-12 SY12-13	RTTT	X
	Monthly Assessment of Data Coaches will demonstrate that 100% of Data Coaches are facilitating PLCs and advancing teachers and teacher leaders through the Framework concepts a	100%		RTTT	X
	Improved instructional practice, demonstrated by monthly submission of coach logs or teacher self-report of changed practice, or observed evidence of the skills and concepts of the f			RTTT	X
	Improved use of data to drive instruction, demonstrated by monthly submission of coach logs or teacher self-report of changed practice, or observed evidence of the skills and concep	Concepts and		RTTT	X
	Increase in student achievement, demonstrated through a) DCAS performance and b) performance on other formative/informal assessments	Skills Target and		RTTT	X
	Effectiveness of data coaches, as measured by monthly review of coach meeting logs and vendor review	Performance	SY11-12	RTTT	X
	PLC effectiveness, as measured by monthly PSR score	Charts	SY12-13	RTTT	X
	PLC participation rate (100% of required teachers participate in all PLCs)	100% 100%	SY11-12 SY12-13	RTTT	X
Connected/Impacted Projects	List related projects that may have an impact on other RTTT projects or be impacted by other RTTT projects	Instructional Improvement, Student Growth, Longitudinal Data Systems, DCAS, Vision Network			
Additional notes	Provide additional notes, such as anticipated risks, key players, resources needed, or related projects in this space				
Budget	Insert Budget Overview				

Delaware Department of Education Race to the Top Delivery Plan

Updated May 22, 2013

Project	Select project	STEM Residency
Project Owner	Enter name of delivery plan owner	Christopher Ruszkowski
Unit/Branch	Select unit/branch	TLEU
Criterion	Select criterion	D. Great Teachers and Leaders
Subcriterion	Select subcriterion	D1. High Quality Leadership Pathways

Summary	<p>The University of Delaware, in collaboration with the Department of Education, pledged to create a new pathway for aspiring teachers in the STEM certification areas during the Race to the Top application process. During the grant period, approximately individuals will be recruited, selected, trained through a rigorous summer of coursework, complete a one-year residency in a science, technology, engineering, or math classroom, and ultimately be hired to teach in a STEM discipline using the STEM methodology they have learned during their graduate coursework at UD. During the program's first year (2010-2011) eight residents are completing their residency within their respective "Field Mentors" classrooms in the New Castle County Vocational-Technical School District. Field Mentors are each paid a stipend for their hosting of a resident. All residents complete a full-year Masters of Arts in Teaching program and receive a \$12,500 stipend during the 15-month program, which blends educational and experiential components. The university is targeting recruitment to both traditional and non-traditional teacher candidates for this program.</p> <p>The DOE will provide the programmatic funding necessary to build capacity for this new pathway at the university over the next four year and provide the stipends to all "Residents" who participate in the program. The DOE will also build a STEM Committee to advise and shape the program—the program structure, funding, certification and curriculum will be constructed through ongoing collaboration with the relevant DOE staff. Additionally, Governor Markell's STEM Coordinating Council will be providing guidance to the DOE and to the STEM Residency. STEM Residents will ultimately teach in schools in the highest-need of "STEM-trained" teachers as determined by the DOE and University of Delaware in collaboration with relevant LEA staff at the districts and charters.</p>
	Overview of Project

Goal Statement	<p>For each project, articulate the theory of action for achieving intended outcome (e.g., what does successful implementation look like?)</p> <p>By fostering the one-year residency approach to teacher development in the STEM fields, DDOE and the University of Delaware seek to recruit, select, train, place and track the student achievement results of a small cohort of science and math teachers in the state's classrooms that need their content expertise most.</p>
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Key Deliverables	Measures of Success	Start Date	End Date	Deliverable Type	Status
List all deliverables by project, with a separate row for each deliverable (as many as are necessary). This must include all deliverables from your Race to the Top delivery plan, and can include any additional deliverables (e.g., contractual deliverables) as desired. Include specific tasks underneath each deliverable as needed, but do not include separate lines.	Where relevant, list success measures for each deliverable				
Review STEM Residency Documents & Conduct internal STEM Review	STEM Documents with defini	10/15/10	1/13/11	USDOE	x
Develop "working" DOE definition of STEM programs: current and future.	Strategic Planning Document	1/13/11	4/13/11	USDOE	x
TLEU develops STEM Residency program requirements.	Strategic Planning Document	1/13/11	4/15/11	USDOE	x
Define methods and measures for determining effectiveness of Residency program	Strategic Planning Document	1/13/11	7/15/11	USDOE	x
Finalize Two-Year Contract with UD on STEM Res.	Contract Signed	7/15/11	8/5/11	USDOE	x
Cohort 2 Program Start: Admits receive notification	Recruitment Campaign Begin	5/6/11	6/5/11	USDOE	x
Determine Placement Strategy with LEAs/UD	Strategic Planning Document	6/5/11	8/15/11	USDOE	x
Cohort 1 Completes Teaching Residency	9/11 Residents Complete 1-y	7/20/11	7/30/11	USDOE	x
DOE Interim Evaluation of Cohorts 1 & 2	TLEU Assessment Doc of STE	7/30/11	9/28/11	USDOE	x
Cohort 2 Summer Training Program & Cohort 1 Hired	15-20 Residents Trained & Pl	6/15/11	8/14/11	USDOE	x
Determine Program Renewal for STEM Residency		10/1/11	10/31/11	USDOE	x
Cohort 3 Program Launch: Brand and Begin Receiving Applications (dependent on signing new contract)		11/1/11	1/30/12	USDOE	x
Cohort 3 Summer Training Program & Cohort 2 Hired		6/15/12	8/14/12	USDOE	x
Impact on Student Achievement (First Cohort)		6/1/12	6/1/12	USDOE	TBD
High-Need School Placement List		6/1/11	7/31/11	Internal	x
Coursework for Cohort 2		6/1/11	7/31/11	Internal	x
Resumes for Cohort 2		6/1/11	7/31/11	Internal	x
Commitment Form (Cohort 2)		6/1/11	7/31/11	Internal	x
Quarterly Reporting Template		Ongoing	7/31/11	Internal	x
Cohort 1 Fellows Hired/Placed to HN Schools		7/15/11	9/31/11	Internal	x
Cohort 2 Fellows placed into residencies		7/15/11	9/31/11	Internal	x
Quarterly Reports (October, December)		Ongoing	1/15/12	Internal	x
Quarterly Reports (February, April)		Ongoing	5/15/12	Internal	x
TPAC Documentation		4/1/12	5/15/12	Internal	x
Samples of STEM Resident work products from courses		4/1/12	5/15/12	Internal	x
Final report, Contract 1		6/1/12	7/31/12	Internal	x
Marketing/Recruitment Plan for Cohorts 3 & 4		9/1/11	1/15/12	Internal	x
STEM Residency website developed and live		9/1/11	1/15/12	Internal	x
STEM Residency program brochure and accompanying materials		9/1/11	1/15/12	Internal	x
Updated coursework list for Cohort 3 with all syllabi (revised) reflecting changes to STEM-centered curriculum		9/1/11	1/15/12	Internal	x

Recruitment report(s) as part of Quarterly Reports (Oct.; Dec., 2011)		9/1/11	1/15/12	Internal	x
Admissions criteria/selection model for entrance into program		9/1/11	1/15/12	Internal	x
Residency placements for Cohort 3 secured in at least 3 LEAs		9/1/11	1/15/12	Internal	x
List of accepted STEM Residents for Cohort 3 (with resumes)		1/15/12	5/15/12	Internal	x
STEM Residency Commitment Form for Cohort 3		1/15/12	5/15/12	Internal	x
Selection report as part of regular Quarterly Report (April)		1/15/12	5/15/12	Internal	x
District Hiring Strategy (with UD points-of-contact) for Cohort 2/3		1/15/12	5/15/12	Internal	x
Recruitment report(s) as part of Quarterly Reports (see contract)		6/1/12	6/15/13	Internal	x
List of classroom residency placements (with Field Instructors) for Cohort 3		6/1/12	6/15/13	Internal	x
STEM Residency coursework samples from Cohort 3		6/1/12	6/15/13	Internal	x
Updated coursework list for Cohort 4 with all syllabi (revised) reflecting changes to STEM-centered curriculum		6/1/12	6/15/13	Internal	N/A--Project Disc
Quarterly reports for February and April as described in contract		2/1/13	5/25/13	Internal	x
All requested documentation related to the TPAC (see contract)		2/1/13	5/25/13	Internal	x
Documentation confirming graduation of residents from Cohort 3		2/1/13	5/25/13	Internal	Tracking
Residency placements for Cohort 4 secured in at least 4 LEAs		2/1/13	5/25/13	Internal	N/A--Project Disc
List of accepted STEM Residents for Cohort 4 (with resumes)		2/1/13	5/25/13	Internal	N/A--Project Disc
STEM Residency Commitment Form for Cohort 4		2/1/13	5/25/13	Internal	N/A--Project Disc
District Hiring Strategy (with UD points-of-contact) for Cohort 3		2/1/13	5/25/13	Internal	TBD
Updated High-Need School Placement List for Cohort 3		2/1/13	5/25/13	Internal	x
Quarterly Reports (as described in contract)		6/1/13	11/1/13	Internal	x
List of classroom residency placements (with Field Instructors) for Cohort 4		6/1/13	11/1/13	Internal	N/A--Project Disc
List of final STEM Resident job placements for Cohort 3		6/1/13	11/1/13	Internal	TBD
STEM Residency coursework samples from Cohort 4		6/1/13	11/1/13	Internal	N/A--Project Disc
Quarterly reports for February and April as described in contract.		11/15/14	5/25/14	Internal	N/A--Project Disc
All requested documentation related to the TPAC (see contract)		11/15/14	5/25/14	Internal	N/A--Project Disc
Documentation confirming graduation of residents from Cohort 4		11/15/14	5/25/14	Internal	N/A--Project Disc
District Hiring Strategy (with UD points-of-contact) for Cohort 4		11/15/14	5/25/14	Internal	N/A--Project Disc
Updated High-Need School Placement List for Cohort 4		11/15/14	5/25/14	Internal	N/A--Project Disc
List of STEM Resident job placements for Cohort 4		6/1/14	8/31/14	Internal	N/A--Project Disc
Final report on Cohorts 3 and 4		6/1/14	8/31/14	Internal	TBD
Collect/file all deliverables from three years of STEM Residency		6/1/13	9/30/13	Internal	
Reconcile both STEM Residency Contract (for Cohorts 1/2 & 3/4)		5/1/13	7/15/13	Internal	
Track data on Cohorts 1, 2, and 3 for one year following reconciliation		7/1/13	6/30/14	Internal	
Determine path forward for state in terms of recruiting/training math/science teachers		7/1/13	12/31/13	Internal	
Continue work with University of Delaware on educator prep reform per SB51		7/1/13	6/30/14	Internal	
		Target	Target Date	Measure Type	Measure Achieved?
Performance Metrics		<i>List the target for the measure; if there were no targets in the RTTT plan or delivery plan, list "N/A"</i>	<i>List target date for each measure</i>	<i>Select "RTTT", "RTTT APR" or "other" for additional measures not required by RTTT (e.g. contractual)</i>	<i>Check box if measure has been reached</i>
		8	SY10-11		
		8	SY11-12		
		14-18	SY12-13		
50 non-traditional candidates certified as STEM teachers through the Teacher Residency Program		14-18	SY13-14	RTTT	Not Met
			SY10-11		
Participant Evaluation: The Teacher Performance Assessment Consortium has developed an assessment of a 2-3 day unit of instruction. Residents receive 11 scores across 5 categories of performance. % of Residents who earn a passing score (Based on TPAC rubric--passing score is determined by UD in collaboration with TPAC,		80%	SY11-12	Other	x
			SY12-13		
Selection: % of residents who have bachelor's degrees in a STEM discipline with a GPA of 3.0 or higher			SY10-11		
% of residents with a GPA of 3.0 or higher (admissions quality measure)		85%	SY11-12	Other	x
			SY12-13		
Placement: % of residents hired to teach in a high-needs school by August 15th in the year following graduation			SY10-11		
% of residents who secure full-time positions with LEAs		75%	SY11-12	Other	Not Met
			SY12-13		
			SY10-11		
Participant Satisfaction: % of residents reporting high levels of satisfaction with their preparation in the STEM residency program.			SY11-12		
Based upon survey approved by DOE that surveys participants		80%	SY12-13	Other	Tracking
			SY13-14		

	LEA Satisfaction: A target for the percentage of partner LEAs (district of charter leaders/HR Directors) who, if presented with the option, would hire a RTTT-program participant again (delineated by program)	65% 70% 75% 80%	SY11-12 SY12-13 SY13-14	Other	Tracking
	Principal Satisfaction: A target for the percentage of partner principals (surveyed directly) who, if presented with the option, would hire a RTTT-program participant again (delineated by program)	65% 70% 75% 80%	SY11-12 SY12-13 SY13-14	Other	Tracking
	Retention: A target for the number of "effective" teachers (DPAS-II rated) who begin their third year of teaching in a high-need school and/or hard-to-staff subject area in the state of Delaware; Teachers out-placed by their parent organization will not be included in this measure—but data on out-placed teachers will be reported to DDOE on an ongoing basis as requested	55% 65%	SY13-14 SY14-15	Other	Tracking
Connected/Impacted Projects	<i>List related projects that may have an impact on other RTTT projects or be impacted by other RTTT projects</i>	STEM Strategy, Prep Improvement, New Teacher Pathways, STEM Coordinating Council			
Additional notes	<i>Provide additional notes, such as anticipated risks, key players, resources needed, or related projects in this space</i>				
Budget	<i>Insert Budget Overview</i>				

Delaware Department of Education Race to the Top Delivery Plan

Updated May 2013

Project	Select project	New Educator Mentoring and Induction
Project Owner	Enter name of delivery plan owner	Jon Neubauer
Unit/Branch	Select unit/branch	TLEU
Criterion	Select criterion	D. Great Teachers and Leaders
Subcriterion	Select subcriterion	D-1: High-Quality Pathways for Aspiring Teachers & Principals

Summary	Overview of Project	The DDOE's New Teacher Mentoring program partners new classroom teachers and specialists with a strategically matched mentor to increase student outcomes and teacher retention. The program includes an initial introductory phase and three complete cycles, each focusing on one component that aligns to DPAS II. Mentoring cycles include classroom environment, planning and instruction, and assessment literacy. The most recent data shows a decline in new teacher's satisfaction with the program as data from the 09-10 academic year states that only 42.1% of new teachers found their mentor to be "very helpful" as compared with the 62.6% of new teachers who found their mentor to be "very helpful" during the 03-04 academic year. Based upon an analysis of the University of Delaware's A Portrait of Delaware's New Teachers and an assessment from the New Teacher Center, it is clear that the policy mandated program, its funding, and content are helping to support and develop Delaware's new teachers. However, given the data, it is also apparent that there is room for the program to improve. By reframing the mentoring program to include comprehensive induction activities, and creating new and innovative approaches to providing support for new teachers, DDOE and the LEAs can work towards increasing educator retention rates; improving teaching practices of both new and veteran staff members, and most importantly, having positive effects on student achievement.
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Goal Statement	For each project, articulate the theory of action for achieving intended outcome (e.g., what does successful implementation look like?)	DDOE seeks to ensure all new educators in the State of Delaware receive full professional and personal support as they develop the essential knowledge, skills and experience that will result in a high quality education for all of Delaware's students, notably those taught by novice teachers. DOE will provide the necessary framework, resources, and support to enable and empower all Local Education Agencies (LEAs) to develop and implement a local Comprehensive Induction Program tailored to the needs of new teachers and aligned with state and local initiatives.
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Key Deliverables	Measures of Success	Start Date	End Date	Deliverable Type	Status
List all deliverables by project, with a separate row for each deliverable (as many as are necessary). This must include all deliverables from your Race to the Top delivery plan, and can include any additional deliverables (e.g., contractual deliverables) as desired. Include specific tasks underneath each deliverable as needed, but do not include separate lines.	Where relevant, list success measures for each deliverable				
Conduct site visits to gain program baseline data regarding program effectiveness		1/7/13	2/28/13	Internal	X
Develop new program strategic plan; including Vision, Mission, Objectives, and Outcomes based on site visit feedback		3/1/13	4/30/13	Internal	X
Develop criteria to determine program effectiveness		3/1/13	7/31/13	Internal	X
Plan competitive grant opportunity for LEAs focused on delivering innovative strategies to provide support for new teachers		3/1/13	5/9/13	Internal	X
Roll out competitive grant opportunity		5/10/13	5/10/13	Internal	X
Develop plan for an online platform- One Stop Shop that utilizes Web 2.0 technologies		6/3/13	7/31/13	Internal	
Build online platform		8/1/13	10/31/13	Internal	
Restructure "Traditional" program deliverables to better align with teachers' existing classroom needs		6/3/13	6/21/13	Internal	
Develop summer training sessions for Site Coordinators and Lead Mentors		6/3/13	6/21/13	Internal	
Conduct summer training sessions for Site Coordinators and Lead Mentors (3 sessions)		6/25/13	7/24/13	Internal	
Review proposals related to the competitive grant opportunity		7/22/13	7/26/13	Internal	
Develop New Teacher Academy- Webinar Series (minimum of 3 webinars)		8/2/13	6/30/14	Internal	
Develop Mentor Academy- Webinar Series (minimum of 3 webinars)		8/2/13	6/30/14	Internal	
Conduct mid-year program evaluation of both "Traditional" and "New" approaches		12/2/13	1/3/14	Internal	
Conduct end-of-year program evaluation of both "Traditional" and "New" approaches		5/1/14	5/30/14	Internal	

Performance Metrics	Target	Target Date	Measure Type	Measure Achieved?
List all measures by project, with a separate row for each measure. This must include all QUANTITATIVE measures from your Race to the Top delivery plan/the RTTT plan, and can include any additional measures (e.g., contractual measures) as desired.				
% of new teachers who participate in the Comprehensive Induction Program and are rated as either effective or highly effective on their DPAS II evaluations who remain teaching in DE at the end of the year	80%	SY13-14	other	
% of new teachers who participate in the Comprehensive Induction Program who are rated as either effective or highly effective on their DPAS II evaluations in each year of the program	50% effective 30% highly effective	SY13-14	other	
% of new teachers participating in the Comprehensive Induction Program who report satisfaction with the support they are receiving through the Comprehensive Induction Program as reported on a feedback survey	80%	SY13-14	other	

	% of novice teachers who participate in the Comprehensive Induction Program who meet and or exceed their DPAS II Component V measures	100% Meet 50% Exceed	SY13-14	other	
	% of students of novice teachers who report satisfaction with their teacher as reported on a survey	80%	SY13-14	other	
Connected/Impacted Projects	<i>List related projects that may have an impact on other RTTT projects or be impacted by other RTTT projects</i>	Statewide Website/Recruitment Portal, Comprehensive Professional Development, MSI, TFA			
Additional notes	<i>Provide additional notes, such as anticipated risks, key players, resources needed, or related projects in this space</i>	State-funded (non-RTTT funding source)			
Budget	<i>Insert Budget Overview</i>				

Delaware Department of Education Race to the Top Delivery Plan

Updated May 22, 2013

Project	Select project	Teach For America
Project Owner	Enter name of delivery plan owner	Christopher Ruszkowski/Tasha Cannon
Unit/Branch	Select unit/branch	TLEU
Criterion	Select criterion	D. Great Teachers and Leaders
Subcriterion	Select subcriterion	D1. High Quality Leadership Pathways

Summary	Overview of Project	<p>Prior to Race to the Top, the state of Delaware began partnering with Teach For America (through their Mid-Atlantic region) to help support district and charter school human resource efforts. Teach For America is a widely-known national non-profit organization that recruits some of the nation's most accomplished college graduates to teach for two-years in schools serving low-income communities. They believe that these two years not only impacts student achievement in a dramatic way, but that the contributions their "alumni" make to the eradication of educational inequality are equally important. Since 2009, TFA has recruited, selected, trained, placed, and professionally developed 40 teachers serving some of the state's highest-need schools in New Castle County (Wilmington area). Those teachers also earn their certification through one of our IHE partners, Wilmington University.</p> <p>Through Race to the Top, the DOE's newly created Teacher & Leader Effectiveness Unit plans to leverage the organization as a human capital thought-partner, build a local chapter of the organization within the state, expand the organization's impact to new districts and charters, and ensure that TFA's alumni remain in Delaware as part of our statewide education reform efforts. This year, the organization has applied for RTTT funding to achieve these goals, and has pledged to bring a minimum of 25 new "corps members" per year over the grant period, with the potential of expanding to 40 new teachers per year.</p>
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Goal Statement	For each project, articulate the theory of action for achieving intended outcome (e.g., what does successful implementation look like?)	By cultivating a new source of talent for the highest-need schools in Delaware, DDOE seeks to recruit, select, train, and place highly-qualified and highly-effective new teachers into the state's lowest income communities.
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Key Deliverables	Measures of Success	Start Date	End Date	Deliverable Type	Status
List all deliverables by project, with a separate row for each deliverable (as many as are necessary). This must include all deliverables from your Race to the Top delivery plan, and can include any additional deliverables (e.g., contractual deliverables) as desired. Include specific tasks underneath each deliverable as needed, but do not include separate lines.	Where relevant, list success measures for each deliverable	List current start date associated with each deliverable	List current date due associated with each deliverable	Select "USDOE" or "Internal"	Check if deliverable has been completed
Develop TFA Alum Retention Strategy	Goal Set; Project Plan Determined	10/15/10	11/29/10	USDOE	x
Execute TFA Alum Retention Strategy	1 all-corps event, 3-4 small group	11/29/10	1/13/11	USDOE	x
Determine TFA Strategy within RTTT Education Agenda	One-Pager on TFA Strategy in	1/13/11	2/3/11	USDOE	x
Determine LEA Demand/Financial Support for TFA	19/19 Districts submit data	2/3/11	3/15/11	USDOE	x
Finalize TFA Strategy within RTTT and Legislative Agenda	One-Pager on TFA Strategy in	3/15/11	4/14/11	USDOE	x
Complete Formal Agreement with TFA	Signed 2 Year contract with TFA	3/15/11	8/1/11	USDOE	x
Onboard DE TFA Executive Director		4/14/11	5/14/11	USDOE	x
Ongoing Fundraising from Public/Private Initiatives Office	Report of number of 2009 DE	3/31/11	5/15/11	USDOE	x
Assess Progress to Alumni Retention Goal--Final Push		5/15/11	5/30/11	USDOE	x
Meet 2011 Corps--Prep for Hiring Process	20-30 DE CMs successfully co	5/30/11	6/19/11	USDOE	x
2011 Corps Trained in Philadelphia	95% of CMs hired by the first	6/14/11	7/29/11	USDOE	x
Develop Hiring Process for 2011 Corps/Teachers Hired	Evaluation Completed	5/15/11	8/18/11	USDOE	x
Conduct initial evaluation of TFA through Human Capital Diagnostic with Harvard SDP		12/15/11	6/15/12	USDOE	Not completed--
Develop expansion strategy and determine Contractual agreement for years 3 & 4 of RTTT for TFA	Draft Legislation Written	1/15/12	8/15/12	USDOE	x
Determine Legislative Agenda for "Sunset Clause"	Set Goal of 60% of 2010 DE C	10/31/11	6/30/12	USDOE	x
Execute TFA Alum Retention Strategy for 2011-2012		10/1/11	1/9/12	USDOE	x
Update district hiring list with final CM placements		8/15/11	11/1/12	Internal	x
Fall program data reported on 2010/2011 CMs		11/1/11	2/15/12	Internal	x
Resumes of all TFA-DE Staff		8/15/11	11/1/11	Internal	x
TFA-DE program website and recruitment materials		8/15/11	11/1/11	Internal	x
Alumni retention goals/plan for 2011-12		8/15/11	11/1/11	Internal	x
Biographical information on 2012 Cms		12/1/11	5/15/12	Internal	x
CM placement spreadsheet for 2012 (to include CSD placements)		4/1/12	6/15/12	Internal	x
List of eligible HN schools to be served by TFA, updated		4/1/12	6/15/12	Internal	x
Scope & Sequence of Pre-Service Training, updated and w/ copy of TFA curricular materials		4/1/12	6/15/12	Internal	x
Delaware Regional Strategic Plan		6/1/12	7/15/12	Internal	x
Spring program data report on 2010-2011 corps members		5/15/12	7/15/12	Internal	x
CM school placement spreadsheet, updated		6/1/12	7/15/12	Internal	x
MOU and all other documentation with certification coursework provider		6/1/12	7/15/12	Internal	x
Updated district hiring list with final 2012 CM placements		9/15/12	11/1/12	Internal	x
Fall program data report on 2011/2012 corps members		11/1/12	2/15/13	Internal	x
Resumes of all TFA-DE staff, updated		8/15/12	11/1/12	Internal	x
TFA-DE program website and recruitment materials, updated		8/15/12	11/1/12	Internal	x

	Alumni retention goals/plan for 2012-2013		8/15/12	11/1/12	Internal	x
	Spring program data report on 2011-2012 corps members		5/1/13	6/15/13	Internal	In-progress
	Fall Program Data Report on 2012 corps members		9/1/13	11/1/13	Internal	x
	Alumni retention goals/plan for 2012-2013, updated		8/1/13	11/1/13	Internal	In-progress
	Spring program data report on 2012 corps members		5/1/14	6/15/14	Internal	In-progress
	Execute TFA Contract for second half of RTTT based on first half performance (2013-2014)		5/1/13	6/30/13	Internal	
	Onboard 2013 Corps Members: Induction & District Hiring		6/1/13	8/31/13	Internal	
	Ensure district hiring placements in all three Delaware counties for 2013-2014 school year		8/1/13	9/30/13	Internal	
	Launch RFP for evaluation of alt-route programs (TFA) per HB248		10/1/13	12/31/13	Internal	
	Observe/visit 5 corps member classrooms during the 2013-2014 school year		10/1/13	5/1/14	Internal	
	EOY Analysis of Contract Metrics		5/1/14	6/30/14	Internal	
Performance Metrics						
	<i>List all measures by project, with a separate row for each measure. This must include all QUANTITATIVE measures from your Race to the Top delivery plan/the RTTT plan, and can include any additional measures (e.g., contractual measures) as desired.</i>		<i>List the target for the measure; if there were no targets in the RTTT plan or delivery plan, list "N/A"</i>	<i>List target date for each measure</i>	<i>Select "RTTT", "RTTT APR" or "other" for additional measures not required by RTTT (e.g. contractual)</i>	<i>Check box if measure has been reached</i>
	Recruitment: % of TFA applicants that rank DE as a "highly preferred" regional assignment; calculated from TFA admissions data		5%	Annual	Other	x
	Selection: % of corps members who pass all required exams prior to the first day of school		90%	Annual	Other	x
	Placement: % of corps members placed by July 15th of each school year		70%	Annual	Other	Not Met
	Placement: % of corps members placed, in the highest-need schools serving FRPL students (greater than 75%) in DE		50%	Annual	Other	x
	Retention: % of teachers who begin their second year of teaching		90%	Annual	Other	x
	Retention: % of teachers who complete their two year commitment (neither including those involuntarily outplaced by TFA);		85%	Annual	Other	x
	Alumni: % of Teach For America-Delaware alumni who begin working full-time or part-time in Delaware beyond their two-year commitment		60%	Annual	Other	Tracking
	Teacher Satisfaction: % of TFA corps members who respond "positive" or "very positive" to the statement, "How would you describe your overall satisfaction with Teach For America?"		70% (85% net p	Annual	Other	TBD
			65%	SY11-12		
			70%	SY12-13		
	LEA Satisfaction: A target for the percentage of partner LEAs (district of charter leaders/HR Directors) who, if presented with the option, would hire a RTTT-program participant again (delineated by program)		75%	SY13-14		
			80%	SY14-15	Other	TBD
			65%	SY11-12		
			70%	SY12-13		
	Principal Satisfaction: A target for the percentage of partner principals (surveyed directly) who, if presented with the option, would hire a RTTT-program participant again (delineated by program)		75%	SY13-14		
			80%	SY14-15	Other	TBD
	Retention: A target for the number of "effective" teachers (DPAS-II rated) who begin their third year of teaching in a high-need school and/or hard-to-staff subject area in the state of Delaware; Teachers out-placed by their parent organization will not be included in this measure—but data on out-placed teachers		55%	SY13-14		
			65%	SY14-15	Other	Tracking
Connected/Impacted Projects	<i>List related projects that may have an impact on other RTTT projects or be impacted by other RTTT projects</i>	New Teacher Pathways, School Leadership Pipeline				
Additional notes	<i>Provide additional notes, such as anticipated risks, key players, resources needed, or related projects in this space</i>					
Budget	<i>Insert Budget Overview</i>					

Delaware Department of Education Race to the Top Delivery Plan

Updated May 22, 2013

Project	Select project	Model Staffing Initiative
Project Owner	Enter name of delivery plan owner	Christopher Ruszkowski
Unit/Branch	Select unit/branch	TLEU
Criterion	Select criterion	D. Great Teachers and Leaders
Subcriterion	Select subcriterion	D1. High Quality Leadership Pathways

Summary	Overview of Project	DOE will contract a nationally-recognized organization with a proven track record in working with states and LEAs in human capital strategy, notably the recruitment, selection, and placement of new teachers. This partner will collaborate with DOE to identify which LEAs need the most support in this. The DOE partner will place a human resource practitioner in each of the LEAs identified (or at another nexus point for LEAs such as a non-profit or state office). In year one DOE anticipates this partner serving a minimum of one school district and a network of high-need charter schools. In future years LEA demand for staffing services will be assessed and met as needed. Once established, said human resource practitioner, along with operational staff and support from the partner organization, will implement technology systems and school staffing skills in order to ensure that, in the near-term, LEAs hardest-to-staff vacancies are filled. In doing so and by embedded themselves in the human resource office(s) of these LEAs, this DOE partner will build capacity amongst LEA staff to implement said services after the two-year period with limited or no technical assistance from this DOE partner. This will include the partner organization training LEA staff (including Principals) in best practices around teacher recruitment and hiring. Over the duration of the grant, approximately 25-50 teachers will be vetted and placed through this service.
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Goal Statement	For each project, articulate the theory of action for achieving intended outcome (e.g., what does successful implementation look like?)	By providing high-need schools and schools with critical staffing needs additional human resource support across the educator life-cycle, DDOE seeks to ensure that each school has the opportunity to staff each classroom with a high-potential educator and provide them with the support they need to drive student achievement in the early part of their career.
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Key Deliverables	Measures of Success	Start Date	End Date	Deliverable Type	Status
List all deliverables by project, with a separate row for each deliverable (as many as are necessary). This must include all deliverables from your Race to the Top delivery plan, and can include any additional deliverables (e.g., contractual deliverables) as desired. Include specific tasks underneath each deliverable as needed, but do not include separate lines.	Where relevant, list success measures for each deliverable				
Determine Partner LEAs	2-4 LEAs (and medium-sized charter r	3/1/11	4/30/11	Internal	X
Sign contractual agreement with vendor (Innovative Schools & The New Teacher Project)	Signed/Approved Contract	4/30/11	7/15/11	Internal	X
Hire/Place Vendor's Staff	MSI Staffers / Project Manager hired	6/15/11	7/15/11	Internal	X
Vendor Staff integrated into 2-4 Districts and/or Charter Network	Office Space within LEAs/local CBO	7/15/11	12/31/11	Internal	X
Copies of instructional culture surveys administered to schools to gauge previous school year data. DTMP Presentation (with deck provided) on initial		12/15/11	2/1/12	Internal	X
Participating School/School Point-of-Contact List		12/15/11	2/15/12	Internal	X
List of potential participating schools being solicited for service		12/15/11	2/1/12	Internal	X
Recruitment Website, Service Brand/Logo		12/15/11	2/1/12	Internal	X
Quarterly Report on DTMP-progress to-date		12/15/11	2/1/12	Internal	X
School Leader Training(s) Materials, if administered or scheduled to be administered		2/1/12	4/1/12	Internal	X
Pre-Screen/Selection Model Tools		2/1/12	4/1/12	Internal	X
Innovative Schools' templates for "five key human capital management practices" that are provided to School Leaders, as requested		2/1/12	4/1/12	Internal	X
Report on all School-Based Goals/Targets		2/1/12	4/1/12	Internal	X
Updated Participating School/School Point-of-Contact List		2/1/12	4/1/12	Internal	X
Updated list of potential participating schools being solicited for service		2/1/12	4/1/12	Internal	X
Quarterly Report on DTMP-progress to-date		2/1/12	4/1/12	Internal	X
LEA Staffing Strategy Determined		1/1/12	3/1/12	Internal	X
Build candidate portal		1/1/12	3/1/12	Internal	X
Collaborate with school principals to complete hiring process (ongoing)	Data System Operational	3/1/12	7/1/12	Internal	X
School Leader Training(s) Materials		4/1/12	8/31/12	Internal	X
List of candidates interviewed (by participating school)		4/1/12	8/31/12	Internal	X
Final Report on DTMP for 2011-2012 ten-month pilot		4/1/12	8/31/12	Internal	X
Complete Evaluation of effectiveness of these teachers	Need to determine the Right Teacher	9/17/12	6/1/12	Internal	X
Sign contractual agreement with vendor (Innovative Schools)	Signed/Approved Contract	5/29/13	8/31/14	Internal	
Recruitment of a minimum of 10 schools to participate in DTM	Number of Schools	5/29/13	8/31/13	Internal	
Develop individual coaching plan with participating school leadership		5/29/13	8/31/13	Internal	
Recruit and screen potential applicants for vacancies and make referrals to participating school leadership	Number of applicants	9/1/13	12/31/13	Internal	
Conduct 3 workshops for mentors and new teachers on classroom management, instructional strategies, and time management		9/1/13	12/13/13	Internal	
Conduct workshop for mentors on the topic of observations and feedback		9/1/13	12/31/13	Internal	
Administer mid-year Instructional Culture Insight Survey at each participating school		1/1/14	5/31/14	Internal	
Continue to screen new applicants for vacancies and make referrals to participating school leadership		1/1/14	5/31/14	Internal	
Conduct workshop for new teachers and mentors related to the use of data in instruction		1/1/14	5/31/14	Internal	
Conduct on-site new teacher meetings at participating schools		2/1/14	2/28/14	Internal	
Work with participating school leadership to project vacancies		2/1/14	5/31/14	Internal	
Recruitment of an additional 4 schools to participate in DTM		6/1/14	8/31/14	Internal	
Conduct end-of-year Instructional Culture Insight Survey at each participating school		6/1/14	8/31/14	Internal	

Delaware Department of Education Race to the Top Delivery Plan

Updated May 22, 2013

Project	Select project	Delaware Leadership Project
Project Owner	Enter name of delivery plan owner	Christopher Ruskowski
Unit/Branch	Select unit/branch	TLEU
Criterion	Select criterion	D. Great Teachers and Leaders
Subcriterion	Select subcriterion	D1. High Quality Leadership Pathways

Summary	Overview of Project	One of the pledges Delaware made in Race to the Top was to create new pathways (often referred to as alternative-routes) for individuals interested in pursuing a career as an assistant principal or principal in a high-need school. While traditionally the majority of school building leaders earned their credential by completing coursework at colleges and universities, this aspiring principal pathway would be created by a DOE partner organization procured through RFP process. Examples nationwide include such programs as New Leaders for New Schools and New York City Leadership Academy. To fulfill this pledge, DOE will procure the services of a partner with a proven track record of recruiting, selecting, training, professionally developing, and supporting aspiring and current school building leaders in high-need schools. This partner will work closely in collaboration with DOE to ensure that all marketing materials, training modules, and mentoring processes are closely aligned with DE's Education Reform Agenda. Programmatically, this pathway will consist of 14-months of cohesive training from this one provider. This includes two intensive training summers with a yearlong residency in-between. Over the course of the RTTT grant period, this initiative will place 35-50 new school building leaders in the state's high-need schools. The initiative will be funded through a combination of private, state, and district contributions, requiring a high-level of financial and programmatic investment from each of these constituents.
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Goal Statement	For each project, articulate the theory of action for achieving intended outcome (e.g., what does successful implementation look like?)	The creation of an alternative route for identifying and placing aspiring principals in high-need schools will create a deeper and stronger pool of candidates to serve as school leaders, and will ultimately result in more effective school leadership in the state's highest-need schools as evidenced by improved student performance in schools with principals who participated in DLP.
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Key Deliverables	Measures of Success	Start Date	End Date	Deliverable Type	Status
List all deliverables by project, with a separate row for each deliverable (as many as are necessary). This must include all deliverables from your Race to the Top delivery plan, and can include any additional deliverables (e.g., contractual deliverables) as desired. Include specific tasks underneath each deliverable as needed, but do not include separate lines.	Where relevant, list success measures for each deliverable				
Release RFP	RFP Posted on DOE Website	9/15/10	11/5/10	USDOE	X
Complete RFP Response Review Process	Lead vendor(s) selected	11/5/10	12/12/10	USDOE	X
Enter Contractual Agreement(s)/ MOU	Contract Signed	12/12/10	1/26/11	USDOE	X
Program Start Cohort 1: Online application		1/26/11	2/25/11	USDOE	X
Complete LEA TLEU Services Survey	Survey results report. List of	1/26/11	2/25/11	USDOE	X
Adjust programmatic elements after semi-annual review		2/1/11		USDOE	X
Cohort 1 Selected	8-12 Residents Meet Selectio	2/25/11	5/31/11	USDOE	X
Summer Training Completed	80% Residents Successfully C	5/31/11	8/14/11	USDOE	X
Online Application for Cohort 2		8/1/11	10/1/11	USDOE	X
Adjust programmatic elements after semi-annual review		8/1/11		USDOE	X
Cohort 1 Placed in Residency	90% of selected Residents ha	8/14/11	9/30/11	USDOE	X
Determine Placement School "Master List"		9/1/11	10/1/11	USDOE	X
Residency School Placement List		9/1/11	10/1/11	USDOE	X
Cohort 1 Residency Completion		9/30/11	7/1/12	USDOE	X
Mid-Year Candidate Evaluation Materials (from Cohort 1)		10/1/11	1/1/12	USDOE	X
Selection model for Cohort 2		10/1/11	1/1/12	USDOE	X
Requested documentation on candidates graduating from Cohort 1		1/1/12	6/1/12	USDOE	X
Craft/Pass necessary legislation/regulation for the perpetuity of alternative-route to School Leader certification programs		1/1/12	6/30/12	USDOE	X
Develop additional internal processes for authorization/renewal of alternative-route to principal certification programs		1/1/12	6/30/12	USDOE	X
Mid-year Evaluation of Year 1 Residents		1/1/12	1/31/12	USDOE	X
Determine LEA participation for Cohort 2		1/15/12	5/1/12	USDOE	X
Adjust programmatic elements after semi-annual review		2/1/12		USDOE	X
6-12 Candidate/enrollment files fro Cohort 2		4/1/12	7/15/12	USDOE	X
Ensure re-authorization of the Delaware Leadership Project by DOE/PSB		4/1/12	9/1/12	USDOE	X
Cohort 1 Hired by LEAs for oficial placement		7/1/12	10/1/12	USDOE	X
Cohort 2 Residency Placements		7/1/12	10/1/12	USDOE	X
Adjust programmatic elements after semi-annual review		8/1/12		USDOE	X
Program Start Cohort 2: Repeat Cycle		8/31/12	9/30/12	USDOE	X
Documentation on Mentor Principal sites for Cohort 2		9/1/12	1/1/13	USDOE	X
Cohort 2 end-of-program/evaluation graduation documents		1/1/13	6/1/13	USDOE	X- on track to hit 6/1 deadline
Contract Extension for beyond Cohort 3		6/1/13	7/1/13	Internal	
Summer Intensive designed & executed for Cohort 3		4/15/13	7/25/13	Internal	

	Residency Curriculum for Cohort 3		4/1/13	8/1/13	Internal	
	Adjust programmatic elements after semi-annual review		8/1/13	8/1/13	Internal	
	Cohort 2 Placed in Residency		8/1/13	9/30/13	Internal	
	Determine Placement School "Master List"		9/1/13	10/1/13	Internal	
	Recruitment & Selection of Cohort 4		10/1/13	4/15/14	Internal	
	Mid-year Evaluation of Year 1 Residents		1/1/14	1/31/14	Internal	
	Cohort 3 end-of- program/graduation/evaluation documents		1/1/12014	6/1/14	Internal	
			Target	Target Date	Measure Type	Measure Achieved?
Performance Metrics			<i>List the target for the measure; if there were no targets in the RTTT plan or delivery plan, list "N/A"</i>	<i>List target date for each measure</i>	<i>Select "RTTT", "RTTT APR" or "other" for additional measures not required by RTTT (e.g. contractual)</i>	<i>Check box if measure has been reached</i>
	<i>List all measures by project, with a separate row for each measure. This must include all QUANTITATIVE measures from your Race to the Top delivery plan/the RTTT plan, and can include any additional measures (e.g., contractual measures) as desired.</i>					
	No. of new principal fellows selected (for the next SY)		40 75 100	SY11-12 SY12-13 SY13-14	RTTT	NOT MET
	# of applications received		75 150	Year 1 Year 2	RTTT	X
	% of candidates that successfully complete summer intensive training based upon DDOE-approved rubrics and assessments (not to include involuntary outplacements)		70% 80%	Year 1 Year 2	RTTT	X
	% of candidates that successfully graduate program based upon DDOE-approved rubrics and assessments (not to include involuntary outplacements)		80% 90%	Year 1 Year 2	RTTT	X
	% of candidates who are DPAS-II calibrated by the end of their residency year		70% 90%	Year 1 Year 2	RTTT	X
	% of candidates who are offered a school leadership position (including AP/Dean-level positions) by July 15th in the summer after their residency year		60% 80%	Year 1 Year 2	RTTT	X
	% of candidates who are offered a School Leader (Principal/Charter leader) position by July 15th in the summer after their residency year		25% 50%	Year 1 Year 2	RTTT	NOT MET
	% of LEAs who prefer to hire a DLP graduate to another graduate		75% 85%	Year 2 Year 3	RTTT	
	% of DLP principals whose schools demonstrate stronger growth trends on DCAS in ELA and Mathematics than other novice principals in high-need schools		60% 80%	Year 4 Year 5	RTTT	
	Retention of DLP graduates for the entirety of their four year commitment		80%	ongoing	RTTT	
Connected/Impacted Projects	<i>List related projects that may have an impact on other RTTT projects or be impacted by other RTTT projects</i>	New Teacher Pathways, Leadership Training, Model Staffing Initiative, Development Coaches, Data Coaches, Student Growth programs				
Additional notes	<i>Provide additional notes, such as anticipated risks, key players, resources needed, or related projects in this space</i>	<ul style="list-style-type: none"> • Craft/Pass necessary legislation/regulation for the perpetuity of alternative-route to School Leader certification programs • Develop additional internal processes for authorization/renewal of alternative-route to principal certification programs • Ensure re-authorization of the Delaware Leadership Project by DOE/PSB 				
Budget	<i>Insert Budget Overview</i>					

Delaware Department of Education Race to the Top Delivery Plan

Updated May 22, 2013

Project	Select project	Delaware Teaching Fellows
Project Owner	Enter name of delivery plan owner	Christopher Ruskowski
Unit/Branch	Select unit/branch	TLEU
Criterion	Select criterion	D. Great Teachers and Leaders
Subcriterion	Select subcriterion	D1. High Quality Leadership Pathways

Summary	Overview of Project	<p>DOE will contract a nationally-recognized organization with a proven track record in working with states and LEAs in human capital strategy, notably the recruitment, selection, training, placement and certification of new teachers serving high-need schools. This partner will collaborate with DOE to identify which LEAs need the most support in this and to shape the program to meet subject-area needs. The DOE partner will place a site director, training director, and operations director in a Delaware office and task them with providing 30-50 teachers each year to the state's highest-need schools. To accomplish this, DOE issued an RFP requesting the aforementioned service in fall 2010 and reviewed responses. DOE will enter into a contract with at least one prospective partner in February 2011, ensure that the contracted partner (and their participants) meet the requirements of the state's regulatory environment, and support the initiative with program support (facilities, human resources, public relations) during its start-up period. Program participants will undergo a rigorous screening and summer-long training process before interviewing for open positions within the state's high-need schools. The DOE will measure program success through a series of metrics, including but not limited to the student-level outcomes of its program participants.</p> <p>Note: This initiative will not continue beyond summer 2012 in its current form. Delaware Teaching Fellows will not be recruiting a second cohort of teachers but will continue to support its first cohort through summer 2012. DOE will continue developing a strategy for D-1 under the guiding principles and spirit of the state's RTTT application (which is reflected by the language re: DTF herein).</p>
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Goal Statement	For each project, articulate the theory of action for achieving intended outcome (e.g., what does successful implementation look like?)	Through the DDOE's collaboration with The New Teacher Project and other similar talent pipeline providers, new sources of high-potential teachers will be recruited, selected, pre-service trained, and placed in the highest-need schools across the state, thereby building additional capacity for the state's districts and charter schools. The DDOE will oversee the provision of deep job-embedded support to teachers from such non-traditional programs to ensure they are equipped to deliver high-quality instruction that results in improved student-level outcomes.
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Key Deliverables	Measures of Success	Start Date	End Date	Deliverable Type	Status
List all deliverables by project, with a separate row for each deliverable (as many as are necessary). This must include all deliverables from your Race to the Top delivery plan, and can include any additional deliverables (e.g., contractual deliverables) as desired. Include specific tasks underneath each deliverable as needed, but do not include separate lines.	Where relevant, list success measures for each deliverable				
Release RFP for New Teacher Pipeline & Certification Program	RFP Posted on DOE Website	10/1/10	12/30/10	USDOE	X
Review RFP Proposals for Alt-Route-Pathway	Committee Meeting/Decision	12/30/10	1/13/11	USDOE	X
Determine SBOE/PSB Agenda Items for January meetings re: Certification Approval	Agenda Item Crafted and on	1/13/11	2/2/11	USDOE	X
Enter Contractual Agreement(s) for new alt-route program (enable to launch)	Program contract effectuate	2/2/11	7/12/11	USDOE	X
"New" Pathway Program Launch: Cohort 1	Application Live on Contract	2/12/11	2/27/11	USDOE	X
Selection of Program Participants: Cohort 1 Selected	Cohort of 20-40 selected and	2/15/11	5/26/11	USDOE	X
Determination Point for Certification Provider for 2011 Cohort	Decision on certification con	5/26/11	6/25/11	USDOE	X
Cohort 1 Summer Training	85% of originally selected Fe	5/31/11	7/30/11	USDOE	X
Scope and Sequence of Pre-Service Training		7/1/11	8/1/11	USDOE	X
Final list of Fellows who completed summer training, with documentation on outplaced Fellows and evaluation materials on each Fellow's performance		7/1/11	8/20/11	USDOE	X
Initial District Hiring List--with Fellow placements		7/1/11	8/20/11	USDOE	X
MOU and all other documentation with certification coursework provider		7/1/11	8/20/11	USDOE	X
Cohort 1 Hired	90% of teachers from pipelin	7/30/11	8/30/11	USDOE	X
Certification Coursework Program for Cohort 1 Begins	First course begins	8/30/11	9/14/11	USDOE	X
End-of-Year Presentation on Cohort 1		9/1/11	12/1/11	USDOE	X
Course schedule for certification program--Cohort 1		9/1/11	12/1/11	USDOE	X
Updated District Hiring List--with final Fellow placements for Cohort 1		9/1/11	12/1/11	USDOE	X
DOE Review of Yr. 1 Contract Goals		9/14/11	9/29/11	USDOE	X
Submit resume of hired TRM to complete 2011-2012 school year	Meets expectations on 8 of 1	10/15/11	12/1/11	USDOE	X
Complete DTF program/certification continuum (ACE) for Year 1		1/1/12	6/15/12	USDOE	X
Continue D-1 Strategy with other potential partners in separate Delivery Plan		6/15/12	6/15/14	USDOE	X
		Target	Target Date	Measure Type	Measure Achieved?

Performance Metrics	List all measures by project, with a separate row for each measure. This must include all QUANTITATIVE measures from your Race to the Top delivery plan/the RTTT plan, and can include any additional measures (e.g., contractual measures) as desired.	List the target for the measure; if there were no targets in the RTTT plan or delivery plan, list "N/A"	List target date for each measure	Select "RTTT", "RTTT APR" or "other" for additional measures not required by RTTT (e.g. contractual)	Check box if measure has been reached
	Recruitment: A target for the number of applications received, as measured by the # of applications received (calculated as those that are fully submitted, not started)	500	6/30/12	RTTT	X
	Selection: A target for the % of Fellows who take and pass all required exams, as measured by the % who pass relevant/required Praxis I and II exams by an agreed-upon date each year	90%	6/30/12	RTTT	X
	Pre-Service Training: A target for the % of Fellows who believe that, given the limited time available for training, the summer training prepared them as well as possible to be successful	85%	6/30/12	RTTT	X
	Placement: A target for the percentage of Fellows hired by the end of pre-service training (prior to first day of school in year one), as measured by the # of Fellows hired by LEAs by agency	80%	6/30/12	RTTT	X
	LEA Satisfaction: A target for the percentage of partner LEAs (district of charter leaders/HR Directors) who, if presented with the option, would hire a RTTT-program participant again (delineated by program)	65%	SY11-12	RTTT	X
		70%	SY12-13		
		75%	SY13-14		
		80%	SY14-15		
	Principal Satisfaction: A target for the percentage of partner principals (surveyed directly) who, if presented with the option, would hire a RTTT-program participant again (delineated by program)	65%	SY11-12	RTTT	X
		70%	SY12-13		
		75%	SY13-14		
		80%	SY14-15		
	Retention: A target for the number of "effective" teachers (DPAS-II rated) who begin their third year of teaching in a high-need school and/or hard-to-staff subject area in the state of Delaware; Teachers out-placed by their parent organization will not be included in this measure—but data on out-placed teachers	55%	SY13-14	RTTT	X
		65%	SY14-15		
Connected/Impacted Projects	List related projects that may have an impact on other RTTT projects or be impacted by other RTTT projects	Teach for America, STEM Residency, School Leadership Pipeline			
Additional notes	Provide additional notes, such as anticipated risks, key players, resources needed, or related projects in this space	Project discontinued			
Budget	Insert Budget Overview				

Delaware Department of Education Race to the Top Delivery Plan

Updated May 22, 2013

Project	Select project	Continuous Improvement of DPAS II
Project Owner	Enter name of delivery plan owner	Christopher Ruszkowski
Unit/Branch	Select unit/branch	TLEU
Criterion	Select criterion	D. Great Teachers and Leaders
Subcriterion	Select subcriterion	D2. Improving teacher and principal effectiveness based on performance

Summary	Overview of Project	As noted in RTTT, DDOE will examine and refine the DPAS II process, materials, and training, to ensure that DPAS II implementation is maximally effective. State regulation requires the Department of Education to conduct an annual evaluation of the teacher appraisal process. Per regulation, the evaluation must, at a minimum, include a survey of teachers and evaluators and interviews with a sampling of teachers and evaluators. Data from the evaluation and proposed changes to the DPAS II Revised Guide for Teachers must be presented to the State Board of Education for review on an annual basis. Regulation also requires all changes to the DPAS II Guide to be made in collaboration with DSEA and DASA representatives.
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Goal Statement	For each project, articulate the theory of action for achieving intended outcome (e.g., what does successful implementation look like?)	The DDOE will collect feedback from the field and use that feedback to guide annual improvements to the DPAS II process, materials, and training. As a result, LEAs will implement the evaluation process with fidelity and use the system to fairly and effectively evaluate and support educators. Review and refinement of the process will ensure the production of high-quality evaluations that provide useful information to support continued growth of educators and inform their teaching practices, ultimately resulting in improved student outcomes.
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Key Deliverables	Measures of Success	Start Date	End Date	Deliverable Type	Status
separate row for each deliverable (as many as are necessary). This must include all deliverables from your Race to the Top delivery plan, and can include any additional	Where relevant, list success measures for each deliverable	List current start date associated with each deliverable	List current date due associated with each deliverable	Select "USDOE" or "Internal"	Check if deliverable has been completed
Conduct annual DPAS II external evaluation every March beginning in March 2011 and ending in March 2014.		3/1/11	3/30/14	USDOE	X
Convene stakeholders to review evaluation and make recommendations for changes annually, beginning in June 2011 and ending in June 2014		6/15/11	7/15/14	USDOE	X
Develop and disseminate revised DPAS II materials for components I-IV annually, beginning in July 2011 and ending in August 2014		7/15/11	8/15/14	USDOE	X
DPAS II Review Committee - ongoing monthly meetings with representatives from various stakeholder groups		9/1/12	7/1/13	Internal	X
DPAS II Advisory Council - Delaware Code requires and specifies membership		Jun-13	Jul-13	Internal	X
Delaware Principal Advisory Group (DEPAG) - ongoing monthly meetings with principals		Sep-12	Jul-13	Internal	X
DPAS II Component Five - Year 1/Year 2 Work Group - montly meetings with representatives from stakeholder groups to discuss CV		1/10/13	Jul-13	Internal	X
Teacher Advisory Council (TAC) - teacher groups meet 3 times per year to discuss evaluation process		Jan-13	Jul-13	Internal	X
Proposed Revisions to Regulation 106A and 107A		Jun-13	Jul-13	Internal	

Performance Metrics	Target	Target Date	Measure Type	Measure Achieved?
List all measures by project, with a separate row for each measure. This must include all QUANTITATIVE measures from your Race to the Top delivery plan/the RTTT plan, and can include any additional measures (e.g., contractual measures) as desired.	List the target for the measure; if there were no targets in the RTTT plan or delivery plan, list "N/A"	List target date for each measure	Select "RTTT", "RTTT APR" or "other" for additional measures not required by RTTT (e.g. contractual)	Check box if measure has been reached
# issues raised in evaluation report	N/A	SY 12-13	RTTT	TBD
# of issues resolved in evaluation report	N/A	SY 13-14	RTTT	TBD
Issue Resolution Ratio (reported as ratio of # issues resolved/# issues raised – expected to increase over time)	N/A	SY 13-14	RTTT	TBD
Survey response rate (# of respondents/# surveys administered) 2010-11 baseline: Teachers: 43%, Specialist: 42%, Administrator: 51%	N/A	SY 12-13	RTTT	Partially met
Satisfaction measure from annual online survey – % of respondents who indicate positively that "The evaluation process (observations, documentation, and conferences) provides an accurate picture of my teaching", or another selected survey item to be determined	N/A	SY 12-13	RTTT	Tracking

Connected/Impacted Projects	List related projects that may have an impact on other RTTT projects or be impacted by other RTTT projects	Student Growth Measures, Principal Calibration, Evaluation Audit
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Additional notes	Provide additional notes, such as anticipated risks, key players, resources needed, or related projects in this space	
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Budget	Insert Budget Overview	
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Delaware Department of Education Race to the Top Delivery Plan

Updated May 22, 2013

Project	Select project	Principal Calibration for DPAS
Project Owner	Enter name of delivery plan owner	Eric Niebrzydowski
Unit/Branch	Select unit/branch	TLEU
Criterion	Select criterion	D. Great Teachers and Leaders
Subcriterion	Select subcriterion	D2. Improving teacher and principal effectiveness based on performance

Summary	Overview of Project	<p>State regulation requires every administrator to recalibrate their DPAS II writing and implementation skills every five years, to ensure that they are updated in any revisions or changes to the system. As part of its reform plan, DDOE will examine and refine all of its DPAS II training and calibration to reflect changes to DPAS II and to ensure that it is maximally effective.</p> <p>The DDOE is looking at three areas of calibration: 1) Calibration across framework and processes used (measured through "quizzes" and modules); 2) Calibration across documentation to ensure accuracy, objectivity, and evidence base (measured through onsite monitoring); and 3)IRR during observations (measured through video bank, benchmarking, calibration assessments)</p>
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Goal Statement	For each project, articulate the theory of action for achieving intended outcome (e.g., what does successful implementation look like?)	Through training of administrators responsible for evaluations statewide, the DDOE will ensure all evaluations are consistently administered, and are administered with fidelity and reliability. Ensuring calibration will result in a maximally effective evaluation system across the state that uniformly rates teachers accurately and provides an accurate picture of the educator effectiveness landscape across Delaware.
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Key Deliverables	Measures of Success	Start Date	End Date	Deliverable Type	Status
List all deliverables by project, with a separate row for each deliverable (as many as are necessary). This must include all deliverables from your Race to the Top delivery plan, and can include any additional deliverables (e.g., contractual deliverables) as desired. Include specific tasks underneath each deliverable as needed, but do not include separate lines.					
Train and calibrate/certify new hire and current principals annually in the framework, processes, observations, and document review (recurs annually)	PDMS data	7/1/12	11/30/12	USDOE	X
Develop online DPAS II course(s) in eLearning Delaware	Online course published and	4/30/11	5/30/11	USDOE	X
Develop in-person training modules for principals - DPAS II Component V	Training system documented	5/15/11	7/30/11	USDOE	X
Conduct document reviews to establish baseline and target additional training	Training calendar	6/15/11	6/15/12	USDOE	X
Develop and implement training for development coaches and other trainers	Training system documented	5/15/11	7/30/11	USDOE	X
Develop end-of-training assessments for principals	Principal assessment docum	6/15/11	6/15/12	USDOE	X
Calibrate evaluator products with new assessment	% of development coaches t	6/30/12	7/30/12	USDOE	Evaluator product yet to be developed or purchased
LEA work required to fully utilize DOE program	Percentage of principals train	7/30/11	11/30/11	USDOE	X
Impact on student achievement	Teacher Ratings/Student dat	11/30/11	6/17/12	USDOE	X
Conduct New Administrator training	3 training sessions delivered	8/15/12	annual	Internal	X
Provide Regional trainings for key areas of DPAS-II (i.e. conferencing, evidence collection, improvement plans, etc.)	3 training sessions delivered	10/15/11	ongoing	Internal	X
Develop video observation training	Multiple videos identified, ta	6/15/13	2/1/14	Internal	
Onsite monitoring of documentation for calibration	Each LEA monitored annually	3/1/13	annual	Internal	X

Performance Metrics	List all measures by project, with a separate row for each measure. This must include all QUANTITATIVE measures from your Race to the Top delivery plan/the RTTT plan, and can include any additional measures (e.g., contractual measures) as desired.	Target	Target Date	Measure Type	Measure Achieved?
% of LEA-designated trainers and external providers trained and calibrated		100%	SY11-12	RTTT	X
% of building administrators trained on modules 1-3 by September 15, 2011		100%	SY11-12	RTTT	X
% of teachers trained on formative assessment		30%	SY13-14	RTTT	TBA
% of teachers trained on summative assessment		50%	SY13-15	RTTT	TBA
% of highly effective teachers (change in distribution of teachers)		15%	SY13-16	RTTT	TBA
# of teachers on improvement plans		5%	SY13-17	RTTT	TBA

Connected/Impacted Projects	List related projects that may have an impact on other RTTT projects or be impacted by other RTTT projects	Student Growth Measures, Development Coaches
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Additional notes	Provide additional notes, such as anticipated risks, key players, resources needed, or related projects in this space	
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Budget	Insert Budget Overview	
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Delaware Department of Education Race to the Top Delivery Plan

Updated May 22, 2013

Project	Select project	DPAS Monitoring
Project Owner	Enter name of delivery plan owner	Christopher Ruszkowski
Unit/Branch	Select unit/branch	TLEU
Criterion	Select criterion	D. Great Teachers and Leaders
Subcriterion	Select subcriterion	D2. Improving teacher and principal effectiveness based on performance

Summary
Overview of Project
 As noted in RTTT, the State will ensure the successful conduct of evaluations through increased documentation requirements and auditing. Evaluators must document their DPAS II activities and conclusions via a new feature on the DPAS II website, noting when their observations were made, how the teacher/administrator performed across the four-part rubric, and other required DPAS II evaluation steps. The TLEU program manager (in conjunction with a third party contractor) will audit DPAS II data to ensure that the DPAS II development coaching is carried out as intended. The State will further internally review detailed effectiveness information for LEAs and charters, to ensure that evaluations are being conducted rigorously.

Goal Statement
For each project, articulate the theory of action for achieving intended outcome (e.g., what does successful implementation look like?)
 Through routine monitoring of DPAS II evaluation processes, DDOE will ensure DPAS II is implemented with fidelity; ongoing audits of evaluator documentation will allow DDOE to identify in a timely fashion when specific issues arise in LEA implementation that would require support or more targeted technical assistance. This close oversight of DPAS II implementation will ensure the production of high-quality evaluations that provide useful information to support continued growth of educators and inform their teaching practices, ultimately resulting in improved student outcomes.

Key Deliverables	Measures of Success	Start Date	End Date	Deliverable Type	Status
<i>List all deliverables by project, with a separate row for each deliverable (as many as are necessary). This must include all deliverables from your Race to the Top delivery plan, and can include any additional deliverables (e.g., contractual deliverables) as desired. Include specific tasks underneath each deliverable as needed, but do not include separate lines.</i>	<i>Where relevant, list success measures for each deliverable</i>				
Develop web-based evaluation data collection tool	data collection quality	3/1/10	11/30/10	USDOE	X
Develop alternate data collection processes (year 1 only)	data collection quality	11/15/10	11/20/10	USDOE	X
Develop data analysis reports	report generation	10/1/10	6/15/11	USDOE	X
Develop criteria to flag high-risk schools based on data analysis	identification of high-risk schools	6/15/11	7/15/11	USDOE	X
Develop onsite monitoring protocol and procedures within DESS compliance monitoring system	monitoring documents	7/15/11	8/15/11	USDOE	X
Determine consequences for administrators who are not in compliance	published consequences and	7/15/11	8/15/11	USDOE	X
Identify on-site monitors and train/calibrate	cadre of monitors	10/1/11	11/30/11	USDOE	X
Carry out onsite monitoring within DESS compliance monitoring system	monitoring documentation/	1/1/12	3/30/12	USDOE	X
Train expert evaluators (development coaches, LEA office staff, certified contractors)	training materials/agendas	8/23/11	7/1/12	Internal	X
LEAs establish internal monitoring procedures in collaboration with expert evaluators	monitoring documentation	2/1/12	ongoing	Internal	X
Refine DPAS-II monitoring process to establish as audit	process documents	12/1/12	2/15/13	Internal	X
Carry out onsite monitoring	conduct onsite visit in each d	3/1/13	5/15/13	Internal	X
Provide summary reports of onsite monitoring to schools/districts	report generation	3/1/13	6/1/13	Internal	X
Determine consequences for administrators/districts who are not in compliance	list of consequences	3/1/13	ongoing	Internal	
Evaluate current process based on recent monitoring data	data collection and analysis d	5/1/13	8/1/13	Internal	
Begin yearly monitoring cycle (set schedule for year	8/1/13	ongoing	Internal	

Performance Metrics	Target	Target Date	Measure Type	Measure Achieved?
<i>List all measures by project, with a separate row for each measure. This must include all QUANTITATIVE measures from your Race to the Top delivery plan/the RTTT plan, and can include any additional measures (e.g., contractual measures) as desired.</i>				
# of educators on improvement plans (Baseline 1%)	5%	SY13-14	RTTT	TBA
% of evaluation data entered each year (monitored monthly but using annual metric)	100%	SY12-13	RTTT	TBA
% of observations of evaluations carried out each year (monitored monthly but using annual metric)	100%	SY12-13	RTTT	TBA
% of LEAs and schools receiving desk audits (schools equal sampling)	100%	SY12-13	RTTT	TBA
% of teachers and principals rated "highly effective"	30%	SY13-14	RTTT	TBA
% of teachers and principals rated "effective"	50%	SY13-14	RTTT	TBA
% of teachers and principals rated "needs improvement"	15%	SY13-14	RTTT	TBA
% of teachers and principals rate "ineffective"	5%	SY13-14	RTTT	TBA

Connected/Impacted Projects
List related projects that may have an impact on other RTTT projects or be impacted by other RTTT projects
 Development Coaches, Educator prep program effectiveness, Principal Calibration

Additional notes
Provide additional notes, such as anticipated risks, key players, resources needed, or related projects in this space

Budget
Insert Budget Overview

Delaware Department of Education Race to the Top Delivery Plan

Updated May 22, 2013

Project	Select project	Student Growth Measures
Project Owner	Enter name of delivery plan owner	Christopher Ruszkowski
Unit/Branch	Select unit/branch	TLEU
Criterion	Select criterion	D. Great Teachers and Leaders
Subcriterion	Select subcriterion	D2. Improving teacher and principal effectiveness based on performance

Summary	Overview of Project	New regulations surrounding Delaware's statewide evaluation system, DPAS II, go into effect in July 2011. These regulations are centered on student improvement, which is the the 5th of 5 assessment criteria for evaluating teachers, specialists and administrators. The specific regulatory changes are outlined in Delaware's Race to the Top application, but most prominent among them is that student improvement, more commonly referred to as "Student Growth", must measure changes in achievement data based on scores in the new statewide assessment for tested subject areas and, for both tested and non-tested subjects, other measures of student learning. To accomplish this, the state has embarked on a multi-stakeholder and multi-discipline initiative, which includes over 500 educators across the state. The foundation of this work is identifying, developing, and/or procuring assessments in every subject area and grade level that are technically sound, logistically viable, financially affordable and, of course, in compliance with our regulations. Educators had worked tirelessly for month to determine the assessments that are best suited for their disciplines with "what's best for our students" serving as the overarching guideline for their work. The aforementioned four-pronged review will begin in late January and run through mid-March. Concurrent to the review process, the state is conducting due diligence on the various student growth models to determine which model best meets the needs of Delaware. The proposed model and measures, subsequent to enhancements as gleaned from the review process, will be submitted to the Secretary of Education in May for an executive review. Upon the Secretary's approval, professional development will be provided for assessments that are new to the State.
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Goal Statement	For each project, articulate the theory of action for achieving intended outcome (e.g., what does successful implementation look like?)	By engaging educators to develop quality assessments for all educators (in all grades/subjects statewide), students will have the opportunity to demonstrate growth in all courses/activities and educators/school leaders will be able to measure and assess educator performance with discretion and fairness based upon a state-approved subject matter assessment.
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Key Deliverables	Measures of Success	Start Date	End Date	Deliverable Type	Status
List all deliverables by project, with a separate row for each deliverable (as many as are necessary). This must include all deliverables from your Race to the Top delivery plan, and can include any additional deliverables (e.g., contractual deliverables) as desired. Include specific tasks underneath each deliverable as needed, but do not include separate lines.	Where relevant, list success measures for each deliverable				
Develop and selection of planning team, facilitators and educators		7/1/10	7/31/10	USDOE	X
Analyze internal, external and potential new measures	Status report from each of th	8/1/10	1/15/11	USDOE	X
Create the Measure Report review team		12/1/10	3/16/11	USDOE	X
Deliver draft report on multiple measure of student growth	Recommendations for actual	1/15/11	1/29/11	USDOE	X
Field test of specific measures		1/15/11	6/15/11	USDOE	implementation was field test
Complete review of draft measures reports	Approval on all 4 component	1/15/11	6/15/11	USDOE	X
Determine growth model and relationship to DPAS II		1/15/11	6/15/11	USDOE	X
Develop and / or procure assessment tools and rubrics for all measures when needed.		6/15/11	8/15/11	USDOE	X
Executive Measure review	Final approval on all measure	4/1/11	5/31/11	USDOE	X
Complete professional Development for new assessments and communicate proficiency & growth measures		6/15/11	10/15/11	USDOE	X
Final measures for all 30 work groups		7/1/11	7/12/11	USDOE	X
Completion and collection of "Pre-test" results		9/30/11	10/15/11	USDOE	X
Analysis of results and recalibration of pre-test assessment / proficiency / growth where necessary		10/15/11	11/30/11	USDOE	in progress
Create version 2 of pre-test where necessary		11/30/11	1/15/12	USDOE	X
Complete review of Version 2 measures / tests		1/15/12	2/29/12	USDOE	see below (in red) for status
Completion and collection of "Post-test" results		6/1/12	6/15/12	USDOE	in progress
Analysis of results and recalibration of post-test assessment / proficiency / growth where necessary		6/15/12	7/15/12	USDOE	in progress
Create version 2 of post-test where necessary		6/30/12	7/30/12	USDOE	X
Complete professional Development for new assessments and communicate proficiency & growth measures		7/30/12	8/29/12	USDOE	X
Complete refinement process for 240 Measure B pre/post assessments		3/14/13	8/1/13	Internal	
Complete refinement process for Measure C Growth Goals (46 content areas)		3/14/13	8/1/13	Internal	
Complete review of version 2 pre/post-tests for ELA, Math, Science, SS, World Languages, ESL, V&P Arts, Health, PE		9/13/13	12/20/13	Internal	
Develop pre/post assessment for Visual and Performing Arts for grades 1, 2, 4, and 6		9/13/13	12/20/13	Internal	
Monitor the Alternate Measure B Submission process with vendor		3/14/13	7/12/13	Internal	
Conduct DPAS II Component Five county-wide trainings		7/1/13	7/30/13	Internal	
		Target	Target Date	Measure Type	Measure Achieved?

Performance Metrics	<p><i>List all measures by project, with a separate row for each measure. This must include all QUANTITATIVE measures from your Race to the Top delivery plan/the RTTT plan, and can include any additional measures (e.g., contractual measures) as desired.</i></p>	<p><i>List the target for the measure; if there were no targets in the RTTT plan or delivery plan, list "N/A"</i></p>	<p><i>List target date for each measure</i></p>	<p><i>Select "RTTT", "RTTT APR" or "other" for additional measures not required by RTTT (e.g. contractual)</i></p>	<p><i>Check box if measure has been reached</i></p>
		100% submitted	1/15/11	RTTT	X
	Status report from each of the 30 teams	100% submitted	1/29/11	RTTT	X
	Recommendations for actual measure for each of the 30 areas	Approval granted	6/15/11	RTTT	X
	Approval on all 4 components: financial, compliance, technical and logistical.	Approval granted	5/31/11	RTTT	X
	Final approval on all measures. Ready for operation.				
	By the end of the 2013-14 school year, 30% of teachers and principals will be rated "highly effective"; 50% rated "effective"; 15% rated "needs improvement"; and only 5% rated "ineffective"	see left	6/30/13	RTTT	TBD

Connected/Impacted Projects	<p><i>List related projects that may have an impact on other RTTT projects or be impacted by other RTTT projects</i></p>	DCAS, DPAS Components 1-4, Development Coaches
Additional notes	<p><i>Provide additional notes, such as anticipated risks, key players, resources needed, or related projects in this space</i></p>	
Budget	<p><i>Insert Budget Overview</i></p>	

Performance Metrics	List all measures by project, with a separate row for each measure. This must include all QUANTITATIVE measures from your Race to the Top delivery plan/the RTTT plan, and can include any additional measures (e.g., contractual measures) as desired.	List the target for the measure; if there were no targets in the RTTT plan or delivery plan, list "N/A"	List target date for each measure	Select "RTTT", "RTTT APR" or "other" for additional measures not required by RTTT (e.g. contractual)	Check box if measure has been reached
	Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice)	5% 13% 20% 25%	SY10-11 SY11-12 SY12-13 SY13-14	RTTT	TBA
	Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice)	25% 29% 32% 35%	SY10-11 SY11-12 SY12-13 SY13-14	RTTT	TBA
	Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective (as defined in this notice)	25% 21% 17% 12%	SY10-11 SY11-12 SY12-13 SY13-14	RTTT	TBA
	Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective	5% 4% 3% 2%	SY10-11 SY11-12 SY12-13 SY13-14	RTTT	TBA
	Percentage of principals leading schools that are high-poverty, high minority, or both (as defined in this notice) who are highly effective (as defined in this notice)	5% 13% 20% 25%	SY10-11 SY11-12 SY12-13 SY13-14	RTTT	TBA
	Percentage of principals leading schools that are low-poverty, low minority, or both (as defined in this notice) who are highly effective (as defined in this notice)	25% 29% 32% 35%	SY10-11 SY11-12 SY12-13 SY13-14	RTTT	TBA
	Percentage of principals leading schools that are high-poverty, high minority, or both (as defined in this notice) who are ineffective	25% 20% 15% 10%	SY10-11 SY11-12 SY12-13 SY13-14	RTTT	TBA
	Percentage of principals leading schools that are low-poverty, low minority, or both (as defined in this notice)	5% 4% 3% 2%	SY10-11 SY11-12 SY12-13 SY13-14	RTTT	TBA
	Delaware's goal for 2013-14 is to increase the effectiveness of the teacher pool overall (as described in (D)(2)), and to cut this spread in half, to only 10%			RTTT	TBA
	Double the percentage of highly effective teachers and leaders			RTTT	TBA
	Beginning in the 2010-11 school year, all administrators responsible for assessments will receive one-on-one coaching in conducting rigorous annual evaluations			RTTT	TBA
	By the 2011-12 school year, all LEAs will use the statewide evaluation system to develop, compensate, promote, retain, and remove teachers and principals			RTTT	TBA
	By the 2011-12 school year, "tenure" will be granted to teachers only if they demonstrate satisfactory student growth for two or more years, and have no more than one year of "ineffective" teaching			RTTT	TBA
	The percentage of participating LEAs, as noted by an annual spring survey, whose expert evaluator indicates that their Assessors are more accurately conducting performance evaluation	50% 80%	Year 1 Year 2	Other	TBA
	The percentage of intensively trained Assessors who indicate on their annual spring survey that their Development Coach has helped improve their ability to accurately evaluate staff	50% 80%	Year 1 Year 3	Other	TBA
	The percentage of teachers at one-on-one coaching schools who indicate, as measured by an annual spring survey, that the DPAS-II administrator-teacher conferences (goal-setting, planning, and summative evaluations) at one-on-one development coaching schools will be looked at based on the trend metrics proffered in the RTTT application. See RTTT application section D2 page D-27.	60% 80%	Mid-year End-of-year	Other	TBA
				RTTT	TBA
Connected/Impacted Projects	List related projects that may have an impact on other RTTT projects or be impacted by other RTTT projects				

Additional notes	<i>Provide additional notes, such as anticipated risks, key players, resources needed, or related projects in this space</i>	
Budget	<i>Insert Budget Overview</i>	

Delaware Department of Education Race to the Top Delivery Plan

Project	Select project	Recruitment Portal
Project Owner	Enter name of delivery plan owner	Christopher Ruskowski/Tasha Cannon
Unit/Branch	Select unit/branch	TLEU
Criterion	Select criterion	D. Great Teachers and Leaders
Subcriterion	Select subcriterion	D3. Ensuring equitable distribution of effective teachers and principal

Summary	Overview of Project	To facilitate the hiring process and ensure that Delaware has the capacity to capitalize on recruitment efforts, the State will develop an online web portal where all candidates will be able to submit applications for any job opening statewide. This web portal will streamline the application process and ensure candidates have information about all job opportunities in the state.
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Goal Statement	For each project, articulate the theory of action for achieving intended outcome (e.g., what does successful implementation look like?)	The statewide recruitment portal will increase the quality and quantity of applications to teaching positions in Delaware's districts and charters, resulting in an increase in well-placed, highly effective teachers, particularly in the schools and subject areas of greatest need in the state. The portal also will provide data on the teaching workforce statewide, allowing the DDOE to track programs from which teachers come and where and in what positions they are being placed.
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Key Deliverables	List all deliverables by project, with a separate row for each deliverable (as many as are necessary). This must include all deliverables from your Race to the Top delivery plan, and can include any additional deliverables (e.g., contractual deliverables) as desired.	Start Date	End Date	Deliverable Type
		List current start date associated with each deliverable	List current date due associated with each deliverable	Select "USDOE" or "Internal"
	Analyze existing and reported data on teacher recruitment	2/1/11	3/15/11	USDOE
	Determine existing functionality of teach.gov and teachdelaware.com to meet needs	3/16/11	12/31/2011	USDOE
	Determine reasons why existing Teachdelaware site is not being maximized	4/12/11	4/30/11	USDOE
	Maximize DE opportunities on new teach.gov site	7/15/11	12/31/11	USDOE
	Host presentations from vendors with experience providing web-based recruitment services in DE		4/15/12	USDOE
	Make proposal on New / Improved TeachDelaware site.	9/15/11	11/30/11	USDOE
	Update LEA HR Directors on online portal efforts	9/15/11	1/15/12	USDOE
	Finalize technical infrastructure for teachdelaware.com or new site	8/3/11	8/3/11	USDOE
	Develop marketing materials for teachdelaware.com or new site	7/1/11	4/1/12	USDOE
	Explore partnerships w/other state agencies to market DE.	10/1/11	4/30/12	USDOE
		9/1/11	6/30/12	USDOE
	Customize marketing materials for in and out of state recruitment	9/15/11	12/31/11	USDOE
	Develop policy statement for use of portal	9/15/11	1/15/12	USDOE
	Develop and release RFP for statewide portal	9/15/11	1/31/12	USDOE
	Unveil revamped portal publicly	10/15/11	5/31/12	USDOE
	Promote revamped site	10/1/11	10/1/12	USDOE
	Evaluate initial implementation	5/1/12	10/31/12	USDOE
	Revise materials and process as needed for 2012-13 to 2013-14	7/1/12	12/31/12	USDOE
	Award contract for statewide portal	1/31/12	3/31/12	USDOE
	Launch joindelawareschools.org Applicant Tracking system publicly	4/1/13	5/15/13	Internal
	Launch joindelawareschools.org Recruitment Portal publicly	4/1/13	6/15/13	Internal
	Customize marketing materials for in and out of state recruitment	4/1/13	4/1/14	Internal
	Promote joindelawareschools.org ATS & Recruitment Portal	4/1/13	4/1/14	Internal
	Evaluate initial implementation of joindelawareschools.org	5/15/13	10/31/13	Internal
	Revise materials and process as needed for Phase 2 implementation	5/15/13	11/30/13	Internal
	Three In-person training dates for Phase 1 Users	5/13/13	4/1/14	Internal
	Transfer applicant data from TeachDelaware site to joindelawareschools.org	5/15/13	10/1/13	Internal

		Target	Target Date	Measure Type	
Performance Metrics	<i>List all measures by project, with a separate row for each measure. This must include all QUANTITATIVE measures from your Race to the Top delivery plan/the RTTT plan, and can include any additional measures (e.g., contractual measures) as desired.</i>	<i>List the target for the measure; if there were no targets in the RTTT plan or delivery plan, list "N/A"</i>	<i>List target date for each measure</i>	<i>Select "RTTT" or "other" for additional measures not required by RTTT (e.g. contractual)</i>	
		Number of users of central hiring website	250 500 750 1000	2010-11 2011-12 2012-13 2013-14	RTTT APR
		Increase in applications to Delaware programs and positions (expected impact from marketing campaign)	10% 15 20 25	2010-11 2011-12 2012-13 2013-14	RTTT APR
		Number of applicants using the statewide portal for Delaware teaching positions	250 500 750 1000	2010-11 2011-12 2012-13 2013-14	RTTT APR
		Attrition rate of highly effective teachers	10% 15 20 25	2010-11 2011-12 2012-13 2013-14	RTTT APR
		Percent of LEAs posting vacancies/positions on the portal	TBD	2013-2014	RTTT APR
		Candidate usage of portal as measured by number of "hits" on a quarterly basis	TBD		RTTT APR
		Percent of school leaders reporting that the portal was a helpful hiring tool	TBD		RTTT APR
		Number of vacancies in high-needs subjects and schools annually (May of each year)	TBD		RTTT APR
		Connected/Impact ed Projects	<i>List related projects that may have an impact on other RTTT projects or be impacted by other RTTT projects</i>		
Additional notes	<i>Provide additional notes, such as anticipated risks, key players, resources needed, or related projects in this space</i>	One-size fits all approach will not meet the needs of individual districts Districts that offer lower salaries will lose out of top applicants to higher-paying districts Sustainability beyond two years of state-funded portal			

Delaware Department of Education Race to the Top Delivery Plan

Updated May 31, 2013

Project	Select project	RTTT Communications - Family
Project Owner	Enter name of delivery plan owner	Alison Kepner
Unit/Branch	Select unit/branch	Other
Criterion	Select criterion	D. Great Teachers and Leaders
Subcriterion	Select subcriterion	D3. Ensuring equitable distribution of effective teachers and principals

Summary	Overview of Project	Delaware's Race to the Top (RTTT) plan includes a commitment to engaging educators and the larger community in education. Rather than approach community engagement as a separate activity, the Delaware Department of Education (DDOE) will use RTTT as a catalyst to integrate family and community engagement throughout the four assurances. The goal is to expand and strengthen statewide networks of parents while also employing innovative engagement strategies at the local level. The two-pronged effort will ensure that families throughout the state are informed about their children's education and encouraged to take an active role in it. This strategy will help sustain RTTT efforts beyond the life of the grant by increasing the community's demand for and participation in public education. Major expenditures will focus on informing the larger community about new
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Goal Statement	For each project, articulate the theory of action for achieving intended outcome (e.g., what does successful implementation look like?)	By investing in local districts and charter schools to expand and strengthen communication and outreach to families, the state will ensure parents are better informed about and more actively participate in their children's education, ultimately resulting in greater demand for public education services.
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		Measures of Success	Start Date	End Date	Deliverable Type	Status
Key Deliverables	List all deliverables by project, with a separate row for each deliverable (as many as are necessary). This must include all deliverables from your Race to the Top delivery plan, and can include any additional deliverables (e.g., contractual deliverables) as desired. Include specific tasks underneath each deliverable as needed, but do not include separate lines.	Where relevant, list success measures for each deliverable	List current start date associated with each deliverable	List current date due associated with each deliverable	Select "USDOE" or "internal"	Check if deliverable has been completed
	Complete review and analysis of current Communications processes	Completed analysis of current programs and effect	8/1/10	1/31/11		
	Finalize RTTT Communications Plan	Final Plan	2/1/11	2/28/11		
	Survey LEAs about Community Engagement plans and needs	Synthesized survey results	3/1/11	3/1/11		
	Develop RTTT Marketing Materials to support LEAs' needs	Multi-media materials exist	4/14/11	5/15/11		
	Convene Statewide Networks of parents/families	Multi-media materials exist	4/1/11	4/30/11		
	Convene Statewide Networks of parents/families	Convening happens, summary of shared areas of	4/15/11	5/31/11		
	Design Sub-Grant Process for 2011-12 school year	Process in place and announced by 5/15/11	6/15/11	6/30/11		
	Promote Grants to LEAs	All eligible LEAs apply	7/1/11	7/31/11		
	Select Grant Recipients for 2011-12	LEAs' are selected to receive sub-grants	8/15/11	11/30/11		
	Monitor Sub-grants	LEA reports are submitted in timely manner	1/1/12	1/31/12		
	Reconvene cross-functional department team to review implementation to-date and determine opportunities for improvement for second round of grantees		4/1/12	5/1/12		
	Explore opportunities to align project with Title I Parent Engagement assistance and		4/1/12	5/1/12		
	Design Sub-Grant Process for 2012-13 school year		4/1/12	5/1/2012		
	Promote Grants to LEAs		5/1/2012	6/1/2012		
	Select Grant Recipients for 2012-13		6/1/2012	6/28/12		
	Monitor Sub-grants		7/1/2012	6/30/13		
			Target	Target Date	Measure Type	Measure Achieved?

Performance Metrics	<p>List all measures by project, with a separate row for each measure. This must include all QUANTITATIVE measures from your Race to the Top delivery plan/the RTTT plan, and can include any additional measures (e.g., contractual measures) as desired.</p>	<p>List the target for the measure; if there were no targets in the RTTT plan or delivery plan, list "N/A"</p>	<p>List target date for each measure</p>	<p>Select "RTTT", "RTTT APR" or "other" for additional measures not required by RTTT (e.g. contractual)</p>	<p>Check box if measure has been reached</p>
	Increase in applications to Delaware programs and positions	10 15 20 25	2010-11 2011-12 2012-13 2013-14	RTTT	
	% of respondents citing significant improvements in teaching and learning conditions	10% 25% 40% 55%	2010-11 2011-12 2012-13 2013-14	RTTT	
	100% of all eligible LEAs apply for grant	n/a	2011-12 2012-13	Other	X
	% of Delaware students enrolled in public/charter schools	n/a	2010-11 2011-12 2012-13 2013-14	Other	
	% of parents who report they are highly satisfied with their child(ren)'s public school (measured by pilot survey in collaboration with PTA)	n/a	2010-11 2011-12 2012-13 2013-14	Other	
Connected/Impacted Projects	List related projects that may have an impact on other RTTT projects or be impacted by other RTTT projects				
Additional notes	Provide additional notes, such as anticipated risks, key players, resources needed, or related projects in this space				
Budget		\$600,000 total: \$43,138 transferred to support data coach project through prior amendment submitted to USED 1/31/11; \$76,000 for communications and outreach; \$480,000 for sub-grants to LEAs to support communications and engagement			

Project Owner	<i>Enter name of delivery plan owner</i>	Christopher Ruskowski/Angeline Willen				
Unit/Branch	<i>Select unit/branch</i>	TLEU				
Criterion	<i>Select criterion</i>	D. Great Teachers and Leaders				
Subcriterion	<i>Select subcriterion</i>	D3. Ensuring equitable distribution of effective teachers and principal				
Summary	<i>Overview of Project</i>	Beginning in Fall 2012, highly-effective teachers and principals will be able to participate in this program. This opportunity will require that participants transfer to select high-need schools in return for a \$5,000 signing bonus and increased professional development. It is estimated that 215 teachers and 25 principals will participate in this effort. The training for teachers, provided through a contract with a third party vendor, costs \$4,000 and 215 teachers will receive it for a total cost of \$860,000 while the training for principals costs \$5,000 and 25 will receive it for a total cost of \$125,000. Because this project cannot begin until FY 2012, the final cohort of Fellows will be in 2014-2015, extending beyond the end of the grant period.				
Goal Statement	<i>For each project, articulate the theory of action for achieving intended outcome (e.g., what does successful implementation look like?)</i>	By providing a pipeline for highly effective teachers to transfer into a high needs school, accompanied by a financial incentive, Delaware will create an equitable distribution of human resources across the state's schools.				
		Measures of Success	Start Date	End Date	Deliverable Type	Status
Key Deliverables	<i>List all deliverables by project, with a separate row for each deliverable (as many as are necessary). This must include all deliverables from your Race to the Top delivery plan, and can include any additional deliverables (e.g., contractual deliverables) as desired.</i>	<i>Where relevant, list success measures for each deliverable</i>	<i>List current start date associated with each deliverable</i>	<i>List current date due associated with each deliverable</i>	<i>Select "USDOE" or "internal"</i>	<i>Check if deliverable has been completed</i>
	Develop a selection model and application process	Develop a "job application" form	6/1/11	3/31/12	USDOE	X (1/15/13)
	Conduct a Human Capital Needs Assesments (hard-to-staff schools and subject areas)	subject areas where a	9/1/11	1/31/12	USDOE	X
	Initiate application process for cohort 1 of teachers/principals and host schools	Post job application and description on DOE website (among others)	1/1/13	6/30/12	USDOE	X (2/15/13)
	Develop and post RFP for PD Provider	Posting of RFP	11/30/11	1/31/12	USDOE	
	Contract with a Professional Development partner	Contract with PD vendor	1/31/2012 7/15/12	4/30/2012 8/15/12	USDOE	
	Select a 1st cohort of teachers and principals and schools	Selection of cohort 1	5/30/13	9/1/13	USDOE	
	Finalize school placements and grade-level assignments	School schedules and rosters	9/1/13	10/15/13	USDOE	
	Deliver summer Professional Development	Completion and report on 45 day PD	1/15/13	7/1/13	USDOE	
	Cohort 1 begins new school assignments and initial stipends are provided	selections begin at new host school	8/15/13	8/15/13	USDOE	
	Initiate application process 2nd cohort (and repeat selection and placement process)		1/15/14	9/1/13	USDOE	
	Conduct annual evaluations of talent transfer program	Completion of annual evaluation	6/30/13	9/30/13	USDOE	
			Target	Target Date	Measure Type	Measure Achieved?
Performance Metrics	<i>List all measures by project, with a separate row for each measure. This must include all QUANTITATIVE measures from your Race to the Top delivery plan/the RTTT plan, and can include any additional measures (e.g., contractual measures) as desired.</i>		<i>List the target for the measure; if there were no targets in the RTTT plan or delivery plan, list "N/A"</i>	<i>List target date for each measure</i>	<i>Select "RTTT" or "other" for additional measures not required by RTTT (e.g. contractual)</i>	<i>Check box if measure has been reached</i>
	# teachers and principals who have moved to a high-need school as part of the Delaware Fellows Program					Changed see below

		0 40 75 100	2010-11 2011-12 2012-13 2013-14	RTTT APR	Changed see below
	No. of new teacher fellows selected (for the next SY)				
		0 5 10 10	2010-11 2011-12 2012-13 2013-14	RTTT APR	Changed see below
	No. of new principal fellows selected (for the next SY)				
	<i>There was an amendment written and accepted by USDOE to combine Talent Retention and Talent Attraction in the Delaware Talent Cooperative Metrics were adjusted accordingly to the below.</i>				
	No. of educators selected/placed/trained through Talent Attraction Arm	70	2012-2013 2013-2014	RTTT	Don't have the d
	No. of educators earning retention incentives in high-needs schools	600	2012-2013 2013-2014 2014-2015	RTTT	28 in first year
	% of invited schools participating in the initiative in years 2 & 3	up 65%	2012-2013 2013-2014 2014-2015	RTTT	Up 33% in 2012-2013
Connected/Impacted Projects	<i>List related projects that may have an impact on other RTTT projects or be impacted by other RTTT projects</i>				
Additional notes	<i>Provide additional notes, such as anticipated risks, key players, resources needed, or related projects in this space</i>				

Delaware Department of Education Race to the Top Delivery Plan

Project	Select project	Talent Retention
Project Owner	Enter name of delivery plan owner	Christopher Ruskowski/Angeline Willen
Unit/Branch	Select unit/branch	TLEU
Criterion	Select criterion	D. Great Teachers and Leaders
Subcriterion	Select subcriterion	D3. Ensuring equitable distribution of effective teachers and principal

Summary	Overview of Project	Based upon the outcome of DPAS II evaluations (with additional tiering as needed by DOE to ensure competitiveness), the state will offer retention bonuses for highly-effective teachers and leaders that serve their high-need schools. The State will select certain schools for these bonuses and anticipates that during the grant period approximately 400-700 bonuses will be awarded starting at the conclusion of the 12 school year. The selection process for which educators is currently (December 2011) being determined. Principals will be eligible to receive \$5,000-\$15,000 while teachers will be eligible for \$5,000-\$1,000-\$3,000 supplement for critical subject areas as determined by DOE. It is estimated that approximately 10-20 schools will be selected for this program in the first year, with 20-30 in each of the 2nd and 3rd years. In FY 2012, an estimated 25-75 bonuses will be awarded; 2-5 to principals, 25 to critical subject teachers and 50 "basic bonuses" for critical and non-critical subject area teachers. In 2013 and 2014, the estimated at 6 principals, 74 critical and 172 "basic bonuses" each year.
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Goal Statement	For each project, articulate the theory of action for achieving intended outcome (e.g., what does successful implementation look like?)	By providing retention bonuses to small set of highly-effective teachers and leaders that continue to serve in the state's highest-need schools and subject areas, the DDOE expects to decrease attrition of effective teachers and leaders in these schools
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Key Deliverables	Measures of Success	Start Date	End Date	Deliverable Type
		List current start date associated with each deliverable	List current date due associated with each deliverable	Select "USDOE" or "internal"
List all deliverables by project, with a separate row for each deliverable (as many as are necessary). This must include all deliverables from your Race to the Top delivery plan, and can include any additional deliverables (e.g., contractual deliverables) as desired.	Where relevant, list success measures for each deliverable			
Determination of 1st cohort of eligible schools (10-20 targeted high-need), selection process/criteria and payment schedule		4/11/11	8/15/11	USDOE
Finalize list of 10-20 schools and Communicate Retention Initiative	Final list of 10 schools	8/15/11	9/30/11	USDOE
Review DPAS II evaluations and update timeline		7/1/12	8/30/12	USDOE
Facilitate an advisory committee made up of key stakeholders to identify characteristics of the program		8/1/12	11/30/12	Internal
Provide Initial Retention Stipend Installment		8/30/12	10/31/12	USDOE
Identification of 2nd cohort of eligible schools (50 targeted high-need)	Final list of 18 schools	6/15/13	8/15/13	USDOE
Provide Second Retention Stipend Installment		6/15/13	7/30/13	USDOE
Conduct annual evaluation of retention program		6/15/13	9/15/13	USDOE
Identification of 3rd cohort of eligible schools (using the same cohort from year 2)	Same list of 18 schools	12/15/13	2/1/14	USDOE
Provide Third Retention Stipend Installment		7/1/14	10/15/14	USDOE
Conduct annual evaluation of retention program		6/15/14	9/15/14	USDOE
Performance Metrics		Target	Target Date	Measure Type
List all measures by project, with a separate row for each measure. This must include all QUANTITATIVE measures from your Race to the Top delivery plan/the RTTT plan, and can include any additional measures (e.g., contractual measures) as desired.		List the target for the measure; if there were no targets in the RTTT plan or delivery plan, list "N/A"	List target date for each measure	Select "RTTT" or "other" for additional measures not required by RTTT (e.g. contractual)

		5 100 250 250	2010-11 2011-12 2012-13 2013-14	RTTT APR
	Number of teachers and principals receiving retention bonuses			
		0 \$1,000,000 \$2,500,000 \$2,500,00	2010-11 2011-12 2012-13 2013-14	RTTT APR
	Amount of money available for retention bonuses			
		10% 9% 8% 7%	2010-11 2011-12 2012-13 2013-14	RTTT APR
	Attrition rate of highly effective teachers			
	<i>There was an amendment written and accepted by USDOE to combine Talent Retention and Talent Attraction in the Delaware Talent Cooperative Metrics were adjusted accordingly to the below.</i>			
	No. of educators selected/placed/trained through Talent Attraction Arm		2012-2013 2013-2014	70 RTTT
	No. of educators earning retention incentives in high-needs schools		2012-2013 2013-2014 2014-2015	600 RTTT
	% of invited schools participating in the initiative in years 2 & 3	up 65%	2012-2013 2013-2014 2014-2015	RTTT
Connected/Impacted Projects	<i>List related projects that may have an impact on other RTTT projects or be impacted by other RTTT projects</i>	Talent Transfer (now combined)		
Additional notes	<i>Provide additional notes, such as anticipated risks, key players, resources needed, or related projects in this space</i>	DSEA/DASA, LEA HR Departments, Finance, Superintendents,		

Delaware Department of Education Race to the Top Delivery Plan						Updated May 22, 2013
Project	Select project	Human Capital Analytics				
Project Owner	Enter name of delivery plan owner	Donna Mitchell/Atnre Alleyne (New Owner)				
Unit/Branch	Select unit/branch	TLEU				
Criterion	Select criterion	D. Great Teachers and Leaders				
Subcriterion	Select subcriterion	D3. Ensuring equitable distribution of effective teachers and principals				
Summary	Overview of Project	As the DOE and DE LEAs embark on a multitude of human capital initiatives over the next four years, these entities must have both a baseline understanding of their needs and a methodology to use data to drive proactive decision making. As an example, knowing current vacancies and historical attrition across schools, subject areas and length of employment will help drive contractual relationships with all alternative route providers. Further, access to this information will be essential as it should be used in combination with the state's new evaluation system to determine retention and placement initiatives. To do this work, the state will need to ensure accuracy of current data in the data warehouse, disaggregate existing data and capture new data points from LEAs and schools. To assist in this work, the DOE is developing a longitudinal data system (described in detail within Race to the Top) and partnering with the Harvard Strategic Data Project to bring a dedicated "fellow" to Delaware for two years. At a macro level, this work on the human capital side runs parallel to the data-driven culture the state is promoting in our schools with student-level data.				
Goal Statement	For each project, articulate the theory of action for achieving intended outcome (e.g., what does successful implementation look like?)	Ongoing analysis of human capital across the state will provide critical information about the current teaching workforce and inform the state's approach to recruitment, placement, and support, as well as inform multiple TLEU projects (e.g. teacher prep improvement). By linking educator data to student performance, the DDOE will be better equipped to recruit and place talent in the areas and subjects of greatest need throughout the state.				
Key Deliverables	List all deliverables by project, with a separate row for each deliverable (as many as are necessary). This must include all deliverables from your Race to the Top delivery plan, and can include any additional deliverables (e.g., contractual deliverables) as desired. Include specific tasks underneath each deliverable as needed, but do not include separate lines.	Measures of Success	Start Date	End Date	Deliverable Type	Status
	Develop a comprehensive list of desired data points and metrics	Where relevant, list success measures for each deliverable	List current start date associated with each deliverable	List current date due associated with each deliverable	Select "USDOE" or "Internal"	Check if deliverable has been completed
	Complete a gap analysis of Research Goals versus existing data. Determine how data gaps can be filled.		11/30/10	2/28/11	USDOE	X
	Develop an 12-month timeline for development of related queries/reports (in relation to LDS timeline)		3/1/11	3/31/11	USDOE	X
	Develop and Deploy State-wide Exit Surverys*		3/31/11	5/30/11	USDOE	Not complete
	Vacancy Analysis*		5/30/11	4/30/12	USDOE	Not complete
	Attrition Analysis*		8/30/11	4/30/12	USDOE	Not complete
	Recruitment Pipeline Analysis*		11/30/11	3/1/12	USDOE	X
	Collaborate with SDP/CEPR to complete HC Diagnostic to include indicators in Recruitment, Placement, Development/Preparation, Evaluation, Retention,		3/1/12	6/30/12	Internal	X
	Publish Human Capital Diagnostic to stakeholders		2/1/13	6/30/13	Internal	X
	Define vacancy and attrition data elements to be collected through statewide recruitment portal		6/30/12	8/30/12	Internal	In-Progress
	Establish process, routines, and systems for regular collection, analysis, and review of human capital analytics		6/30/13	8/31/13	Internal	
	Develop and Deploy State-wide Exit Surverys*		6/1/13	12/31/13	Internal	
	Vacancy Analysis* (contingent upon functionality of Rect. Portal)		8/1/13	10/31/13	Internal	
	Statewide HC Diagnostic "Roadshow" (to School Boards & other audiences)		9/1/13	6/30/13	Internal	
			9/1/13	12/15/13	Internal	
Performance Metrics	List all measures by project, with a separate row for each measure. This must include all QUANTITATIVE measures from your Race to the Top delivery plan/the RTTT plan, and can include any additional measures (e.g., contractual measures) as desired.	Target	Target Date	Measure Type	Measure Achieved?	
	% Decrease in the attrition of highly effective teachers and principals from high needs schools (30% by 2013-14, 7% overall)	List the target for the measure; if there were no targets in the RTTT plan or delivery plan, list "N/A"	List target date for each measure	Select "RTTT", "RTTT APR" or "other" for additional measures not required by RTTT (e.g. contractual)	Check box if measure has been reached	
	Effectiveness distributionn spread between educators in high and low-need schools (Cut in half by 2013-14, from an estimatyed 20% to 10%)	30%	SY13-14	RTTT, APR	TBD	
	# of new teachers provided through RTTT established/expanded services	10%	SY13-14	RTTT, APR	TBD	
	# of new principals for high-need schools provided through RTTT established programs	150	SY13-14	Other	TBD	
		30	SY13-14	Other	TBD	
Connected/Impact ed Projects	List related projects that may have an impact on other RTTT projects or be impacted by other RTTT projects	Longitudinal Data System, Teach for America, New Talent Pipelines, Program Prep Grants				
Additional notes	Provide additional notes, such as anticipated risks, key players, resources needed, or related projects in this space					
Budget	Insert Budget Overview					

Delaware Department of Education Race to the Top Delivery Plan

Updated May
24, 2013

Project	Select project	Academic Achievement Awards
Project Owner	Enter name of delivery plan owner	Susan Haberstroh
Unit/Branch	Select unit/branch	Other
Criterion	Select criterion	D. Great Teachers and Leaders
Subcriterion	Select subcriterion	D3. Ensuring equitable distribution of effective teachers and principals

Summary	Overview of Project	Race to the Top will allow Delaware to maintain a program that it began with ARRA Title I funding, which will expire after FY 2011. This program, created by the Delaware General through Senate Bill 151, rewards consistently high-performing schools by providing \$150,000 school level bonuses to five schools that have exceeded their AYP target for two or more years or significantly closed the achievement gap. The enabling legislation is attached at Budget Appendix A. Delaware will continue this program through the 2013-14 school year. The State aligned the Academic Achievement Award program to the ESEA Flexibility Waiver. Annually 2 Reward schools are named and up to 15 Recognition schools. The Recognition schools is open to non-title I schools, so this expands the breadth. Each school receives \$50,000. A formal amendment was submitted and approved.
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Goal Statement	For each project, articulate the theory of action for achieving intended outcome (e.g., what does successful implementation look like?)	By offering school level bonuses to schools with high percentages of economically disadvantaged students who “beat the odds” by successfully student improving performance, this program will a)underwrite school-level programming proven effective to allow for continued or expanded offerings and b)incentivize all schools, particularly those with disadvantaged populations, to offer innovative programs to support student growth for all students.
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	Measures of Success	Start Date	End Date	Deliverable Type	Status
Key Deliverables	List all deliverables by project, with a separate row for each deliverable (as many as are necessary). This must include all deliverables from your Race to the Top delivery plan, and can include any additional deliverables (e.g., contractual	List current start date associated with each deliverable	List current date due associated with each deliverable	Select "RTTT", "RTTT APR" or "other" for additional measures not required by RTTT (e.g. contractual)	Check if deliverable has been completed
	Where relevant, list success measures for each deliverable				
	Appointment of Grants Committee fo Grant Committee selected	8/13/09	9/1/09	other	X
	DDOE to provide achievement data ar Data Run and available	7/1/10	7/16/10	other	X
	Grants Committee to review data and Meetings held	7/22/10	8/1/10	other	X
	Announce first awards Announcement made	8/1/10	8/1/10	other	X
	Selected Schools to forms School Awa School Committees formed	8/1/10	8/31/10	other	X
	School Award Allocation Committee tPlan submitted to DDOE	8/1/10	9/1/10	other	X
	DDOE approves and releases fund Plan approved and subgrant form completed and approved	9/1/10	9/30/10	other	X
	2nd Year awards DDOE to provide acl	6/15/11	7/1/11	other	X
	Research and benchmark comparable programs to inform new selection criteria for award	1/1/12	3/1/12	RTTT	X

	Conduct focus groups with Cohort I awardees	2/1/12	3/1/12	RTTT	X
	Conduct impact analysis of previous A	3/1/12	4/1/12	RTTT	X
	Conduct focus groups with Cohort II awardees	4/1/12	5/1/12	RTTT	X
	Determine selection criteria for Cohorts III through IV	3/1/12	4/1/12	RTTT	X
	Select Cohort III awards	6/1/12	8/1/12	RTTT	X
	Announce Cohort III awards	8/1/12	8/1/12	RTTT	X
	Select Cohort IV awards	6/1/13	8/1/13		
	Announce Cohort IV awards	8/1/13	8/1/13		
	Select Cohort V awards	6/1/14	8/1/14		
	Announce Cohort V awards	8/1/14	8/1/14		

		Target	Target Date	Measure Type	Measure Achieved?
Performance Metrics	<i>List all measures by project, with a separate row for each measure. This must include all QUANTITATIVE measures from your Race to the Top delivery plan/the RTTT plan, and can include any additional measures (e.g., contractual measures) as desired.</i>	<i>List the target for the measure; if there were no targets in the RTTT plan or delivery plan, list "N/A"</i>	<i>List target date for each measure</i>	<i>Select "RTTT", "RTTT APR" or "other" for additional measures not required by RTTT (e.g. contractual)</i>	<i>Check box if measure has been reached</i>
	Change in ratings for schools awarded	n/a	9/1/14	Other	
	Increase in student proficiency in reading and math	n/a	9/1/14	Other	
	Number of schools selected to receive Academic Achievement Award	10 schools	Summer 2011	RTTT	X
	Number of schools selected to receive Academic Achievement Awards - 2 Reward and up to 15 Recognition - each to receive \$50,000	17 schools	Fall 2012	RTTT	x

Connected/Impacted Projects	<i>List related projects that may have an impact on other RTTT projects or be impacted by other RTTT projects</i>	Award criteria to the ESEA Flexibility Waiver. Number of awards were changed from 5 annually to 2 Reward and up to 15 Recognition. A formal amendment was submitted and approved
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Additional notes	<i>Provide additional notes, such as anticipated risks, key players, resources needed, or related projects in this space</i>	
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Budget	<i>Insert Budget</i>	Original RTTT Budget	
		\$ 750,000	2011-12
		\$ 750,000	2012-13
		\$ 750,000	2013-14
		\$ 2,250,000	

Delaware Department of Education Race to the Top Delivery Plan						Updated May 21, 2013
Project	Select project	Teacher and Leader Prep Improvement Grants				
Project Owner	Enter name of delivery plan owner	Christopher Ruszkowski				
Unit/Branch	Select unit/branch	TLEU				
Criterion	Select criterion	D. Great Teachers and Leaders				
Subcriterion	Select subcriterion	D4. Improving preparation programs				
Summary	Overview of Project	To ensure that Delaware has the highest quality pool of teacher candidates to choose from, Race to the Top funds will be used to offer expansion opportunities to those teacher preparation programs that are shown to be effective at producing high quality teachers. Delaware will make \$150,000 available each year to teacher and leader preparation programs that are shown to produce effective teachers and leaders beginning in FY 2012. The determinate of the grant recipients will be based upon historical and ongoing statistical analysis that ties teacher performance back to their preparation program. Delaware has been asked to participate in a national research study whose aim is to conduct this level of analysis; this study is launching January 31, 2011. This grant program will encourage preparation programs with successful records to expand their program, thereby helping to create a competitive marketplace among preparation providers.				
Goal Statement	For each project, articulate the theory of action for achieving intended outcome (e.g., what does successful implementation look like?)	Teacher and Leader Preparation Improvement grants will encourage teacher and leader preparation programs with successful records to expand, thereby creating and promoting a competitive marketplace among providers and ultimately producing better prepared educators and school leaders in Delaware.				
Key Deliverables	List all deliverables by project, with a separate row for each deliverable (as many as are necessary). This must include all deliverables from your Race to the Top delivery plan, and can include any additional deliverables (e.g., contractual deliverables) as desired. Include specific tasks underneath each deliverable as needed, but do not include separate lines.	Measures of Success	Start Date	End Date	Deliverable Type	Status
	Model metric or methodology/evaluation criteria for teacher prep programs – linked to Human Capital Analytics and owned by SDP Fellows	Where relevant, list success measures for each deliverable	List current start date associated with each deliverable	List current date due associated with each deliverable	Select "USDOE" or "Internal"	Check if deliverable has been completed
	Develop rubric for evaluation of Teacher prep programs that demonstrates and defines programs' proven effectiveness and clear expansion plans.		12/15/10	9/1/13	USDOE	
	SDP Human Capital Analytics Diagnostic design and report completed by Spring 2012.		1/1/12	6/1/13	USDOE	
	Establish grant process for applicant criteria, procedures, assessment (rubric), and notification		1/30/11	7/30/12	INTERNAL	X
	Establish selection committee for grant award		7/31/12	9/30/13	USDOE	
	Select grant recipient		7/31/12	5/30/13	USDOE	
	Establish and communicate grant assurances		11/30/12	6/30/13	USDOE	
	Solicit feedback from grant recipient and applicants and use feedback to inform Year 2 grant process		11/30/12	6/30/13	USDOE	
	Administer Year 2 grant application process using feedback from Year 1 to inform process		12/20/12	1/29/13	USDOE	
	Select Year 2 grant recipient		9/30/12	11/30/12	USDOE	
	Harvard Fellows – (2) Agency Fellows and (1) Data Fellow will develop ed-prep model		12/20/13	1/29/14	USDOE	
	Generate and publish quarterly report around grant assurances		1/30/11	7/30/12	INTERNAL	
			8/30/13	7/30/14	USDOE	
			Target	Target Date	Measure Type	Measure Achieved?
Performance Metrics	List all measures by project, with a separate row for each measure. This must include all QUANTITATIVE measures from your Race to the Top delivery plan/the RTTT plan, and can include any additional measures (e.g., contractual measures) as desired.		List the target for the measure; if there were no targets in the RTTT plan or delivery plan, list "N/A"	List target date for each measure	Select "RTTT", "RTTT APR" or "other" for additional measures not required by RTTT (e.g. contractual)	Check box if measure has been reached
	Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students		100%	SY13-14	RTTT	
	% of programs applying for preparation expansion grant with expansion plans		70%	SY13-14	RTTT	
	% of teachers (per DPAS-II) matriculating from programs who received grants rated highly effective by 2017-18 school year		Baseline 2013	SY 2014	Other	
	% of principals (per DPAS-II) matriculating from programs who received grants rated highly effective by 2017-18		Baseline 2013	SY 2014	Other	
Connected/Impacted Projects	List related projects that may have an impact on other RTTT projects or be impacted by other RTTT projects	DCAS, Student Growth, New Talent Pipelines, HR Analytics				
Additional notes	Provide additional notes, such as anticipated risks, key players, resources needed, or related projects in this space	See notes in Key Deliverables. Timeline and deliverables were amended. Condensed Grant process to one year 2013-2014 School Year.				
Budget	Insert Budget Overview					

Delaware Department of Education Race to the Top Delivery Plan			Updated May 22, 2013			
Project	Select project	PD Certification System				
Project Owner	Enter name of delivery plan owner	Christopher Ruskowski				
Unit/Branch	Select unit/branch	TLEU				
Criterion	Select criterion	D. Great Teachers and Leaders				
Subcriterion	Select subcriterion	D5. Providing effective support to teachers and principals				
Summary	Overview of Project	<p>As noted in RTTT, the State will first create a certification system for professional development to ensure that offerings are high quality and high impact. The certification system will be developed in the Spring of 2011. We will adopt state professional development standards in regulation by August 2011. LEA professional development plans will be submitted in July and August 2011 as part of an annual process. The SEA will provide technical assistance to facilitate LEA plan revisions during the period July through September 2011, again part of an annual process. The SEA approval/certification of all LEA plans will be completed by October 2011.</p> <p>The State expects that certified offerings will need to: (1) meet the NSDC's context, process, and content standards for initial certification, and (2) demonstrate impact on participant and student outcomes for ongoing certification. To ensure it can measure and track the impact of professional development on outcomes, the State will create an evaluation system to assess the delivery and outcomes of professional development offerings and is expected to use online evaluations (e.g., participant evaluation forms), student achievement data (as captured by formative and summative statewide assessments), and educator evaluation data (when available following the 2011-12 school year) to demonstrate impact on participant behaviors and student achievement. The new professional development evaluation system will ensure that these data are linked with program participants and connected to input from online evaluations. Offerings will be evaluated both at the program and provider level. Following the 2011-2012 school year, the State will review data again to determine whether professional development offerings remain certified.</p>				
Goal Statement	For each project, articulate the theory of action for achieving intended outcome (e.g., what does successful implementation look like?)	By developing and implementing a statewide certification system for professional development and approving LEA use of funds based on their ability to demonstrate they are providing certified PD, the DDOE will ensure that LEA PD offerings are of high quality. Through ongoing evaluation and analysis, the DDOE will measure and track the impact of PD on student and teacher outcomes, which will provide data on the kinds of PD proven to be effective as well as determine areas where the type and/or quality of PD implementation could use improvement. Ultimately, by providing the filter (certification) and data analysis, overall PD statewide will improve and teachers will be better supported through high quality PD aligned with their needs.				
Key Deliverables	List all deliverables by project, with a separate row for each deliverable (as many as are necessary). This must include all deliverables from your Race to the Top delivery plan, and can include any additional deliverables (e.g., contractual deliverables) as desired. Include specific tasks underneath each deliverable as needed, but do not include separate lines.	Measures of Success	Start Date	End Date	Deliverable Type	Status
	Convene Stakeholders	Where relevant, list success measures for each deliverable	List current start date associated with each deliverable	List current date due associated with each deliverable	Select "USDOE" or "internal"	Check if deliverable has been completed
	Adopt Plan for PD certification and amend state regulation(s)	working committee member	12/10/10	1/10/11	USDOE	x
	PD application and approval process	Written plan	1/10/11	7/31/11	USDOE	x
	Upgrade and implement TrueNorthLogic software	Documentation and process	2/28/11	4/30/11	USDOE	x
	Evaluation of PD process	PD participation and complete	2/28/11	6/30/11	USDOE	x
	Convene PSB Advisory Board to strategize ways to ensure impact of PD certification system	Evaluation documentation	2/1/12	6/30/12	USDOE	x
	Annual analysis and review of PD data for impact on students and teachers		8/1/12	9/1/12	USDOE	x
	Provide feedback to LEAs based on review of data		7/1/12	8/15/12	USDOE	Not complete
	Continue implementation of PD certification through the Consolidated Grant Application Process for 2013-2014		8/15/12	9/15/12	USDOE	X
	Review LEA CGA/Title IIA proposed expenses for PD for 2013-2014		5/1/13	8/31/13	Internal	
	Begin to integrate state-reviewed PD into educator evaluation platform		5/1/13	8/31/13	Internal	
			7/1/13	6/30/14	Internal	
Performance Metrics	List all measures by project, with a separate row for each measure. This must include all QUANTITATIVE measures from your Race to the Top delivery plan/the RTTT plan, and can include any additional measures (e.g., contractual measures) as desired.	Target	Target Date	Measure Type	Measure Achieved?	
	Certify 100% of professional development offerings by 2013-14	List the target for the measure; if there were no targets in the RTTT plan or delivery plan, list "N/A"	List target date for each measure	Select "RTTT", "RTTT APR" or "other" for additional measures not required by RTTT (e.g. contractual)	Check box if measure has been reached	
	% of district PD plans approved	100%	SY13-14	RTTT	In-progress	
	% of LEAs using TNL PD registration system for statewide activities	100%	SY13-14	Other	In-progress	
	% of LEAs using TNL PD registration system for local activities	75%	SY13-14	Other	x	
	% of LEAs who regularly complete and upload online evaluations following PD	75%	SY13-14	Other	x	
	% of teachers on improvement plans in related PD (area of need in plan aligned with PD they are participating in) 12-13 school year (or SY 13-14)	75%	SY13-14	Other	In-progress	
	% of teachers rated "highly effective"	90%	SY13-14	Other	In-progress	
	% of teachers rated "effective"	30%	SY13-14	RTTT-APR	In-progress	
	% of teachers rated "needs improvement"	50%	SY13-14	RTTT-APR	In-progress	
	% of teachers rated "ineffective"	15%	SY13-14	RTTT-APR	In-progress	
		5%	SY13-14	RTTT-APR	In-progress	

Connected/Impacted Projects	<i>List related projects that may have an impact on other RTTT projects or be impacted by other RTTT projects</i>	Instructional Improvement Systems, Comprehensive PD Plans, Data Coaches/90-minute collaboration
Additional notes	<i>Provide additional notes, such as anticipated risks, key players, resources needed, or related projects in this space</i>	
Budget	<i>Insert Budget Overview</i>	

Delaware Department of Education Race to the Top Delivery Plan

Updated May 22, 2013

Project	Select project	School Leadership Coaches
Project Owner	Enter name of delivery plan owner	Eric Niebrzydowski
Unit/Branch	Select unit/branch	TLEU
Criterion	Select criterion	D. Great Teachers and Leaders
Subcriterion	Select subcriterion	D5. Providing effective support to teachers and principals

Summary	Overview of Project	As noted in RTTT, provide school leadership coaches to school principals in high-need schools and novice principals. New principals and those in high-need schools face distinct challenges to be successful. Delaware will use Race to the Top funds to invest in these principals' success by offering intensive research-based leadership training. Principals in high-need schools and novice principals from across the state will receive one-on-one training from their respective school leadership coaches. The work in each school will include an Implementation Review with the principal and the school's leadership team to analyze opportunities for improvement. School Leadership Coaches design the training and support for each of the identified areas of need, which could include, but are not limited to, financial management, instructional leadership, teacher observation and/or time management practices. The \$2.5 million contract is for 30 months and will include two cohorts of 20 schools each. The coaches and principals will work together for 12 months on-site followed by six months of continuing regionalized support. District and charter leaders participate in the school identification process. Funding for School Leadership Coaches is a cost-share between SEA and LEA RTTT dollars.
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Goal Statement	For each project, articulate the theory of action for achieving intended outcome (e.g., what does successful implementation look like?)	By partnering with an experienced leadership institute that will provide a small, well-trained cadre of school leadership coaches who provide job-embedded, personalized support, student performance in approximately 40 of the state's highest-need schools (and/or those led by novice principals) will improve as measured by the state's RTTT target-setting and the leadership institute's barometer for deep implementation of key initiatives.
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Key Deliverables	Measures of Success	Start Date	End Date	Deliverable Type	Status
List all deliverables by project, with a separate row for each deliverable (as many as are necessary). This must include all deliverables from your Race to the Top delivery plan, and can include any additional deliverables (e.g., contractual deliverables) as desired. Include specific tasks underneath each deliverable as needed, but do not include separate lines.	Where relevant, list success measures for each deliverable	List current start date associated with each deliverable	List current date due associated with each deliverable	Select "USDOE" or "Internal"	Check if deliverable has been completed
Post RFP for Leadership Training		4/18/11	5/9/11	USDOE	X
Review RFP responses	Receipt of RFP response from 2-3 potential vendors	5/9/11	5/31/11	USDOE	X
Vendor Selection / SOW	Agreed-upon SOW. Signed Vendor contract	6/1/11	6/17/11	USDOE	X
Identification and Selection of ~4 Coaches	Hiring of 4 coaches by vendor	6/17/11	8/1/11	USDOE	X
Off-Site Training of Coaches		8/1/11	8/15/11	USDOE	X
Placement and On-Site (School) Training and Induction (~20 school)	Identification of 20 schools;	8/15/11	9/1/11	USDOE	X
Monthly Assessment of Leadership Coaches		10/1/11	6/30/13	USDOE	X
Quarterly assessment of SLC initiative		12/1/11	6/30/13	USDOE	X
Identification and Selection of next ~4 Coaches		4/1/12	6/30/12	USDOE	X
Year One Contract Assessment		7/30/12	7/31/12	USDOE	X
Off-Site Training of Coaches		7/25/12	8/9/12	USDOE	X
Placement and On-Site (School) Training and Induction (~20 school)		8/9/12	8/31/12	USDOE	X
Year Two Contract Assessment		7/30/13	7/31/13	USDOE	In progress
Impact on Measures		6/30/12	7/1/12	USDOE	In progress

Performance Metrics	Target	Target Date	Measure Type	Measure Achieved?
List all measures by project, with a separate row for each measure. This must include all QUANTITATIVE measures from your Race to the Top delivery plan/the RTTT plan, and can include any additional measures (e.g., contractual measures) as desired.	List the target for the measure; if there were no targets in the RTTT plan or delivery plan, list "N/A"	List target date for each measure	Select "RTTT", "RTTT APR" or "other" for additional measures not required by RTTT (e.g. contractual)	Check box if measure has been reached
% of Principals participating in SLC service whose schools meet state RTTT targets in a given year of SLC participation	75%	7/15/13	Other	TBA
Principals in SLC service who earn a DPAS-II rating of effective or highly-effective.	75%	7/16/13	Other	TBA
% of selected initiatives (no more than three per school) in participating SLC schools that progress to "deep" level of implementation or remain at "deep" level of implementation	85%	7/17/13	Other	TBA
% of participating Principals who report gains in knowledge and skill development (measured by survey).	75%	7/18/13	Other	TBA

Connected/Impacted Projects	<i>List related projects that may have an impact on other RTTT projects or be impacted by other RTTT projects</i>	
Additional notes	<i>Provide additional notes, such as anticipated risks, key players, resources needed, or related projects in this space</i>	Note: The TLEU has additional metrics in their HMM contract that will be potentially utilized to determine additional measures of success.
Budget	<i>Insert Budget Overview</i>	

Delaware Department of Education Race to the Top Delivery Plan

Updated May 22, 2013

Project	Select project	School Administration Managers (SAMs)
Project Owner	Enter name of delivery plan owner	Atnre Allenye
Unit/Branch	Select unit/branch	TLEU
Criterion	Select criterion	D. Great Teachers and Leaders
Subcriterion	Select subcriterion	D5. Providing effective support to teachers and principals

Summary	<p>DOE pledged to provide the necessary supports to districts and schools that will enable them to utilize our DPAS-II evaluation system as the fulcrum of driving gains in student achievement. Understanding how Principals and Assistant Principals can best utilize their resources, notably their time, is essential in that process. The SAMs (School Administration Manager) service provides school-based leadership the time-tracking software, analysis, and administrative support they need in order to make their primary focus instructional leadership. While the SAMs service is not an ideal fit for all of our schools, DOE will contract with the University of Delaware to provide LEAs with 22 Model 3 SAMs and 6 Model 1 SAMs. The University of Delaware has piloted the service through DASL (Delaware Academy for School Leadership) at a handful of schools over the past two years.</p> <p>Model 3 SAMs are current school-based staffers that take-on new responsibilities in supporting building leadership. Model 1 SAMs are newly-hired staff that provide full-time administrative and time management support. By providing these SAMs for two school years (2011-2012, 2012-2013), districts and schools will be able to identify and address weakness in their teacher and staff evaluation processes by dedicating the necessary time to doing so. While LEA-demand will drive which schools receive SAMs, all districts are required to identify through RTTT how they will address the challenge of time management in the context of school-based instructional leadership.</p>
	Overview of Project

Goal Statement	For each project, articulate the theory of action for achieving intended outcome (e.g., what does successful implementation look like?)	Principals who receive support from School Administrative Managers will increase the amount of time they spend on instructional leadership, which will in turn impact the quality and frequency of support to teachers and improve the quality of instruction in classrooms.
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Key Deliverables	Measures of Success	Start Date	End Date	Deliverable Type	Status
List all deliverables by project, with a separate row for each deliverable (as many as are necessary). This must include all deliverables from your Race to the Top delivery plan, and can include any additional deliverables (e.g., contractual deliverables) as desired. Include specific tasks underneath each deliverable as needed, but do not include separate lines.	Where relevant, list success measures for each deliverable				
Conduct initial conversations with vendor (DASL)	Determine how existing serv	10/1/10	11/20/10	USDOE	X
Meet with 19 districts individually to discuss service	LEA Data from field collected	10/20/10	12/19/10	USDOE	X
Build SOW & Contract based on LEA demand--execute contract	Completed SOW	12/19/10	4/15/11	USDOE	X
LEAs identify potential participants	Survey Identifies Schools/Inc	1/15/11	3/1/11	USDOE	X
Develop Training Process for Model 1 and Model 3 SAMs Service	Training Modules to TLEU for	3/1/11	4/15/11	USDOE	X
Participant Selection Finalized	All Schools/Participants Confirmed (via LEA RTTT Plans)	4/15/11	6/24/11	USDOE	X
Develop implementation plan, training schedule, status reporting template, and MOU		6/30/11		Internal	X
SAMs Participant Training	2-Week Training Period Com	7/1/11	8/15/11	Internal	X
Hire and train personnel: time change coaches and data collectors		8/31/11		Internal	X
SAMs begin assessment period w/time tracker software	SAMs Reports	9/1/11	9/25/11	Internal	x
SAMs deliver first time management report to LEAs/Vendor	SAMs Reports	9/25/11	10/1/11	Internal	x
Monthly Report (Rekurs monthly)	SAMs Reports	9/30/11	6/30/13	Internal	
SAMs Time Coaches hold follow-up conversations	SAMs Reports	10/1/11	10/31/11	Internal	x
SAMs repeat cycle/give time management updates, three times a year	Increased % of time on instr	11/1/11	6/23/13	Internal	x
Annual report		6/30/12	6/30/13	Internal	x
SAMs orientation and Time Track Training for 9 schools in Year 4 of RTTT (continuing schools)		9/1/12	11/1/12	Internal	x
Two statewide workshops for SAMs during the 2013-2014 school year		9/1/13	5/1/14	Internal	
Time track shadowing of principals in 9 schools in Spring 2013 and Spring 2014		4/1/13	5/30/14	Internal	
Monthly Time change coaching for 9 school principal and SAM teams in Year 4		9/1/13	6/30/14	Internal	
Monthly report (Rekurs monthly) for 9 schools in year 4		7/31/13	6/30/214	Internal	
Final report		7/31/14	7/31/14	Internal	
		Target	Target Date	Measure Type	Measure Achieved?

Performance Metrics	<p>List all measures by project, with a separate row for each measure. This must include all QUANTITATIVE measures from your Race to the Top delivery plan/the RTTT plan, and can include any additional measures (e.g., contractual measures) as desired.</p>	<p>List the target for the measure; if there were no targets in the RTTT plan or delivery plan, list "N/A"</p>	<p>List target date for each measure</p>	<p>Select "RTTT", "RTTT APR" or "other" for additional measures not required by RTTT (e.g. contractual)</p>	<p>Check box if measure has been reached</p>
		80% 70% 100%	Year 1, Model 1 Year 1, Model 3 Year 2, Model 1		
	% of participating Principals or Campus/Academy Leader who schedule their instructional time at 10% above baseline measure (in Fall Year 1, i.e. by February 15, 2012 and Fall Year 2,	90% 90%	Year 2, Model 3 Year 2, Model 3	RTTT	Not Met
	% of participating Principals or Campus/Academy Leader who schedule their instructional time at 10% above baseline measure (in Spring Year 1, i.e. by June 30, 2012 and in Spring Year 2,	90% 80% 100% 100%	Year 1, Model 1 Year 1, Model 3 Year 2, Model 1 Year 2, Model 3	RTTT	X
	% of participating Principals or Campus/Academy Leader increase their instructional time by 12% (by Spring of Year 1, i.e. by June 30, 2012 and by Fall of Year 2, i.e. by February 15, 2013) (measured by TimeTrack Calendar use and Time/Task Data Collection (Shadowing) shown in parentheses)	45% (45%) 35% (35%) 60% 50%	Year 1, Model 1 Year 1, Model 3 Year 2, Model 1 Year 2, Model 3	RTTT	X
	% of participating Principals or Campus/Academy Leader who increase their instructional time by 12% and are above 50% instructional time overall (by Spring of Year 1, i.e. by June 30, 2012 and Fall of Year 2, i.e. by February 15, 2013) (measured by TimeTrack Calendar use and Time/Task Data Collection (Shadowing) shown in parentheses)	35% (35%) 25% (25%) 45% 35%	Year 1, Model 1 Year 1, Model 3 Year 2, Model 1 Year 2, Model 3	RTTT	x
	% of participating Principals or Campus/Academy Leader increase their instructional time by 12% (by Spring of Year 2, i.e. by June 30, 2013) (measured by TimeTrack Calendar use and Time/Task Data Collection (Shadowing) shown in parentheses)	85% (85%) 75% (75%)	Year 2, Model 1 Year 2, Model 3	RTTT	TBD
	% of participating Principals or Campus/Academy Leader who increase their instructional time by 12% and are above 50% instructional time overall (by Spring of Year 2, i.e. June 30, 2013) (measured by TimeTrack Calendar use and Time/Task Data Collection (Shadowing) shown in parentheses)	60% (60%) 50% (50%)	Year 2, Model 1 Year 2, Model 3	RTTT	TBD
Connected/Impacted Projects	List related projects that may have an impact on other RTTT projects or be impacted by other RTTT projects				
Additional notes	Provide additional notes, such as anticipated risks, key players, resources needed, or related projects in this space				
Budget	Insert Budget Overview				

Delaware Department of Education Race to the Top Delivery Plan

Updated May 22, 2013

Project	Select project	Comprehensive Professional Development
Project Owner	Enter name of delivery plan owner	Christopher Ruskowski/Jon Neubauer
Unit/Branch	Select unit/branch	TLEU
Criterion	Select criterion	D. Great Teachers and Leaders
Subcriterion	Select subcriterion	D5. Providing effective support to teachers and principals

Summary	Overview of Project	DDOE will contract with an organization in order to continue creating a professional development culture in Delaware schools. The RTTT budget for this project will fund 25 schools annually at a cost of \$40,000. The costs, which are all part of the contractual arrangement, include the creation of a school specific plan for professional development, focusing on the specific areas of concern, travel to model schools and other site visits, professional coaching and evaluations.
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Goal Statement	For each project, articulate the theory of action for achieving intended outcome (e.g., what does successful implementation look like?)	
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Key Deliverables	Measures of Success	Start Date	End Date	Deliverable Type	Status
Complete Initial due diligence and sign 1-year contract with UD	Signed Contract	9/1/10	11/30/10	Internal	X
Complete Federal Requirements of 250K earmark		11/30/10	4/15/11	Internal	
Assist in the hiring of new Executive Director (ED) and Liason positions	Hiring of ED and Liason	11/30/10	4/30/11	Internal	X
Complete survey and meetings with existing VN schools		1/1/11	7/1/11	Internal	X
Review governance, operational and fiscal structure of VN		1/1/11	3/15/11	Internal	X
Deliver Review report to Secretary of Ed with recommendation for VN	White-paper of recommenda	3/15/11	4/30/11	Internal	X
Determine methods and measures for assessing 2010/11 Network operations		12/15/10	4/30/11	Internal	X
Assess 2010/11 Contract		4/30/11	5/31/12	Internal	X
Make decision on further DOE investment in VN beyond 2010/11	Signed Contract	5/31/11	9/30/11	Internal	X
Develop and sign 3-year contract with UD (including evaluation subcontractor)	Signed Contract	4/30/11	9/30/11	Internal	X
Quarterly Review of VN Progress (and related milestone payments to UD as they occur)		7/1/11	6/30/12	Internal	X
Complete Annual Review		6/30/12	8/31/12	Internal	X
Repeat Quarterly and Annual Review processes		6/30/13	6/30/13	Internal	X
Review diagnostic rubrics for all program areas		6/1/13	7/30/13	Internal	
All FY 14 MOUs signed between VN and participating LEAs/schools		6/1/13	7/30/13	Internal	
Rewview communications plan and reporting template		6/1/13	7/30/13	Internal	
Completion of 1 FY 14 workshop per school		6/1/13	10/30/13	Internal	
Completion of at least 1 FY 14 workshop or school trip for all Teacher Leaders and Principal Leaders		6/1/13	10/30/13	Internal	
Completion of at least 3 FY 14 trainings for all network coaches		6/1/13	10/30/13	Internal	
Completion of 20% of FY 14 coaching hours for each network school		6/1/13	10/30/13	Internal	
Completion of at least 2 FY 14 Steering Committee workshops		6/1/13	10/30/13	Internal	
Completion of at least 3 FY 14 workshops per school		10/30/13	1/30/14	Internal	
Completion of at least two FY 14 workshops or school trips for all Teacher Leaders and Principal Leaders		10/30/13	1/30/14	Internal	
Completion of at least six FY 14 trainings for all network coaches		10/30/13	1/30/14	Internal	
Completion of at least 50% of FY 14 coaching hours for each network school		10/30/13	1/30/14	Internal	
Completion of at least 3 FY Steering Committee workshops		10/30/13	1/30/14	Internal	
Completion of all FY 14 school workshops		1/30/14	6/30/14	Internal	
Completion of all FY 14 workshops or school trips for all Teacher Leaders and Principal Leaders		1/30/14	6/30/14	Internal	
Completion of all FY 14 trainings for network coaches		1/30/14	6/30/14	Internal	
Completion of all FY 14 coaching hours for each network school		1/30/14	6/30/14	Internal	
Completion of all FY 14 Steering Committee workshops		1/30/14	6/30/14	Internal	
Completion of at least one relevant professional training for each FY 14 Steering Committee member		1/30/14	6/30/14	Internal	
Completion of all FY 14 monthly reports		1/30/14	6/30/14	Internal	
Make decision on further DOE investment in VN beyond 2013/2014		1/30/14	6/30/14	Internal	

Currently working on completing the reporting requirements.

Performance Metrics	Target	Target Date	Measure Type	Measure Achieved?
List all measures by project, with a separate row for each measure. This must include all QUANTITATIVE measures from your Race to the Top delivery plan/the RTTT plan, and can include any additional measures (e.g., contractual measures) as desired.				

	Percentage of VN schools outpacing the annual DCAS growth averages of their district and/or the state	Math 65% Reading 70%	Spring 2013	Other	TBA	Waiting to hear back from vendor
	Percentage of VN schools advancing on all appropriate focus areas relevant to network rubric	1st year 1.5 levels; 2nd year 1 level; Cont. schools 1.5 levels	Spring 2013	Other	X	
	Percentage of Instructional Leadership Team members who report that the VN school workshops are high quality, relevant, and have a direct impact on driving student achievement gains	80%	Spring 2013	Other	X	
	Percentage of VN schools meeting or exceeding their annual DCAS proficiency targets based on each school's RTTT Targets/ESEA	Math 70% Reading 80%	Spring 2013	Other	TBA	Waiting to hear back from vendor
Connected/Impacted Projects	<i>List related projects that may have an impact on other RTTT projects or be impacted by other RTTT projects</i>	Data Coaches, Development Coaches, SAMs				
Additional notes	<i>Provide additional notes, such as anticipated risks, key players, resources needed, or related projects in this space</i>					
Budget	<i>Insert Budget Overview</i>					

Identifying persistently lowest-achieving schools.

Delaware state law includes a "persistently lowest-achieving" (PLA) accountability classification for schools. This classification, written into regulation and worded to reflect the Race to the Top guidelines, includes the lowest 5% or five Title I schools in school improvement, corrective action and restructuring, the lowest 5% or five Title I eligible secondary schools in school improvement, corrective action, and restructuring, and any secondary school with a graduation rate less than 60%. Any other secondary school that would be defined as persistently lowest-achieving if it were Title I eligible is also included in the PLA classification. Each year, beginning in 2010, Delaware will identify the schools that fit the PLA classification by reviewing student performance on state exams in English language arts (ELA) and mathematics. It will weigh two components equally:

- 50%: Performance by students in the "All Students ELA" and "All Students Mathematics" categories of the current AYP system in the given year
- 50%: The trend in these data over a period of three years

In addition, any secondary schools with a graduation rate less than 60% will automatically be defined as PLA. The above criteria will be the only factors used in determining PLA status and selecting a subset of PLA schools to enter the State's Partnership Zone. Following each year's identification of PLA schools, the DDOE will select a subset of PLA schools to initiate turnaround interventions by entering the State's Partnership Zone. As noted in section (E)(1), schools in the Partnership Zone will be required by law to implement one of the four school intervention models outlined in the Race to the Top guidance and to modify collective bargaining agreements to secure the flexibility necessary for that implementation to be successful. While the process to identify PLA schools is quantitative and objective, the process to select PLA schools to enter the Partnership Zone will include qualitative components.

Partnership Zone schools will be selected at the discretion of the Delaware Secretary of Education. In addition to considering the relative ranking of PLA schools based on the student performance measures used to determine their PLA status, the Secretary will also weigh factors critical to successful turnaround (e.g., geographic proximity to other turnaround schools, level of community engagement in the LEA and/or school, recent changes in school leadership), and other academic indicators (e.g., number of highly effective teachers on staff, dropout rates, attendance rates). The Delaware Secretary of Education may also choose to consider the results of a Comprehensive Success Review (CSR) of PLA schools. The CSR is a 9-day qualitative school assessment designed to identify root causes of poor performance and to inform efforts to improve performance. It includes site visits, interviews, trend analysis, and analysis of key performance indicators. The CSR is applied to all schools that miss AYP to ensure that LEAs have the knowledge to address problems proactively. Together, the quantitative process for identifying PLA schools and the qualitative process for selecting Partnership Zone schools will allow the State to sequence its turnaround efforts to best position schools for success. The State's planned timeline for implementation is as follows: In March 2010 (using 2009 data), the State will identify an initial list of PLA schools. By September 2010, the State will select at least three schools from this list to enter into the Partnership Zone and begin preparations to implement one of the four intervention models in the 2011-2012 school year. By the end of July 2011, the State will again identify a list of PLA schools, and in August of that year, the State will select at least seven more schools to enter into the Partnership Zone. These schools will immediately begin preparations to implement one of the four intervention models in the 2012-13 school year. In this way, Delaware will launch interventions in 10 schools by the 2012-13 school year. These 10 schools will represent nearly 5% of all schools in the State, and more than 25% of all schools currently in school improvement, corrective action, or restructuring. The identification process will repeat annually in July based on accountability assessment results, with additional schools selected for the Partnership Zone as determined by the Delaware Secretary of Education.

Delaware Department of Education Race to the Top Delivery Plan

Updated May 22, 2013

Project	Select project	Identify PZ Schools
Project Owner	Enter name of delivery plan owner	Keith Sanders
Unit/Branch	Select unit/branch	STU
Criterion	Select criterion	D. Great Teachers and Leaders
Subcriterion	Select subcriterion	D3. Ensuring equitable distribution of effective teachers and principals

Summary	Overview of Project	See "Overview of PZ ID Process"
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Goal Statement	For each project, articulate the theory of action for achieving intended outcome (e.g., what does successful implementation look like?)	DDOE will identify and select persistently low-achieving schools to pursue rapid report through participation in the State's "Partnership Zone," where participating schools will receive deep support and technical assistance from the State to implement one of four school intervention models outlined in the RTT guidance. This deep, focused support to the State's lowest performing 5% of schools will result in rapid, sustainable improvement in student outcomes in participating schools.
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Key Deliverables	Measures of Success	Start Date	End Date	Deliverable Type	Status
List all deliverables by project, with a separate row for each deliverable (as many as are necessary). This must include all deliverables from your Race to the Top delivery plan, and can include any additional deliverables (e.g., contractual deliverables) as desired.					
Review DCAS data sources for Tier I,II and II schools		6/15/11	7/15/11	USDOE	X
Review three year DSTP trend data for potential identifiable schools		7/15/11	8/1/11	USDOE	X
Final Verification of Quantitative and Qualitative Scoring for selection		7/15/11	8/30/11	USDOE	X
Official Notification of 6 PZ schools		9/1/11	9/1/11	USDOE	X

Performance Metrics	Measures of Success	Target	Target Date	Measure Type	Measure Achieved?
List all measures by project, with a separate row for each measure. This must include all QUANTITATIVE measures from your Race to the Top delivery plan/the RTTT plan, and can include any additional measures (e.g., contractual measures) as desired.					
Identify first round of PZ schools			4 SY10-11	RTTT	
Identify second round of PZ schools			6 SY 11-12	RTTT	X

Additional notes	Provide additional notes, such as anticipated risks, key players, resources needed, or related projects in this space	
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Delaware Department of Education Race to the Top Delivery Plan

Updated,
May 23, 2013

Project	Select project	PZ School Implementation
Project Owner	Enter name of delivery plan owner	Keith Sanders
Unit/Branch	Select unit/branch	STU
Criterion	Select criterion	E. Turning Around Lowest Achieving Schools
Subcriterion	Select subcriterion	E1. Intervening in lowest achieving schools

Summary	Overview of Project	See "Overview of PZ ID Process"
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Goal Statement	For each project, articulate the theory of action for achieving intended outcome (e.g., what does successful implementation look like?)	DDOE will identify and select persistently low-achieving schools to pursue rapid report through participation in the State's "Partnership Zone," where participating schools will receive deep support and technical assistance from the State to implement one of four school intervention models outlined in the RTT guidance. This deep, focused support to the State's lowest performing 5% of schools will result in rapid, sustainable improvement in student outcomes in participating schools.
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Key Deliverables	Measures of Success	Start Date	End Date	Deliverable Type	Status
List all deliverables by project, with a separate row for each deliverable (as many as are necessary). This must include all deliverables from your Race to the Top delivery plan, and can include any additional deliverables (e.g., contractual deliverables) as desired. Include specific tasks underneath each deliverable as needed, but do not include separate lines.	Where relevant, list success measures for each deliverable				
Identify 4 PZ schools		6/1/10	8/30/10	USDOE	X
Schools obtain MOU signatures and define "Intervention Model"	Signed MOU document	9/1/10	11/15/10	USDOE	X
Secretary of Ed reviews 1st Intervention Model submission	Response report delivered to LEA Team	11/15/10	11/22/10	USDOE	X
Revisions of Intervention Plans and 2nd submission	Revised Intervention Model	11/22/10	12/22/10	USDOE	X
Review 2nd Submission	Response report delivered to LEA Team	12/22/10	1/6/11	USDOE	X
Revisions of Intervention Plans and 3rd submission	Revised Intervention Model	1/6/11	1/11/11	USDOE	X
Secretary of Ed meetings with Schools whose plans are not approved		1/11/11	1/11/11	USDOE	X
ALL PZ Schools have final DOE Approved Intervention Plan. Final plans must include contracts with any Support Vendor.	Signed, approved intervention plan	1/11/11	1/15/11	USDOE	X
State Takeover for any "non-consensus" Intervention Plans		1/15/11	2/1/11	USDOE	X
Begin Operationalizing Intervention Plans		2/1/11	3/1/11	USDOE	X
Reconstitute the individual school leadership teams including posting for new leadership team	Signed contracts with all leadership team members	2/1/11	9/1/11	USDOE	X
Develop and implement communication plan for each school	Actual communication plan document	2/1/11	9/1/11	USDOE	X
Define roles and responsibilities for building leadership team	Completed R&R document	3/1/11	4/1/11	USDOE	X
Round 1 of Data analysis work including early warning student indicators	Early warning indicator system established	3/1/11	6/1/11	USDOE	X
Building leadership has one-on-one meetings with individual teachers	Signed commitment letter with each teacher committing to 2 years	4/1/11	4/15/11	USDOE	X
New Teacher positions posted and filled	HR staffing allocation document	4/1/11	8/15/11	USDOE	X
PD for instructional staff. Initial "classroom" training and "Ongoing"	Completed Teacher Training Plan including any contracts with external vendors	4/15/11	8/15/11	USDOE	X
Train new principals / leadership as needed - this training will be the Leadership Training from vendor chosen by TLEU	Completed training plan specific to each individual leadership team member	3/1/11	4/30/11	USDOE	X
Create teacher schedules	Final schedule locked in E-school	5/15/11	7/1/11	USDOE	X

Create student schedules	Final schedule locked in E-school	5/15/11	7/15/11	USDOE	X
Develop DPAS II Evaluation schedule	Completed evaluation schedule	7/15/11	9/1/11	USDOE	X
Develop classroom Walkthrough schedule	Completed walkthrough schedule	7/15/11	9/1/11	USDOE	X
Round 2 data analysis with any new kids - work including early warning student indicators	Early warning indicators and an action plan for each student	7/15/11	9/1/11	USDOE	X
Develop external governance monitoring plan - can't start until Student schedules are complete	Meeting and walkthrough schedule for each school	7/15/11	9/1/11	USDOE	X
Start School in new operating model		8/15/11	9/1/11	USDOE	X
Identification and Notification of 6 PZ schools		9/1/11	9/1/11	USDOE	X
Schools obtain MOU signatures and define "Intervention Model"	Signed MOU document	9/3/11	11/17/11	USDOE	X
Secretary of Ed reviews 1st Intervention Model submission	Response report delivered to LEA team	11/17/11	11/24/11	USDOE	X
Revisions of Intervention Plans and 2nd submission	Revised Intervention Model	11/24/11	12/24/11	USDOE	X
Review 2nd Submission and approve or not	Response report delivered to LEA team	12/24/11	1/8/12	Internal	X
Revisions of Intervention Plans and 3rd submission	Revised Intervention Model	1/8/12	1/13/12	Internal	X
Secretary of Ed meetings with Schools whose plans are not approved		1/13/12	1/13/12	Internal	x
ALL PZ Schools have final DOE Approved Intervention Plan. Final plans must include contracts with any Support Vendor.	intervention plan	1/13/12	1/17/12	Internal	X
State Takeover for any "non-concensus" Intervention Plans		1/17/12	1/17/12	Internal	X
Begin Operationalizing Intervention Plans		2/1/12	3/1/12	USDOE	X
Reconstitute the individual school leadership teams including posting for new leadership team	Signed contracts with all leadership team members	2/1/12	9/1/12	USDOE	X
Develop and implement communication plan for each school	Actual communication plan document	2/1/12	9/1/12	USDOE	X
Define roles and responsibilities for building leadership team	Completed R&R document	3/1/12	4/1/12	USDOE	X
Round 1 of Data analysis work including early warning student indicators	Early warning indicator system established	3/1/12	6/1/12	USDOE	X
Building leadership has one-on-one meetings with individual teachers	Signed commitment letter with each teacher committing to 2 years	4/1/12	4/15/12	USDOE	X
New Teacher positions posted and filled	HR staffing allocation document	4/1/12	8/15/12	USDOE	X
PD for instructional staff. Initial "classroom" training and "Ongoing"	Completed Teacher Training Plan including any contracts with external vendors	4/15/12	8/15/12	USDOE	X
Train new principals / leadership as needed - this training will be the Leadership Training from vendor chosen by TLEU	Completed training plan specific to each individual leadership team member	3/1/12	4/30/12	USDOE	X
Create teacher schedules	Final schedule locked in E-school	5/15/12	7/1/12	USDOE	X
Create student schedules	Final schedule locked in E-school	5/15/12	7/15/12	USDOE	X
Develop DPAS II Evaluation schedule	Completed evaluation schedule	7/15/12	9/1/12	USDOE	X
Develop classroom Walkthrough schedule	Completed walkthrough schedule	7/15/12	9/1/12	USDOE	X
Round 2 data analysis with any new kids - work including early warning student indicators	Early warning indicators and an action plan for each student	7/15/12	9/1/12	USDOE	X
Develop external governance monitoring plan - can't start until Student schedules are complete	Meeting and walkthrough schedule for each school	7/15/12	9/1/12	USDOE	X
Start School in new operating model		8/15/12	9/1/12	USDOE	X

	Conduct bi-monthly monitoring visits in Cohort I schools	PZ Status Reports and feedback	9/1/12	6/30/13	Internal	
	Conduct monthly monitoring visits in Cohort II schools	feedback	9/1/12	6/30/13	Internal	
	Conduct comprehensive school diagnostic reviews in 10 PZ schools	CSR reports	4/1/13	4/30/13	Internal	
	Analysis of school diagnostic reports and alignment with additional supports needed		5/1/13	6/30/13	Internal	
			Target	Target Date	Measure Type	Measure Achieved?
Performance Metrics	<p>List all measures by project, with a separate row for each measure. This must include all QUANTITATIVE measures from your Race to the Top delivery plan/the RTTT plan, and can include any additional measures (e.g., contractual measures) as desired.</p>		<p>List the target for the measure; if there were no targets in the RTTT plan or delivery plan, list "N/A"</p>	<p>List target date for each measure</p>	<p>Select "RTTT", "RTTT APR" or "other" for additional measures not required by RTTT (e.g. contractual)</p>	<p>Check box if measure has been reached</p>
	Number of schools for which one of the four school intervention models will be initiated		4 6	SY 11-12 SY 12-13	RTTT	X
	Turnaround schools making AYP		4 6	SY 12-13 SY 13-14	RTTT	X
Connected/Impacted Projects	List related projects that may have an impact on other RTTT projects or be impacted by other RTTT projects	The 10 partnership Zone schools all receive additional funding through 1003(g) SIG for implementation of their intervention plans. Additionally, as part of our ESEA Flexibility Application, Delaware committed				
Additional notes	Provide additional notes, such as anticipated risks, key players, resources needed, or related projects in this space					
Budget	Insert Budget Overview					