State Template for the Consolidated State Plan Under the Every Student Succeeds Act

CCSSO Template with Revised Template Questions Embedded

August 2, 2017

Updated September 1, 2017

Updated February 27, 2018

Updated August 27, 2018

Updated October 31, 2018

Updated June 10, 2019

Updated June 29, 2020

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Delaware Department of Education

DEPARTMENT OF EDUCATION

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Dover, Delaware 19901-3639
DOE WEBSITE: http://www.doe.k12.de.us

Susan S. Bunting, Ed.D.
Secretary of Education
Voice: (302) 735-4000
FAX: (302) 739-4654

April 3, 2017

Secretary of Education DeVos:

I am pleased to submit to you Delaware's Every Student Succeeds Act (ESSA) state plan. This final plan reflects months of collaboration between the Delaware Department of Education (DDOE) and its community members and other education stakeholders.

We are proud of the strong gains Delaware's public schools have made in recent years as graduation rates and academic proficiency levels have increased and opportunity gaps have started to close. Our teachers, school and district leaders, students, families and community partners have led this change. The efforts and innovations reflected in our ESSA plan are the result of months of extensive consultation and meaningful engagement with our community.

DDOE has received more than 1,000 comments submitted through online surveys, a dedicated ESSA email address, a Governor's ESSA Advisory Committee, discussion groups and community conversations. The valuable input received was critical to Delaware's plan development process.

Delaware worked in conjunction with the Council of Chief State School Officers on its template. We have used the previous U.S. Department of Education template, modified to reflect the three new questions and reworded questions. Thank you for allowing this flexibility.

With the support of Governor John Carney, I seek your approval of this plan. Thank you for the opportunity for Delaware's education stakeholders to work together to support improved outcomes for students. With your approval, the conversations that began during Delaware's ESSA plan development process also will set the stage for continued engagement through districts' plan development and implementation processes.

Sincerely,

Susan S. Bunting
Secretary of Education

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

Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA),[1] requires the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. ESEA section 8302 also requires the Secretary to establish the descriptions, information, assurances, and other material required to be included in a consolidated State plan. Even though an SEA submits only the required information in its consolidated State plan, an SEA must still meet all ESEA requirements for each included program. In its consolidated State plan, each SEA may, but is not required to, include supplemental information such as its overall vision for improving outcomes for all students and its efforts to consult with and engage stakeholders when developing its consolidated State plan.

Completing and Submitting a Consolidated State Plan

Each SEA must address all of the requirements identified below for the programs that it chooses to include in its consolidated State plan. An SEA must use this template or a format that includes the required elements and that the State has developed working with the Council of Chief State School Officers (CCSSO).

Each SEA must submit to the U.S. Department of Education (Department) its consolidated State plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017**; or
- **September 18, 2017**.

Any plan that is received after April 3, but on or before September 18, 2017, will be considered to be submitted on September 18, 2017. In order to ensure transparency consistent with ESEA section 1111(a)(5), the Department intends to post each State plan on the Department's website.

Alternative Template

If an SEA does not use this template, it must:

1) Include the information on the Cover Sheet;
2) Include a table of contents or guide that clearly indicates where the SEA has addressed each requirement in its consolidated State plan;
3) Indicate that the SEA worked through CCSSO in developing its own template; and
4) Include the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix B.

Individual Program State Plan

An SEA may submit an individual program State plan that meets all applicable statutory and regulatory requirements for any program that it chooses not to include in a consolidated State plan. If an SEA intends to submit an individual program plan for any program, the SEA must submit the individual program plan by one of the dates above, in concert with its consolidated State plan, if applicable.

[1] Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

Consultation

Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the Governor, or appropriate officials from the Governor's office, including during the development and prior to submission of its consolidated State plan to the Department. A Governor shall have 30 days prior to the SEA submitting the consolidated State plan to the Secretary to sign the consolidated State plan. If the Governor has not signed the plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.

Assurances

In order to receive fiscal year (FY) 2017 ESEA funds on July 1, 2017, for the programs that may be included in a consolidated State plan, and consistent with ESEA section 8302, each SEA must also submit a comprehensive set of assurances to the Department at a date and time established by the Secretary. In the near future, the Department will publish an information collection request that details these assurances.

For Further Information: If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., OSS.Alabama@ed.gov).

Cover Page

Contact Information and Signatures	
SEA Contact (Name and Position): Christine Alois, Deputy Secretary	Telephone: 302-735-4000
Mailing Address: Delaware Department of Education John G. Townsend Building 401 Federal Street, Suite 2 Dover, Delaware 19901	Email Address: christine.alois@doe.k12.de.us
By signing this document, I assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304. Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections	
Authorized SEA Representative (Printed Name) Susan S. Bunting, Secretary of Education	Telephone: 302-735-4000
Signature of Authorized SEA Representative Susan Bunting	Date: 7/2/2020
Governor (Printed Name) John Carney	Date SEA provided plan to the Governor under ESEA section 8540: February 28, 2017 and on March 29, 2017 with revised template questions embedded
Signature of Governor	Date:

Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.

☒ Check this box if the SEA has included all of the following programs in its consolidated State plan. **or**

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

☐ Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies

☐ Title I, Part C: Education of Migratory Children

☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

☐ Title II, Part A: Supporting Effective Instruction

☐ Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

☐ Title IV, Part A: Student Support and Academic Enrichment Grants

☐ Title IV, Part B: 21st Century Community Learning Centers

☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program

☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

☒ Check this box if the State has developed an alternative template, consistent with the March 13 letter from Secretary DeVos to chief state school officers.

☒ Check this box if the SEA has included a Cover Sheet with its Consolidated State Plan.

☒ Check this box if the SEA has included a table of contents or guide that indicates where the SEA addressed each requirement within the U.S. Department of Education's Revised State Template for the Consolidated Plan, issued March 2017.

☒ Check this box if the SEA has worked through the Council of Chief State School Officers in developing its own template.

☒ Check this box if the SEA has included the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix D

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Using March 13, 2017, Template Questions

A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

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2. Eighth Grade Math Exception:
   - i. Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA? 30
   - ii. If a State responds "yes" to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade. ..... N/A
   - iii. If a State responds "yes" to question 2(ii), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school. . ..... N/A
3. Native Language Assessments:
   - i. Provide its definition for "languages other than English that are present to a significant extent in the participating student population," and identify the specific languages that meet that definition. 30
   - ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available. 31
   - iii. Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed. 31
   - iv. Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing
     - a. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4) 32
     - b. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders 33
     - c. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort. 33
4. Statewide Accountability System and School Support and Improvement Activities:
   - i. Subgroups:
     - a. List each major racial and ethnic group the State includes as a subgroup of students. 44
     - b. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (i.e., economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system. 44
     - c. Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments? Note that a

student's results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner. 45

d. If applicable, choose one of the following options for recently arrived English learners in the State. 45

ii. Minimum N-Size:

a. Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes. 46

b. Describe how the minimum number of students is statistically sound. 46

c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number. 46

d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information. 47

e. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State's minimum number of students for purposes of reporting. 46

iii. Establishment of Long-Term Goals:

a. Academic Achievement.

1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious. 1

2. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A. 9

3. Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps. 9

b. Graduation Rate.

1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multiyear length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious. 9

2. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (iii) how the long-term goals are ambitious; and (iv) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate. 10

3. Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix A. 12

4. Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps. 12

c. English Language Proficiency.

1. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment including: (i) baseline data; (ii) the State-determined timeline for such students to achieve English language proficiency; and (iii) how the long-term goals are ambitious. 12

2. Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A. 12

iv. Indicators

a. Academic Achievement Indicator. Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments. 34

b. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance. 34

c. Graduation Rate. Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards and awarded a State-defined alternate diploma. 34

d. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State ELP assessment. 35

e. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for

each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply. 35

v. Annual Meaningful Differentiation

a. Describe the State's system of annual meaningful differentiation of all public schools in the State, including a description of (i) how the system is based on all indicators in the State's accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools. 48

b. Describe the weighting of each indicator in the State's system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate. 50

c. If the States uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (e.g., P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies. ..... 53, 54, and 55

vi. Identification of Schools

a. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement, including the year in which the State will first identify such schools. 55

b. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement, including the year in which the State will first identify such schools. 55

c. Comprehensive Support and Improvement Schools. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support (based on identification as a school in which any subgroup of students, on its own, would lead to identification using the State's methodology) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years, including the year in which the State will first identify such schools. 55

d. Frequency of Identification. Provide, for each type of school identified for comprehensive support and improvement, the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years. 56

e. Targeted Support and Improvement. Describe the State's methodology for annually identifying any school with one or more "consistently underperforming" subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. 60

f. Additional Targeted Support. Describe the State's methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification using the State's methodology, including the year in which the State will first identify

such schools and the frequency with which the State will, thereafter, identify such schools. 61

g. Additional Statewide Categories of Schools. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories. 56

vii. Annual Measurement of Achievement: Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system. 52

viii. Continued Support for School and LEA Improvement

a. Exit Criteria for Comprehensive Support and Improvement Schools. Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria. 57

b. Exit Criteria for Schools Receiving Additional Targeted Support. Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support, including the number of years over which schools are expected to meet such criteria. 63

c. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years. 67

d. Resource Allocation Review. Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement. 69

e. Technical Assistance. Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement. 66

f. Additional Optional Action. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans. 67

5. Disproportionate Rates of Access to Educators: Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA will use to evaluate and publicly report the progress of the SEA with respect to such description. 85

6. School Conditions: Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety. 104

7. School Transitions: Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out. 94

B. Title I, Part C: Education of Migratory Children

1. Supporting Needs of Migratory Children: Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through: ..... 113 – 117
   i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;
   ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;
   iii. The integration of services available under Title I, Part C with services provided by those other programs; and
   iv. Measurable program objectives and outcomes.
2. Promote Coordination of Services: Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year. 111
3. Use of Funds: Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State. 119

C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

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4. Improving Skills of Educators: Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students. 78

5. Data and Consultation: Describe how the State will use data and ongoing consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A. 88

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1. Entrance and Exit Procedures: Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State. 122

2. SEA Support for English Learner Progress: Describe how the SEA will assist eligible entities in meeting: 124
   i. The State-designed long-term goals established, including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments; and
   ii. The challenging State academic standards.

3. Monitoring and Technical Assistance: Describe:
   i. How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and 124
   ii. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies. 125

F. Title IV, Part A: Student Support and Academic Enrichment Grants

1. Use of Funds: Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities. 125

2. Awarding Subgrants: Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2). 125

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1. Use of Funds: Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities. 126

2. Awarding Subgrants: Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards. 127

H. Title V, Part B, Subpart 2: Rural and Low-Income School Program

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I. Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B

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   i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;
   ii. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and
   iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.
5. Strategies to Address Other Problems: Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by 133
   i. requirements of immunization and other required health records;
   ii. residency requirements;
   iii. lack of birth certificates, school records, or other documentation;
   iv. guardianship issues; or
   v. uniform or dress code requirements.
6. Policies to Remove Barriers: Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences. 130

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Section 1: Long-Term Goals

Instructions: Each SEA must provide baseline data (i.e., starting point data), measurements of interim progress, and long-term goals for academic achievement, graduation rates, and English language proficiency. For each goal, the SEA must describe how it established its long-term goals, including its State-determined timeline for attaining such goals, consistent with the requirements in section 1111(c)(2) of the ESEA and 34 C.F.R. § 200.13. Each SEA must provide goals and measurements of interim progress for the all students group and separately for each subgroup of students, consistent with the State's minimum number of students.

In the tables below, identify the baseline (data and year) and long-term goal (data and year). If the tables do not accommodate this information, an SEA may create a new table or text box(es) within this template. Each SEA must include measurements of interim progress for academic achievement, graduation rates, and English language proficiency in Appendix A.

A. Academic Achievement.

i. **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved academic achievement, including how the SEA established its State-determined timeline for attaining such goals.

March 13, 2017 Revised Template Question

A.4.iii.a.1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

The Delaware Department of Education (DDOE) updated its vision, mission, and strategic priorities in August 2016 through an internal process that involved all branches of the department. The DDOE consolidated state plan and long-term goals and measurements of interim progress align with the updated statements below.

Delaware Department of Education Vision: Every learner ready for success in college, career, and life.

Delaware Department of Education Mission: To empower every learner with the highest-quality education through shared leadership, innovative practices, and exemplary services.

Our priorities:

- Engaged and informed families, schools, districts, communities, and other agencies
- Rigorous standards, instruction, and assessments
- High-quality early learning opportunities
- Equitable access to excellent educators
- Safe and healthy environments conducive to learning

The DDOE has been diligent about engaging a wide variety of stakeholders in conversations around selecting academic and school quality or student success indicators. The interactions have been robust and substantive and pushed the DDOE to extend our thinking beyond what is currently included in the accountability system. The DDOE is also establishing "ambitious state-designed, long-term goals" with measures of interim progress for all students and subgroups of students. These goals are ambitious for Delaware given where are students are starting in 2015-16. Delaware is using 2015-16 as the base year since that is the first year Delaware used SAT for accountability in 11th grade. The 2015-16 year is also the second year Delaware used Smarter Assessments for grades 3-8.

The long term goals will increase achievement for all students from 52.09% to 76.05% for ELA and from 40.49% to 70.25% for mathematics an increase of 23.96% and 29.76% respectively. For Delaware's lowest performing subgroups, students with disabilities and English learners, the ELA proficiency goal is an increase of 43.26% and 42.43% respectively, and the mathematics proficiency goal is an increase of 44.82% and 40.95% respectively. To reach these goals for the lowest performing subgroups it requires approximately a 3 percentage point increase in proficiency year over year, which is extremely ambitious for our LEAs. The rate of growth for the lowest performing subgroups is much greater than the 1.7 percentage point annual growth needed in the All Students subgroup. Other subgroups that are a significant percent of the student population would also have to increase proficiency significantly. Delaware's African American students are approximately 31% of the total would need to increase proficiency 2.3 percentage points annually in ELA and 2.7 percentage points in mathematics. Low income students are approximately 34% of the total and Hispanic students are approximately 15% of the total. These subgroups would need to increase proficiency 2.3 and 2.1 percentage points in ELA and 2.7 and 2.5 percentage points in mathematics, respectively. Delaware believes these goals are ambitious especially while reducing the n count to 15.

As stated in its June 30, 2015, ESEA Flexibility Waiver, the DDOE's goal was to decrease the percentage of non-proficient students in each subgroup by 50% by the end of the 2017 school year, thereby reducing achievement gaps. The majority of our stakeholders encouraged DDOE to maintain the gap closing methodology. With a steadfast commitment to our new Vision statement—Every learner ready for success in college, career, and life—we recognize that it is critical to focus energy and resources in order to close gaps and ensure that every learner is able to successfully transition to next steps beyond high school. The non-proficient 50% reduction is calculated by first identifying the 2015-2016 baseline student performance on statewide assessments by subgroup (percentage proficient); subtracting that percentage from 100%; dividing the result by 50%, which represents the gap closure; and adding that percentage to the baseline to identify the long-term goal. For example:

Subgroup: All Students

Step 1: 2015-2016 Baseline Proficiency = 52.09%

Step 2: 100% - 52.09% = 47.91%

Step 3: Reduction goal is 50% of 47.91% = 23.96%

Step 4: Add reduction goal to baseline proficiency to determine long-term goal (increase in proficiency) for the All Students subgroup 23.96% + 52.09% = 76.05%

Under ESSA, we have an opportunity to revisit this approach. The majority of feedback received from stakeholder groups, including district superintendents and charter school leaders, indicated that the DDOE should continue using this methodology.

ii. Provide the baseline and long-term goals in the table below.

The tables below provide the starting point (2015-2016) for academic achievement by subgroup and by grade level in English/language arts (ELA) and mathematics. This was the second year the DDOE implemented the Smarter Balanced Assessment Consortium assessments (Smarter Assessments). The DDOE transitioned from Smarter Assessments to SAT as the high school measure of academic achievement (11th grade of a student's third year of high school) beginning in the 2015-2016 school year.

The majority of feedback received from stakeholders indicated a strong endorsement for the DDOE to set ambitious and *achievable* long-term goals. The DDOE set 2030 as the proposed target date for long-term improvement goals. The DDOE continues to consult with stakeholders regarding these targets. Delaware values biliteracy and bilingualism as essential 21st century skills. Therefore, our ESSA goals for ELs include metrics for content knowledge, as well as English proficiency, so LEAs are held accountable for the academic growth of their students and not just their English language proficiency.

Please note: the DDOE does not have three years of longitudinal data for student performance on either the Smarter Assessments in grades 3-8 or the SAT in high school. DDOE will revisit long-term goals once we have three years of data to determine whether the goals are still ambitious and achievable. DDOE may modify the goals based on those data.

Summary Table

	ELA	**ELA**	**Mathematics**	**Mathematics**
Subgroups	**Starting Point (2015-2016)**	**Long-Term Goal (2030)**	**Starting Point (2015-2016)**	**Long-Term Goal (2030)**
All students	**52.09%**	76.05%	**40.49%**	70.25%
Economically disadvantaged students*	**35.60%**	67.80%	**25.42%**	62.71%
Children with disabilities*	**13.48%**	56.74%	**10.36%**	55.18%
English learners	**15.14%**	57.57%	**18.10%**	59.05%
African American	**36.19%**	68.10%	**23.39%**	61.70%

	ELA	ELA	Mathematics	Mathematics
Subgroups	**Starting Point (2015-2016)**	**Long-Term Goal (2030)**	**Starting Point (2015-2016)**	**Long-Term Goal (2030)**
American Indian or Alaska Native	**56.90%**	78.45%	**40.74%**	70.37%
Asian	**76.92%**	88.46%	**73.40%**	86.70%
Native Hawaiian/ Other Pacific Islander	**50.00%**	75.00%	**42.86%**	71.43%
Hispanic or Latino	**40.69%**	70.35%	**29.73%**	64.87%
White	**64.43%**	82.22%	**52.87%**	76.44%

**These subgroups are referred to as low socioeconomic status (low SES) and students with disabilities (SWD) in the state language throughout this document.*

Grade 3 Table

	ELA	ELA	Mathematics	Mathematics
Subgroups	**Starting Point (2015-2016)**	**Long-Term Goal (2030)**	**Starting Point (2015-2016)**	**Long-Term Goal (2030)**
All students	**53.84%**	76.92%	**55.13%**	77.57%
Economically disadvantaged students*	**37.97%**	68.99%	**39.85%**	69.93%
Children with disabilities*	**22.07%**	61.04%	**25.50%**	62.75%
English learners	**27.79%**	63.90%	**34.77%**	67.39%
African American	**39.41%**	69.71%	**38.64%**	69.32%
American Indian or Alaska Native	**57.50%**	78.75%	**50.00%**	75.00%
Asian	**79.89%**	89.95%	**87.30%**	93.65%
Native Hawaiian/ Other Pacific Islander	**61.54%**	80.77%	**61.54%**	80.77%
Hispanic or Latino	**40.35%**	70.18%	**44.27%**	72.14%
White	**66.35%**	83.18%	**67.97%**	83.99%

**These subgroups are referred to as low socioeconomic status (low SES) and students with disabilities (SWD) in the state language throughout this document.*

Grade 4 Table

	ELA	ELA	Mathematics	Mathematics
Subgroups	**Starting Point (2015-2016)**	**Long-Term Goal (2030)**	**Starting Point (2015-2016)**	**Long-Term Goal (2030)**
All students	**55.90%**	77.95%	**50.55%**	75.28%
Economically disadvantaged students*	**38.75%**	69.38%	**33.82%**	66.91%
Children with disabilities*	**18.74%**	59.37%	**16.97%**	58.49%
English learners	**15.93%**	57.97%	**18.32%**	59.16%
African American	**40.96%**	70.48%	**32.71%**	66.36%
American Indian or Alaska Native	**62.16%**	81.08%	**48.65%**	74.33%
Asian	**81.58%**	90.79%	**81.07%**	90.54%
Native Hawaiian/ Other Pacific Islander	**50.00%**	75.00%	**57.14%**	78.57%
Hispanic or Latino	**43.04%**	71.52%	**38.44%**	69.22%
White	**68.48%**	84.24%	**64.65%**	82.33%

**These subgroups are referred to as low socioeconomic status (low SES) and students with disabilities (SWD) in the state language throughout this document.*

Grade 5 Table

	ELA	ELA	Mathematics	Mathematics
Subgroups	**Starting Point (2015-2016)**	**Long-Term Goal (2030)**	**Starting Point (2015-2016)**	**Long-Term Goal (2030)**
All students	**60.28%**	80.14%	**41.54%**	70.77%
Economically disadvantaged students*	**44.37%**	72.19%	**26.47%**	63.24%
Children with disabilities*	**19.86%**	59.93%	**10.56%**	55.28%
English learners	**12.92%**	56.46%	**7.69%**	53.85%
African American	**44.31%**	72.16%	**23.01%**	61.51%
American Indian or Alaska Native	**66.67%**	83.34%	**42.86%**	71.43%
Asian	**85.16%**	92.58%	**74.18%**	87.09%

	ELA	ELA	Mathematics	Mathematics
Subgroups	**Starting Point (2015-2016)**	**Long-Term Goal (2030)**	**Starting Point (2015-2016)**	**Long-Term Goal (2030)**
Native Hawaiian/ Other Pacific Islander	**83.33%**	91.67%	**53.85%**	76.93%
Hispanic or Latino	**49.20%**	74.60%	**29.37%**	64.69%
White	**72.99%**	86.50%	**55.99%**	78.00%

**These subgroups are referred to as low socioeconomic status (low SES) and students with disabilities (SWD) in the state language throughout this document.*

Grade 6 Table

	ELA	ELA	Mathematics	Mathematics
Subgroups	**Starting Point (2015-2016)**	**Long-Term Goal (2030)**	**Starting Point (2015-2016)**	**Long-Term Goal (2030)**
All students	**51.84%**	75.92%	**36.97%**	68.49%
Economically disadvantaged students*	**34.56%**	67.28%	**20.87%**	60.44%
Children with disabilities*	**11.42%**	55.71%	**7.61%**	53.81%
English learners	**6.90%**	53.45%	**3.28%**	51.64%
African American	**35.12%**	67.56%	**20.82%**	60.41%
American Indian or Alaska Native	**46.51%**	73.26%	**27.91%**	63.96%
Asian	**82.05%**	91.03%	**70.08%**	85.04%
Native Hawaiian/ Other Pacific Islander	**72.73%**	86.37%	**45.45%**	72.73%
Hispanic or Latino	**40.45%**	70.23%	**24.41%**	62.21%
White	**64.67%**	82.34%	**49.77%**	74.89%

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Grade 7 Table

	ELA	ELA	Mathematics	Mathematics
Subgroups	**Starting Point (2015-2016)**	**Long-Term Goal (2030)**	**Starting Point (2015-2016)**	**Long-Term Goal (2030)**
All students	**52.66%**	76.33%	**39.63%**	69.82%
Economically disadvantaged students*	**34.77%**	67.39%	**21.92%**	60.96%
Children with disabilities*	**11.77%**	55.89%	**7.85%**	53.93%
English learners	**5.59%**	52.80%	**6.91%**	53.46%
African American	**35.61%**	67.81%	**21.49%**	60.75%
American Indian or Alaska Native	**67.44%**	83.72%	**54.55%**	77.28%
Asian	**82.32%**	91.16%	**77.18%**	88.59%
Native Hawaiian/ Other Pacific Islander	**30.00%**	65.00%	**40.00%**	70.00%
Hispanic or Latino	**41.51%**	70.76%	**28.91%**	64.46%
White	**64.77%**	82.39%	**52.24%**	76.12%

**These subgroups are referred to as low socioeconomic status (low SES) and students with disabilities (SWD) in the state language throughout this document.*

Grade 8 Table

	ELA	ELA	Mathematics	Mathematics
Subgroups	**Starting Point (2015-2016)**	**Long-Term Goal (2030)**	**Starting Point (2015-2016)**	**Long-Term Goal (2030)**
All students	**54.16%**	77.08%	**37.74%**	68.87%
Economically disadvantaged students*	**36.46%**	68.23%	**19.97%**	59.99%
Children with disabilities*	**11.19%**	55.60%	**6.35%**	53.18%
English learners	**8.33%**	54.17%	**8.86%**	54.43%
African American	**38.27%**	69.14%	**19.99%**	60.00%
American Indian or Alaska Native	**55.1%**	77.55%	**40.82%**	70.41%
Asian	**80.89%**	90.45%	**73.64%**	86.82%

	ELA	ELA	Mathematics	Mathematics
Subgroups	**Starting Point (2015-2016)**	**Long-Term Goal (2030)**	**Starting Point (2015-2016)**	**Long-Term Goal (2030)**
Native Hawaiian/ Other Pacific Islander	**22.22%**	61.11%	**33.33%**	66.67%
Hispanic or Latino	**43.63%**	71.82%	**25.02%**	62.51%
White	**66.64%**	83.32%	**51.24%**	75.62%

**These subgroups are referred to as low socioeconomic status (low SES) and students with disabilities (SWD) in the state language throughout this document.*

Grade 11 Table (SAT)

	ELA	ELA	Mathematics	Mathematics
Subgroups	**Starting Point (2015-2016)**	**Long-Term Goal (2030)**	**Starting Point (2015-2016)**	**Long-Term Goal (2030)**
All students	**52.39%**	76.20%	**31.31%**	65.66%
Economically disadvantaged students*	**32.65%**	66.33%	**13.68%**	56.84%
Children with disabilities*	**11.12%**	55.56%	**3.99%**	52.00%
English learners	**6.21%**	53.11%	**5.26%**	52.63%
African American	**32.50%**	66.25%	**13.36%**	56.68%
American Indian or Alaska Native	**70.37%**	85.19%	**33.33%**	66.67%
Asian	**74.38%**	87.19%	**62.93%**	81.47%
Native Hawaiian/ Other Pacific Islander	**40.00%**	70.00%	**10.00%**	55.00%
Hispanic or Latino	**38.71%**	69.36%	**17.53%**	58.77%
White	**64.93%**	82.47%	**42.36%**	71.18%

**These subgroups are referred to as low socioeconomic status (low SES) and students with disabilities (SWD) in the state language throughout this document.*

March 13, 2017 Revised Template Questions

A.4.iii.a.2. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.

A.4.iii.a.3. Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.

DDOE's goal is to decrease the percentage of non-proficient students in each subgroup by 50% by the end of the 2030 school year, thereby reducing proficiency gaps in subgroups statewide. As such, DDOE has established long-term and interim subgroup proficiency targets beginning in 2017-2018, with 2029-2030 as the target date to achieve its long-term goals (see Appendix A). This approach establishes the same long-term timeframe for all student subgroups, establishes proficiency targets based on the current performance of each subgroup, and expects larger improvements in the same timeframe from subgroups with lower baseline proficiency rates. State progress toward achieving its long-term goals will be monitored by measuring progress against the interim goals at regular intervals. As with the state goals, LEA goals will be set based on their current achievement levels, and their progress will be monitored against their interim and long-term goals for ELA and mathematics academic achievement.

B. Graduation Rate.

i. **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved four-year adjusted cohort graduation rates, including how the SEA established its State-determined timeline for attaining such goals.

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A.4.iii.b.1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

The DDOE, with the input of its stakeholders, has established ambitious long-term goals with measurements of interim progress for all students and subgroups for the four-year adjusted cohort graduation rates and for extended-year adjusted cohort graduation rates. Based on stakeholder feedback, the DDOE will continue to calculate and report both five- and six-year adjusted cohort graduation rates. Feedback from stakeholders encouraged long-term goals to be set for a length of more than five years.

Ambitious long-term goals were developed to reduce the percentage of non-graduating students by 50% by 2030. This is calculated by first identifying the 2014-2015 baseline cohort graduation rate by subgroup, subtracting that percentage from 100%, dividing the result by 50%, which represents the desired reduction in the percentage of non-graduating students, and adding that percentage to the baseline to identify the long-term goal. For example:

<u>Subgroup: All Students</u>

Step 1: 2014-2015 Graduation Rate = 84.3%

Step 2: 100% - 84.3% = 15.7%

Step 3: Reduction goal is 50% of 15.7% = 7.8%%

Step 4: Add reduction goal to baseline graduation rate to determine long-term goal (increase in graduation rate) for the All Students subgroup 84.3% + 7.8% = 92.1%

Ambitious long-term goals were established for the four-year adjusted cohort graduation rate by reducing the amount of non-graduates by 50% through the year 2030. From 2012 to 2016, the all student group has increased by 4.8%. DDOE's 2030 ambitious goal is to have 92.15% of all students graduating in four years. This is a 7.9% increase over the 2016 baseline. Additionally, the four-year adjusted cohort rate goals are all above 90% for several student groups, including the All Students, African American, Asian or Native Hawaiian/Other Pacific Islander, and White populations.

ii. Provide the baseline and long-term goals for the four-year adjusted cohort graduation rate in the table below.

Four-Year Adjusted Cohort Graduation Rate		
Subgroup	**Starting Point (2014-2015)**	**Long-Term Goal (2030)**
All students	84.3%	92.1%
Economically disadvantaged students*	73.7%	86.8%
Children with disabilities*	63.7%	81.9%
English learners	68.7%	84.3%
African American	81.8%	90.6%
American Indian or Alaska Native	65.8%	82.9%
Asian or Native Hawaiian/Other Pacific Islander	93.7% – Asian >95.0% – Hawaiian	>95.0%
Hispanic or Latino	79.8%	90.0%
White	87.0%	93.5%

**These subgroups are referred to as low socioeconomic status (low SES) and students with disabilities (SWD) in the state language throughout this document.*

iii. If applicable, provide the baseline and long-term goals for each extended-year cohort graduation rate(s) and describe how the SEA established its ambitious long-term goals and measurements for such an extended-year rate or rates that are more rigorous as compared to the long-term goals and measurements of interim progress than the four-year adjusted cohort rate, including how the SEA established its State-determined timeline for attaining such goals.

March 13, 2017 Revised Template Question

A.4.iii.b.2. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multiyear length of time for all students and for each subgroup of students in the State; (iii) how the long-term goals are ambitious; and (iv) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.

The DDOE currently calculates and reports five-year and six-year adjusted cohort graduation rates. Based on stakeholder feedback received to date, DDOE will continue to calculate and report both five- and six-year adjusted cohort graduation rates.

Ambitious long-term goals for five- and six-year adjusted cohort graduation goals were set by reducing the amount of non-graduates by 50% through the year 2030. From 2014-2016, the net change in graduation rate from year 4 to 5 was 1.4%, and the net change in graduation rate from year 5 to year 6 was .1%. DDOE's 2030 ambitious goal is to have 92.9% of all students graduating in five years and 93% graduating in six years.

Five-Year Adjusted Cohort Graduation Rate		
Subgroup	**Starting Point (2013-2014)**	**Long Term Goal (2030)**
All students	85.8%	92.9%
Economically disadvantaged students*	79.9%	90.0%
Children with disabilities*	67.6%	83.8%
English learners	78.8%	89.4 %
African American	82.2%	91.1 %
American Indian or Alaska Native	94.7%	97.4%
Asian or Native Hawaiian/Other Pacific Islander	94.0%	97.0%
Hispanic or Latino	82.8%	91.4%
White	88.1%	94.0%

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Six-Year Adjusted Cohort Graduation Rate		
Subgroup	**Starting Point (2013-2014)**	**Long Term Goal (2030)**
All students	84.4%	93.0%
Economically disadvantaged students*	77.8%	90.0%
Children with disabilities*	64.1%	84.1%
English learners	75.0%	89.4%
African American	80.1%	91.2%
American Indian or Alaska Native	89.5%	97.4%
Asian or Native Hawaiian/Other Pacific Islander	92.2%	97.0%
Hispanic or Latino	80.9%	91.4%
White	87.3%	94.1%

**These subgroups are referred to as low socioeconomic status (low SES) and students with disabilities (SWD) in the state language throughout this document.*

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A.4.iii.b.3. Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix A.

A.4.iii.b.4. Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.

Long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate were developed to support progress towards closing the statewide graduation rate gaps. Extended five- and six-year adjusted cohort graduation rate goals and measurements of interim progress were also developed to recognize students that may have needed additional time to complete coursework towards a diploma, including those with individualized education plans (IEPs). The long-term goals are higher for students with extended-year adjusted cohort graduation rates, representing expectations for significant progress. Based on the long term goals, the gap between the All Students subgroup and the Children with Disabilities has been decreased to 10.3% for the 4-year graduate rate and to 8.9% for the 6-year graduate rate.

C. English Language Proficiency

i. **Description.** Describe the State's uniform procedure, applied consistently to all English learners in the State, to establish research-based student-level targets on which the goals and measurements of interim progress are based. The description must include:

1. How the State considers a student's English language proficiency level at the time of identification and, if applicable, any other student characteristics that the State takes into account (*i.e.*, time in language instruction programs, grade level, age, Native language proficiency level, or limited or interrupted formal education, if any).
2. The applicable timelines over which English learners sharing particular characteristics would be expected to attain ELP within a State-determined maximum number of years and a rationale for that State-determined maximum.
3. How the student-level targets expect all English learners to make annual progress toward attaining English language proficiency within the applicable timelines.

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4.iii.c. English Language Proficiency.

1. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment including: (i) baseline data; (ii) the State-determined timeline for such students to achieve English language proficiency; and (iii) how the long-term goals are ambitious.
2. Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A

Feedback from stakeholders participating in the Governor's Advisory Committee, the English as a second language (ESL) Coordinator Group, and the Spanish-Language Community

Engagement sessions indicated that English language growth should be calculated from the student's proficiency level at the point of entry and differentiated by grade level or grade band. As a result of this feedback, the DDOE structured English learner (EL) accountability measures so that they would account for individual differences among ELs. These differences include entering proficiency level and entering grade-level scale score.

The Governor's Advisory Committee, ESSA Discussion Groups, and ESL Coordinators requested that both short- and long-term growth and attainment targets be based on sound research. In response to this feedback, the DDOE is collaborating with researchers from World Class Instructional Design and Assessment (WIDA) and has held several technical assistance meetings with researchers and psychometricians from the Council of Chief State Officers, State Collaborative on Assessment and Student Standards – English Learners (CCSSO, SCASS-EL).

Starting with the 2016-2017 assessment cycle, the DDOE will define increases in the percentage of all current ELs making progress in English language proficiency (ELP) as ELs that meet the ELP cut scale score (SS) within the established timeframe consistent with a student's baseline PL (see Student-Level Interim Growth Targets Table below). Thus, the state will consider a student's PL on the first annual ACCESS for ELs 2.0 assessment to determine the number of years that a student has to reach proficiency, then set targets for interim progress based on entering grade-level SS accordingly. Under this model, students achieving a PL of 4.7 or higher on their initial ACCESS assessment (Year 1) have met their growth target. The maximum number of years that students have to attain proficiency is six years. This decision is a result of significant stakeholder input, including ESL coordinators, the Governor's Advisory Committee, and on empirical research in language acquisition.

Interim ELP Growth Targets

Each student's AT is the SS at a PL 4.7 at the grade level for the year that they are expected to reach attainment. The number of years a student has to reach the AT varies from three to six years depending on the Year 1 baseline PL. Each student's interim growth targets are calculated annually by subtracting their previous year SS from the attainment SS and dividing the difference by the remaining number of years required to reach attainment. The table below illustrates the model.

EL ACCESS Growth Targets - Annual Calculation Method

	Growth Target				
Year 1 Baseline ACCESS PL	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
4.7 or Higher					
4.0 - 4.6	Year 1 SS plus SS progress to reach to AT divided by 2	SS for 4.7 two grades out (AT)			
3.0 - 3.9	Year 1 SS plus SS progress to reach to AT divided by 3	Year 2 SS plus SS progress to reach to AT divided by 2	SS for 4.7 three grades out (AT)		
2.0 - 2.9	Year 1 SS plus SS progress to reach to AT divided by 4	Year 2 SS plus SS progress to reach to AT divided by 3	Year 3 SS plus SS progress to reach to AT divided by 2	SS for 4.7 four grades out (AT)	
1.0 - 1.9	Year 1 SS plus SS progress to reach to AT divided by 5	Year 2 SS plus SS progress to reach to AT divided by 4	Year 3 SS plus SS progress to reach to AT divided by 3	Year 4 SS plus SS progress to reach to AT divided by 2	SS for 4.7 five grades out (AT)

Notes:
1. Attainment targets (AT) are highlighted in yellow.
2. Students receiving a performance level (PL) of 4.7or higher on their initial ACCESS assessment (Year 1) are considered to have met their growth target.
3. Students scoring below 4.7 on their Year 1 ACCESS assessment have between two to five years to reach attainment depending on their initial PL.
4. Each student's attainment growth target is the scale score (SS) at a PL 4.7 at the grade level for the year that they are expected to reach attainment.
5. Each student's interim growth targets are calculated annually by subtracting their previous year SS from the attainment SS and dividing the difference by the remaining number of years required to reach attainment
6. This method allows for a variable trajectory depending on each student's progress over the years while still requiring that the AT be reached in the required number of years.

This method allows for a variable growth trajectory depending on each student's progress over time while still requiring that the AT be reached within the required number of years. The annual reset allows the individual student's interim SS targets to reflect the amount of growth that the student has made in a year. This yearly reset recognizes the nonlinear growth that students at varying proficiency levels make within a year's time.

Student-level targets require that all students make appropriate progress based on individual student initial year ACCESS PL and grade-level SS. All targets are ambitious while still taking into account language acquisition research and the learning differences within the EL population. In order to set the expectation that all ELs make annual progress toward attaining ELP within the applicable timeline, DDOE will award points to the schools for students meeting the annual interim growth targets and on-time attainment of ELP. Index scores for ELP growth will range from 0.00 to 1.10 with:

- 0.00 assigned to students who showed no growth;
- 0.01 to 0.99 assigned to students who have made growth toward the target;
- 1.00 to 1.10 assigned to students who have reached (1.00) or exceeded the target (1.01 to 1.09), with a maximum bonus for exceeding the target by 10% or more (1.10).

The following charts illustrate how the index scores for nonlinear annual growth targets and the on-time attainment of ELP will be calculated. Chart 1 summarizes the accountability rules for the years up to and including the year the student should attain ELP. A bonus of 10% will be awarded to the EL student's score when ELP is achieved prior to the required year of attainment. Chart 2 highlights the rules that apply if a student does not meet attainment within the designated timeframe.

Chart 1

Student-Level ELP Growth Index Score by Student Outcome
(Rules for years up to and including the designated attainment year)

	Student Outcome			
Year	**Non-participant**	**No progress toward target**	**Progress toward target but grade-level attainment target not met**	**Grade-level attainment target met or exceed**
Before designated attainment year	0.00	0.00	0.01 - 1.10* (CY SS - PY SS) /(IT SS - PY SS)	1.10
In designated attainment year	0.00	0.00	0.01 - 0.99 (CY SS - PY SS) /(AT SS - PY SS)	1.00 - 1.10* (CY SS - PY SS) /(AT SS - PY SS)

Chart 2

Student-Level ELP Growth Index Score by Student Outcome

(Rules for years after the designated attainment year)

	Student Outcome		
Year	**Non-participant**	**Grade-level attainment target not met**	**Grade-level attainment target met**
1 year late	0.00	0.00	0.75
2 years late	0.00	0.00	0.50
3+ years late	0.00	0.00	0.25

PY SS - Previous Year Scale Score

CY SS - Current Year Scale Score

IT SS - Interim Target Scale Score

AT SS - Grade-level Attainment Target Scale Score

*Index score of 1.10 is the maximum (10% credit for exceeding target by 10% or more)

Note:
1. The school-level indicator would be (sum of the student-level scores)/(the number of participants and non-participants) * 100. The possible range of school scores is 0 to 110.

ii. Describe how the SEA established ambitious State-designed long-term goals and measurements of interim progress for increases in the percentage of all English learners in the State making annual progress toward attaining English language proficiency based on 1.C.i. and provide the State-designed long-term goals and measurements of interim progress for English language proficiency.

Long-Term State-Level Targets for ELP Growth

DDOE has developed a new model for measuring English language proficiency growth that reflects the trajectory of language development for Delaware students based on historical trend data, and as a result has set ambitious targets for future performance expectations. Previous long-term AMAO I growth and AMAO II attainment percentages from 2010-2016 are reflected below.

DELAWARE'S FORMER AMAO ACCOUNTABILTY MODEL

Table 1.

AMAO I Target (% making progress on ELP) +0.5 proficiency level annual increase	AMAO II Target (% proficient on ELP) +1.2/1.3 annual increase in attainment
2010 Baseline Year: 60%	2010 Baseline Year: 17.5%
2016 Year: 72%	2016 Year: 25%

English language development. By 2016, a fourth or 25% of English learners within an LEA were expected to attain English proficiency and exit the program. While both targets were

considered ambitious at the time, they did not accurately reflect the non-linear trajectory of the language acquisition process.

This historical data formed the basis and rationale for Delaware stakeholder's strong recommendations that new long-term goals be derived through an analysis of actual student growth and attainment data to set ambitious targets, which have been set at the 70th percentile of actual performance of all schools.

Delaware English Language Development Standards and Assessment

Delaware is a member of the WIDA Consortium. In 2016, the WIDA Consortium undertook a standard setting study to align properly the English language development standards and assessment with college and career ready standards by resetting cut scores. As a result, English learner students must now demonstrate higher and stronger language skills to achieve the same proficiency level scores as in prior years. In Delaware, 2017 ACCESS for ELLs 2.0 scores demonstrate a 21% decrease in the number of EL students reaching the state's composite score of 5.0 or greater needed to exit the EL program at the time.

WIDA has communicated a memo to the SEAs of all 39 states in the consortium advising them that neither the scale scores nor the proficiency levels are comparable from 2016 to 2017. An excerpt from that memo states:

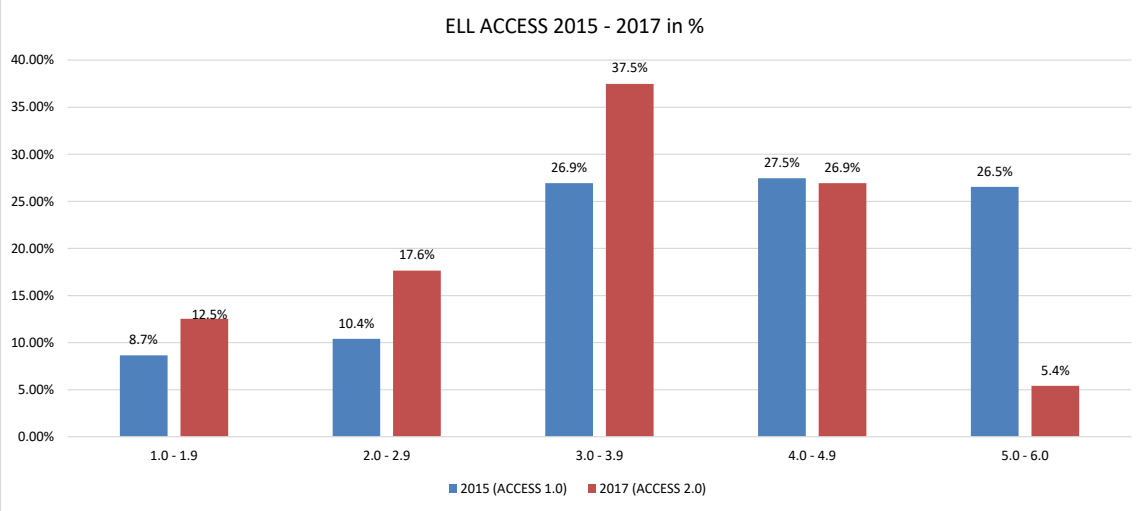
"Do not use score comparisons from last year (2015-16) for growth analysis or high-stakes decision-making. Rather, consider this year (2016-17) a full reset and plan to resume analyses in the future using 2017 scores as a new baseline for growth. Neither the scale scores nor the proficiency levels are comparable from 2016 to 2017."

Based upon the new standards set by WIDA, which will significantly affect the trajectory and the amount of time required for English learners to attain English proficiency, the long-term goals that DDOE has submitted are statistically appropriate. In order for long-term goals to be established, trend data must be available for projections to be calculated for subsequent years. The 2017 ACCESS for ELLs 2.0 assessment results will be the first year the rescaled data will be available; therefore it is impossible to run valid models and projections from one year's data. However, an analysis of 2017 data based on the rescaled assessment is provided in the sections below.

Delaware ACCESS Data – Comparison between 1.0 (2015) and 2.0 (2017)

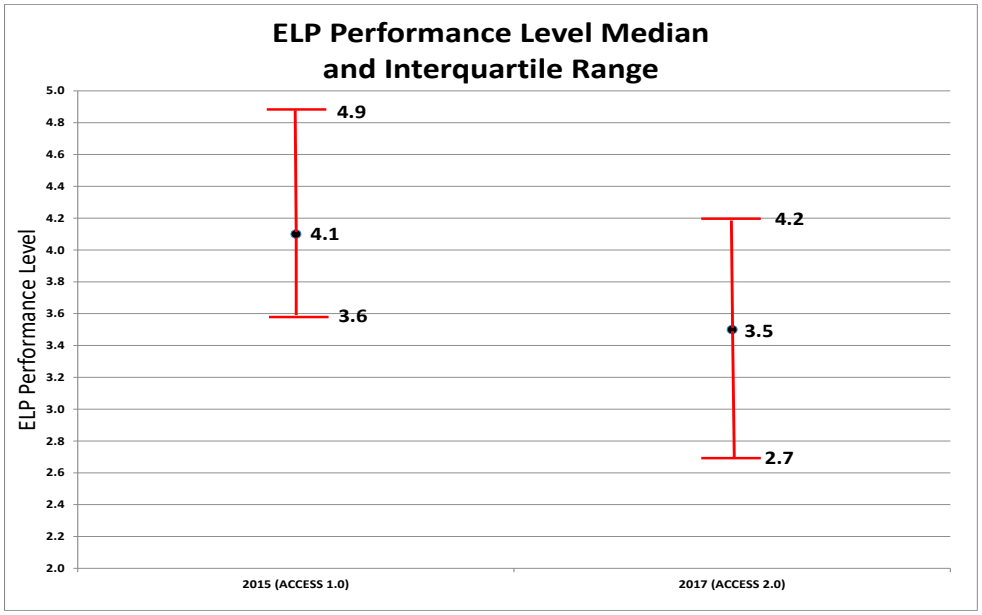
Since per WIDA the 2016 ACCESS for ELLs 2.0 scores were not comparable to the previous scores on ACCESS 1.0 (2011 to 2015) nor were they comparable to the new 2017 ACCESS for ELLs 2.0 scores, DDOE analyzed the differences between the 2015 and 2017 score distributions by performance level (see Table 2 bar graph below). There were increases in the percentage of students that scored at performance levels 1, 2 and 3 from 2015 to 2017. The percentage of students scoring at level 4 remained relatively unchanged. The most notable change was a dramatic decrease in the number of students scoring in levels 5/6 (26.5% in 2015 and 5.4% in 2017). In summary, significantly more students scored at lower performance levels in 2017. Therefore, the Delaware data are consistent with the overall WIDA Consortium results and reflect ambitious long-term goals.

Table 2.



Viewed another way, there was a significant shift in both the typical performance level (median) and the variability around that performance level (interquartile range or IQR). The graph in Table 3 below displays the median performance level in 2015 and 2017 as well as the IQR around the medians. The median for 2015 is on the low end of performance level 4 (4.1), whereas the median for the 2015 is in the mid-range of performance level 3 (3.5). Once again, this illustrates the dramatic shift in the performance distribution with the new ACCESS for ELLs 2.0 toward lower performance. As described earlier, DDOE believes this shift in performance will also reduce the percentage of students meeting their student-level growth targets, thus making the long-term goals highly ambitious.

Table 3.



Setting of Baseline and Long-term Goals

Since the original baseline and long-term goals were set using ACCESS 1.0 data, DDOE re-examined the baselines using the 2017 ACCESS 2.0 data in order determine whether (1) the baselines should be reset, and (2) the long-term goals are ambitious. Based on the analysis, the baseline was reset for percent meeting growth targets from 67.8% to 41.3% and the baseline was reset for the index from 91.1% to 67.9%. The previously established long-term goals were retained since they represent ambitious goals relative to the reset baselines. DDOE still plans to revisit these initial baselines and long-term goals when two years of ACCESS for ELLs 2.0 data are available to determine whether the goals are still ambitious and achievable. DDOE will modify and republish the long-term goals based on those data as appropriate.

Table 4.

Subgroup/Measure	Baseline (Data and Year)	Long-Term Goal (Data and Year)
ELs – Percent of Students Meeting Growth Target	▪ 41.3% (2017)	Statewide ELs will meet targets at: ▪ 77.1% (2030)
ELs – Index – Average Percent of Growth Target Attained	▪ 67.9% (2017)	Statewide ELs will meet targets at: ▪ 98.0% (2030)

Section 2: Consultation and Performance Management

2.1 Consultation.

Instructions: Each SEA must engage in timely and meaningful consultation with stakeholders in developing its consolidated State plan, consistent with 34 C.F.R. §§ 299.13 (b) and 299.15 (a). The stakeholders must include the following individuals and entities and reflect the geographic diversity of the State:

- *The Governor or appropriate officials from the Governor's office;*
- *Members of the State legislature;*
- *Members of the State board of education, if applicable;*
- *LEAs, including LEAs in rural areas;*
- *Representatives of Indian tribes located in the State;*
- *Teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and organizations representing such individuals;*
- *Charter school leaders, if applicable;*
- *Parents and families;*
- *Community-based organizations;*
- *Civil rights organizations, including those representing students with disabilities, English learners, and other historically underserved students;*
- *Institutions of higher education (IHEs);*
- *Employers;*
- *Representatives of private school students;*
- *Early childhood educators and leaders; and*
- *The public.*

Each SEA must meet the requirements in 34 C.F.R. § 200.21(b)(1)-(3) to provide information that is:

1. *Be in an understandable and uniform format;*
2. *Be, to the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and*
3. *Be, upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, 42 U.S.C. 12102, provided in an alternative format accessible to that parent.*

A. Public Notice. Provide evidence that the SEA met the public notice requirements, under 34 C.F.R. § 299.13(b), relating to the SEA's processes and procedures for developing and adopting its consolidated State plan.

In July 2016, the DDOE began sharing stakeholder engagement and plan development information publicly with education stakeholders including district superintendents, charter school leaders, Governor's office staff, and the State Board of Education.

On August 30, 2016, the DDOE in partnership with the Governor's office first publicly announced opportunities for stakeholder feedback to inform the state plan. Opportunities for stakeholders to provide feedback included community conversations and online surveys. See press release here.

The DDOE made an additional public announcement on September 7, 2016, that included the ESSA webpage on the DDOE website (http://www.doe.k12.de.us/ESSA) and a DDOE email

address (ESSAStatePlan@doe.k12.de.us) to collect questions and feedback. The DDOE's ESSA website provided a timeline for stakeholder engagement activities, plan development, and implementation. See press release here.

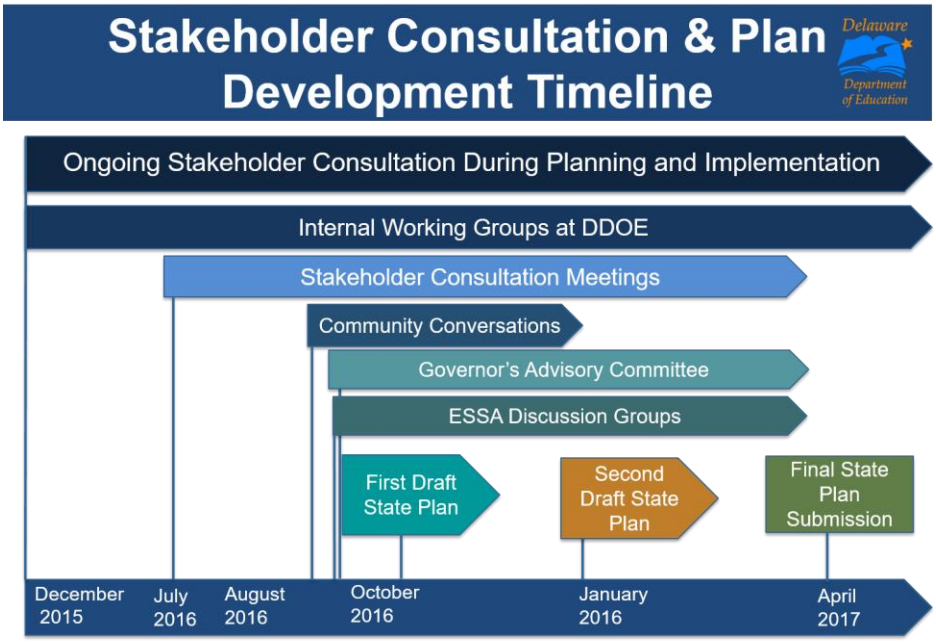
On October 31, 2016, the first draft of the state plan was posted on the ESSA website for public comment. On November 1, 2016, a press release announced several opportunities for stakeholders to share feedback and ideas for the state plan. See press release here.

The second draft of the state plan was posted on the ESSA website for public comment on January 9, 2017. Public comment period was announced on January 10, 2017. See press release here.

The final draft of the state plan was posted on the ESSA website for public comment on February 28, 2017. Public comment period was also announced on February 28, 2017.

B. Outreach and Input. For the components of the consolidated State plan including Challenging Academic Assessments; Accountability, Support, and Improvement for Schools; Supporting Excellent Educators; and Supporting All Students, describe how the SEA:

i. Conducted outreach to and solicited input from the individuals and entities listed above, consistent with 34 C.F.R. § 299.13(b), during the design and development of the SEA's plans to implement the programs that the SEA has indicated it will include in its consolidated State plan; and following the completion of its initial consolidated State plan by making the plan available for public comment for a period of not less than 30 days prior to submitting the consolidated State plan to the Department for review and approval.



The DDOE considers education stakeholders to be a vital component in drafting and implementing the state plan. The DDOE carried out stakeholder consultation in multiple ways:

- Following the December 2015 reauthorization of ESEA, the DDOE created an internal working group of more than 50 staff members to review and understand the transition from ESEA Flexibility Waiver to ESSA. The group, which was comprised of members of all DDOE branches and federal program managers, met regularly to review new regulations and guidance, incorporate stakeholder feedback into plan sections, and provide recommendations to the state Secretary of Education.
- The DDOE scheduled time at more than 25 existing stakeholder group meetings throughout the state with more than 800 participants to provide an overview of ESSA, share the state plan development timeline, and seek feedback on key questions.
  - Examples of stakeholder groups include the Delaware State Education Association (DSEA), Delaware School Boards Association, Parent Teacher Association (PTA), the Delaware P-20 Council, Delaware Head Start Association, district superintendents, and charter school leaders.
- The DDOE held two rounds of Community Conversations throughout the state. The focus of the first round was to gather feedback to inform the state plan. Throughout the state 107 community members participated in four conversations. The second round focused on collecting feedback on the first draft of the state plan, specifically relating to Targeted and Comprehensive Support and Improvement. Participants included 68 community members in five conversations held throughout the state.
- The DDOE held two Spanish Language Community Conversations in December 2016, where almost 40 participants provided their feedback about state plan supports for EL students and families.
- Through Executive Order 62, the Governor created an ESSA Advisory Committee. This committee brought together a representative group of education leaders and advocates who are required to be a part of the consultation process to provide feedback and make recommendations for the state plan. Members of the Committee:
  - Matthew Burrows (chair) – Superintendent, Appoquinimink School District
  - Teri Quinn Gray – President of the State Board of Education
  - Deborah Stevens – Delaware State Education Association, Director of Instructional Advocacy
  - Kendall Massett – Executive Director, Delaware Charter School Network
  - Eileen DeGregoris – President, Delaware English Language Learners Teachers and Advocates; Educator and ESL Coordinator for Smyrna School District
  - Tammy Croce – Executive Director, Delaware Association of School Administrators
  - Ronda Swenson – President, Lake Forest School Board of Education
  - Tony Allen – Chair, Wilmington Education Improvement Commission
  - Maria Matos – Executive Director and CEO, Latin American Community Center
  - Madeleine Bayard – Co-Chair, Early Childhood Council
  - Representative Kim Williams – Vice-Chair, House Education Committee
  - Senator David Sokola – Chair, Senate Education Committee
  - Leolga Wright – Board Member, Indian River School District; Nanticoke Indian Association
  - Kim Joyce – Associate Vice President for Academic Affairs, Delaware Technical and Community College

- Rod Ward – President and CEO, Corporation Service Company
- Patrick Callihan – Executive Director, Administrative and Development, Tech Impact
- Stephanie DeWitt – Elementary school educator; Special Education Coordinator, Cape Henlopen School District
- LaShanda Wooten – Educator at Shortlidge Elementary School, Red Clay Consolidated School District
- Janine Clarke – Paraprofessional, Red Clay Consolidated School District; Child Advocate
- Wendee Bull – Educator at Georgetown Middle School, Indian River School District; Groves Adult Education Instructor
- Genesis Johnson – Parent representative from Wilmington
- Nancy Labanda – Parent representative from New Castle County
- Catherine Hunt – Parent representative from Kent County
- Nelia Dolan – Parent representative from Sussex County
- Alex Paolano – Educator at Howard High School; 2016-2017 Howard High School Teacher of the Year
- Susan Bunting – Superintendent, Indian River School District (*became Delaware's Secretary of Education in January 2017*)
- Laurisa Schutt – Executive Director, Teach for America; Board Member, Leading Youth Through Empowerment
- Cheryl Carey – Counselor, Philip C. Showell Elementary, Indian River; 2015-2016 Delaware Counselor of the Year
- Margie Lopez-Waite – Founder, Head of School, Las Americas ASPIRA Academy, dual-language school
- Atnre Alleyne – Founder, TeenSHARP; parent representative, Board of St. Michael's School & Nursery

- The DDOE established two discussion groups (technical working groups) for extended stakeholder engagement. The first group focused discussions on technical topics related to measures of school success and public reporting. The second group focused discussions on provisions for student and school supports. Each group was comprised of 27 nominated members, representing various stakeholder groups across all counties in the state. The measures of school support and reporting group met seven times, and the student and school supports group met six times over the course of four months.
- The DDOE established an ESSA state plan email account to share information and collect feedback.
- Prior to drafting the plan, stakeholder consultation surveys were made available on the ESSA website, each addressing one of four topic areas of the plan: Support for All Students, Supporting Excellent Educators, School Support and Improvement, and Measures of School Success and Public Reporting. A wide range of stakeholders completed more than 400 surveys.
- Following the release of the first draft, three additional surveys were made available on the ESSA website to address the following topics: School Support and Improvement,

Measures of School Success and Public Reporting, Long-Term Goals, and Measures of Interim Progress. More than 180 surveys were completed.

- Following the release of the second draft, an online survey was made available on the ESSA website to collect feedback on areas of strength and weakness within the plan. More than 65 surveys were completed.

ii. Took into account the input obtained through consultation and public comment. The response must include both how the SEA addressed the concerns and issues raised through consultation and public comment and any changes the SEA made as a result of consultation and public comment for all components of the consolidated State plan.

The DDOE is committed to providing opportunities for stakeholders to have a meaningful voice in education policy. Stakeholder feedback was fundamental in the work done to develop the strategies captured within this plan. As shown in section 2.1.B.i, stakeholders were engaged in a variety of ways to gather their input, to inform the plan drafts, and to ensure their feedback was incorporated into those drafts.

Summaries of stakeholder feedback from surveys, community conversations, discussion groups, consultation meetings, ESSAStatePlan@doe.k12.de.us emails, and the Governor's Advisory Committee are posted on our website: http://www.doe.k12.de.us/Page/3019. References to stakeholder feedback are included throughout this plan.

Some themes did emerge from the feedback. For example, the following sections reference DDOE decisions related to student growth measures, which were based on stakeholder feedback:

Stakeholders Said …	… So DDOE will:
Surveys, community discussions, and various stakeholder groups: ▪ Growth should be a significant factor in the accountability system ▪ Include PSAT at the high school level to provide a more valid, reliable, and comparable growth measure ▪ State should have a more transparent student-level methodology	▪ Keep growth as a measure of performance for elementary, middle, and high schools ▪ Seek to include the PSAT in its growth calculation at the high school level ▪ Revisit current growth methodology and transition to a growth-to-target methodology that provides transparency and student-level data, replicable at the school level
Measures of School Success and Public Reporting discussion group and local education agency ESL coordinators: ▪ Include former ELs in academic achievement accountability for four years	▪ Include former ELs in academic achievement accountability for four years ▪ Determine if additional supports are needed for exited students in order to meet academic achievement targets

C. **Governor's consultation.** Describe how the SEA consulted in a timely and meaningful manner with the Governor consistent with section 8540 of the ESEA, including whether officials from the SEA and the Governor's office met during the development of this plan and prior to the submission of this plan.

The first draft of the ESSA plan was sent to the Governor's Education Policy Advisor on October 31, 2016. The Governor by Executive Order also created an ESSA Advisory Committee to review and provide comments to each draft of the ESSA plan. The Governor's Education Policy Advisor attends each meeting of the ESSA Advisory Committee. The second draft of the plan was sent to the Governor's Education Policy Advisor, the Governor-Elect's Policy Advisor, and the Secretary of Education nominee.

Date SEA provided the plan to the Governor: 2/28/2017 and on 3/29/2017 with revised template questions embedded

Check one:
☒ The Governor signed this consolidated State plan.

☐The Governor did not sign this consolidated State plan.

2.2 System of Performance Management.

Instructions: In the text boxes below, each SEA must describe consistent with 34 C.F.R. § 299.15 (b) its system of performance management of SEA and LEA plans across all programs included in this consolidated State plan. The description of an SEA's system of performance management must include information on the SEA's review and approval of LEA plans, monitoring, continuous improvement, and technical assistance across the components of the consolidated State plan.

A. **Review and Approval of LEA Plans.** Describe the SEA's process for supporting the development, review, and approval of LEA plans in accordance with statutory and regulatory requirements. The description should include a discussion of how the SEA will determine if LEA activities align with: 1) the specific needs of the LEA, and 2) the SEA's consolidated State plan.

The DDOE will use a streamlined, consolidated, and continuous improvement planning process to support the development, review, and approval of local educational agency (LEA) plans that meet statutory and regulatory requirements. For the purpose of this document, LEA is defined as geographic districts, vocational technical districts, and charter schools.

The plan development process will be driven by LEA data analyses including, but not limited to:

- Performance as measured by the statewide accountability system and captured by the report card;
- Educator equity data;
- Financial risk assessments;
- Program analyses; and/or
- Community input and additional data provided by the LEA.

An LEA will then identify areas of need and prioritize action items and supporting funding.

To support the development, review, and approval of the LEA plan, the DDOE proposes to:

- Provide state accountability metrics, including reported-only metrics;

- Provide LEAs with a comprehensive needs assessment template and technical assistance for collecting and analyzing LEA data to determine gaps and identify root causes;
- Provide a suite of options for targeted technical assistance—including program guidance documents, on-site assistance, program webinars, and statewide trainings; and
- Establish uniform plan review processes within the DDOE to reduce duplication of effort across programs at the SEA and LEA levels, e.g., setting review and approval expectations for DDOE reviewers and providing internal training to calibrate and unify DDOE guidance to LEAs.

B. Monitoring. Describe the SEA's plan to monitor SEA and LEA implementation of the included programs to ensure compliance with statutory and regulatory requirements. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.

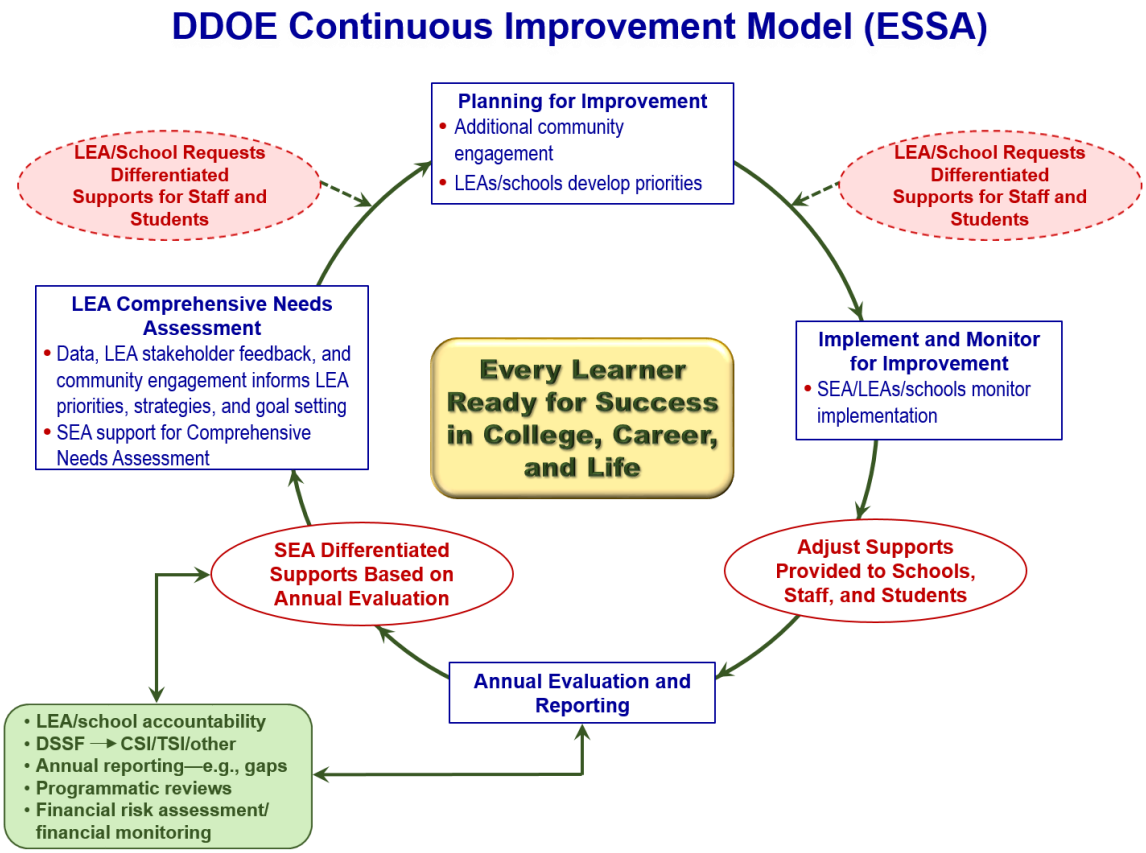
The DDOE will monitor all LEAs a minimum of once every five years. Additional monitoring frequency will be based on the results of:

- Program analyses;
- Financial risk assessment;
- Single-state audit determinations;
- Performance measured by the statewide accountability system and captured by the school profile (report card);
- Educator equity data; and/or
- Additional data provided by the LEA.

Monitoring efforts will be coordinated by one office within the DDOE and will be a consolidated effort of all programs subject to monitoring. This process will maximize DDOE and LEA staff time and resources. By having a consolidated approach, the SEA will be able to determine what types of targeted assistance each LEA needs and to coordinate DDOE services to meet those needs.

C. Continuous Improvement. Describe the SEA's plan to continuously improve SEA and LEA plans and implementation. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.

As part of the continuous improvement cycle, the DDOE will provide LEAs with technical assistance and guidance for completing a comprehensive needs assessment. The comprehensive needs assessment will be a required component of the consolidated grant application process. The DDOE will also support and guide LEAs as they identify and prioritize needs and as they plan long- and short-term implementation strategies. The DDOE may monitor implementation of targeted strategies through the year and provide evidence-based best practices, supporting resources, on-demand guidance, and technical assistance documents to support effective execution and implementation.



D. Differentiated Technical Assistance. Describe the SEA's plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other subgrantee strategies.

The DDOE will implement a system of support to provide LEAs with differentiated technical assistance. The DDOE will offer all supports to any requesting LEA; however, the degree of DDOE-guided support will be based on the comprehensive needs assessment process. Support will be determined based on data from the previous year, which will include performance as measured by:

- The statewide accountability system and captured by the report card;
- Educator equity data;
- Financial risk assessments;
- Program analyses; and
- Community input.

The DDOE continues to develop and enhance a suite of technical assistance options to identify LEA, school, and student needs through data analyses included in the comprehensive needs assessment. Differentiated levels of support will be based on LEA performance characterized by specific criteria including:

- Delaware School Success Framework (DSSF) performance across indicators (see section 4.1.A for detail);
- Financial risk assessment as required by 2 CFR 200.33 – Equipment;
- Program monitoring and analyses—i.e., Title I, Title II, Title III, IDEA, Perkins;
- Educator equity.

Section 3: Academic Assessments

Instructions: As applicable, provide the information regarding a State's academic assessments in the text boxes below.

March 13, 2017 Revised Template Question

A.1 Challenging State Academic Standards and Assessments

The Delaware Department of Education has engaged with stakeholders through an English Learner Strategic Plan Guiding Coalition in community feedback sessions and online surveys to develop a comprehensive statewide EL Strategic Plan. As a result of this plan, the SEA will develop a systematic support structure to assist all eligible entities in meeting the State-designed long-term goals, including measurements of interim progress towards meeting such goals, and the challenging State academic standards. The systematic support structure will include the development of a recognition program for districts and charters that achieve significant growth for English learners. The SEA will continue to refine EL education and supports through the intentional analysis of data.

A. Advanced Mathematics Coursework.

Does the State: 1) administer end-of-course mathematics assessments to high school students in order to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA; and 2) use the exception for students in eighth grade to take such assessments under section 1111(b)(2)(C) of the ESEA?

☐ Yes. If yes, describe the SEA's strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school consistent with section 1111(b)(2)(C) and 34 C.F.R. § 200.5(b)(4).

☒ No.

March 13, 2017 Revised Template Question

A.2. Eighth Grade Math Exception (ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)):

i. Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?

☐ Yes

☒ No

B. Languages other than English. Describe how the SEA is complying with the requirements in section 1111(b)(2)(F) of the ESEA and 34 C.F.R. §200.6(f) in languages other than English.

i. Provide the SEA's definition for "languages other than English that are present to a significant extent in the participating student population," consistent with 34 C.F.R. § 200.6(f)(4), and identify the specific languages that meet that definition.

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A.3.i. Provide its definition for "languages other than English that are present to a significant extent in the participating student population," and identify the specific languages that meet that definition.

DDOE's definition for "languages other than English that are present to a significant extent in the participating student population" is, "Any language present statewide in at least 5% of the EL population in tested grades."

This means that there are only two "significant" languages for grades 3-8 and three in grade 11:

- Spanish – grades 3-8 and grade 11
- Haitian Creole – grades 3-8 and 11
- Arabic – grade 11

The DDOE has identified languages other than English that are present in Delaware LEAs. Spanish is spoken to a significant extent among students in grades 3-8 (3,443 students). At the high school level, 181 assessments were administered to Spanish-speaking students.

Summary of Top 5 Language Counts – ELs 10/25/16

Grade Level(s)	Spanish	Creole	Arabic	Chinese	Vietnamese
Grades 3-8	3,443	241	100	67	34
Grade 11	181	18	12	2	1

ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

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A.3.ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

All grade 3-8 mathematics and science assessments are trans-adapted into Spanish. The additional top five languages listed in the above summary chart, except Haitian Creole, have translated glossaries for the Smarter Assessments. Glossaries include customized translations of predetermined construct-irrelevant terms that are most challenging to ELs. The translation of the terms is context-specific and grade-appropriate. In addition, the DDOE has translated the spoken directions for the Smarter Assessments into Delaware's top five languages.

Directions for the high school assessment (SAT) have also been translated into Delaware's top five languages listed above. In addition, effective January 1, 2017, EL students taking the SAT during the school day will have access to approved word-to-word bilingual glossaries in these languages. In fall 2017, EL students taking the SAT during the school day can also receive extended testing time (up to time and a half) and the opportunity to test in an environment with reduced distractions. The DDOE does not offer any other native language assessments at this time.

iii. Indicate the languages other than English identified in B.i. above for which yearly student academic assessments are not available and are needed.

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A.3.iii. Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.

The SAT mathematics assessment is not currently provided in Spanish. DDOE continues to research the feasibility of Spanish, the primary language of our EL population, along with

advocating for Haitian-Creole translations. Haitian Creole is the second most common language after Spanish.

Thus, the DDOE continues to collaborate with the Smarter Balanced Consortium of States for continued development in reference to the number of languages and methods to improve the feasibility of assessments in additional languages as well as other supports for non-English speaking test-takers. Supports such as glossaries and directions in other languages are currently in place and are continually reviewed and expanded.

iv. Describe how the SEA will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population by providing:

1. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 C.F.R. § 200.6(f)(4);

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A.3.iv. Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing

a. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);

The DDOE is currently developing a plan to further address identified needs in this area. Some strategies that will be included are:

- Continue to investigate EL supports with College Board and other states using SAT for accountability purposes. Beginning January 1, 2017, EL students will have access to the SAT School Day testing instructions in several native languages and will have approved word-to-word bilingual glossaries.
- Conduct feasibility studies for developing additional assessment translations (e.g., Creole) with Delaware Technical Advisory Committee and College Board.
- The Smarter Balanced Assessment Consortium engages an English Language Learners Advisory Committee regularly to review the needs of ELs. The English Language Learners Advisory Committee is comprised of national experts in EL assessment, bilingual education, and language acquisition. This committee will provide feedback to Smarter Balanced Assessment Consortium staff, work groups, and contractors to ensure that the assessments provide valid, reliable, and fair measures of achievement and growth for ELs.
- The Smarter Balanced Assessment Consortium currently provides stacked Spanish translations, glossaries provided in 10 languages and several dialects, as well as translated test directions in 19 languages.
- The grades 5, 8, and 10 science assessment is currently under development. The timeline is as follows:
  - 2016-17: Research and development to pilot new items
  - 2017-18: Field test
  - 2018-19: Operational

- During development of this assessment, DDOE will work with the vendor to make every effort to develop the assessments in languages other than English that are present to a significant extent in the participating student population.

2. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and

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A.3.iv.b. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and

Organized review events occur on a yearly basis. DDOE participates in review events with both the Smarter Balanced Assessment Consortium and the Consortium of states participating in the SAT as the high school accountability assessment.

The Smarter Balanced Assessment Consortium engages an English Language Learners Advisory Committee regularly to review the needs of ELs. The English Language Learners Advisory Committee is comprised of national experts in EL assessment, bilingual education, and language acquisition. This committee will provide feedback to Smarter Balanced Assessment Consortium staff, work groups, and contractors to ensure that the assessments provide valid, reliable, and fair measures of achievement and growth for ELs.

The DDOE shares information and solicits feedback during established meetings with district superintendents and charter school directors, principals, and district test coordinators, and through its website. The DDOE contracts with a vendor to provide translated parent letters and allows the districts to use this service.

3. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

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A.3.iv.c. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

The DDOE is a member of the Smarter Balanced Assessment Consortium. As a member, DDOE has access to the English Language Learners Advisory Committee. Smarter Balanced currently provides supports such as glossaries in other languages. Additional supports for other languages are being considered and some are under development.

The DDOE is a member of a multistate consortium with College Board for the administration of the SAT. The DDOE is currently working with College Board on the development of support for students whose first language is Spanish.

Section 4: Accountability, Support, and Improvement for Schools

Instructions: Each SEA must describe its accountability, support, and improvement system consistent with 34 C.F.R. §§ 200.12-200.24 and section 1111(c) and (d) of the ESEA. Each SEA may include documentation (e.g., technical reports or supporting evidence) that demonstrates compliance with applicable statutory and regulatory requirements.

4.1 Accountability System.

A. Indicators. Describe the measure(s) included in each of the Academic Achievement, Academic Progress, Graduation Rate, Progress in Achieving English Language Proficiency, and School Quality or Student Success indicators and how those measures meet the requirements described in 34 C.F.R. § 200.14(a)-(b) and section 1111(c)(4)(B) of the ESEA.

i. The description for each indicator should include how it is valid, reliable, and comparable across all LEAs in the State, as described in 34 C.F.R. § 200.14(c).

ii. To meet the requirements described in 34 C.F.R.§ 200.14(d), for the measures included within the indicators of Academic Progress and School Quality or Student Success measures, the description must also address how each measure within the indicators is supported by research that high performance or improvement on such measure is likely to increase student learning (e.g., grade point average, credit accumulation, performance in advanced coursework).

iii. For measures within indicators of School Quality or Student Success that are unique to high school, the description must address how research shows that high performance or improvement on the indicator is likely to increase graduation rates, postsecondary enrollment, persistence, completion, or career readiness.

iv. To meet the requirement in 34 C.F.R. § 200.14(e), the descriptions for the Academic Progress and School Quality or Student Success indicators must include a demonstration of how each measure aids in the meaningful differentiation of schools under 34 C.F.R. § 200.18 by demonstrating varied results across schools in the State.

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A.4.iv.a. Academic Achievement Indicator. Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.

A.4.iv.b. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

A.4.iv.c. Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the

indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).

A.4.iv.d. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State ELP assessment.

A.4.iv.e. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

The DDOE is well positioned to meet the requirements described in 34 C.F.R. § 200.14(a)-(b) and section 1111(c)(4)(B) of ESSA because our existing accountability system incorporates many of the multiple measures required under the new law. Given the new opportunity under ESSA to revisit and refine the existing measures, DDOE elicited feedback from a wide variety of stakeholders over the past several months.

The DDOE has included multiple measures in our accountability system since 2014-2015. The ESEA Flexibility Waiver catalyzed the creation of an accountability system framework anchored around academic achievement, growth, on track to graduation, and college and career preparation. Through early implementation, DDOE learned that a multiple measures accountability system provides a more comprehensive picture of school quality and performance. Stakeholder feedback for the ESSA state plan indicated that while many of the existing metrics are appropriate and meet ESSA statutory requirements, the DDOE should consider additional metrics based on DDOE and the broader education community priorities and values. Stakeholders expressed interest in adding a range of indicators to have a more complete and robust picture of schools.

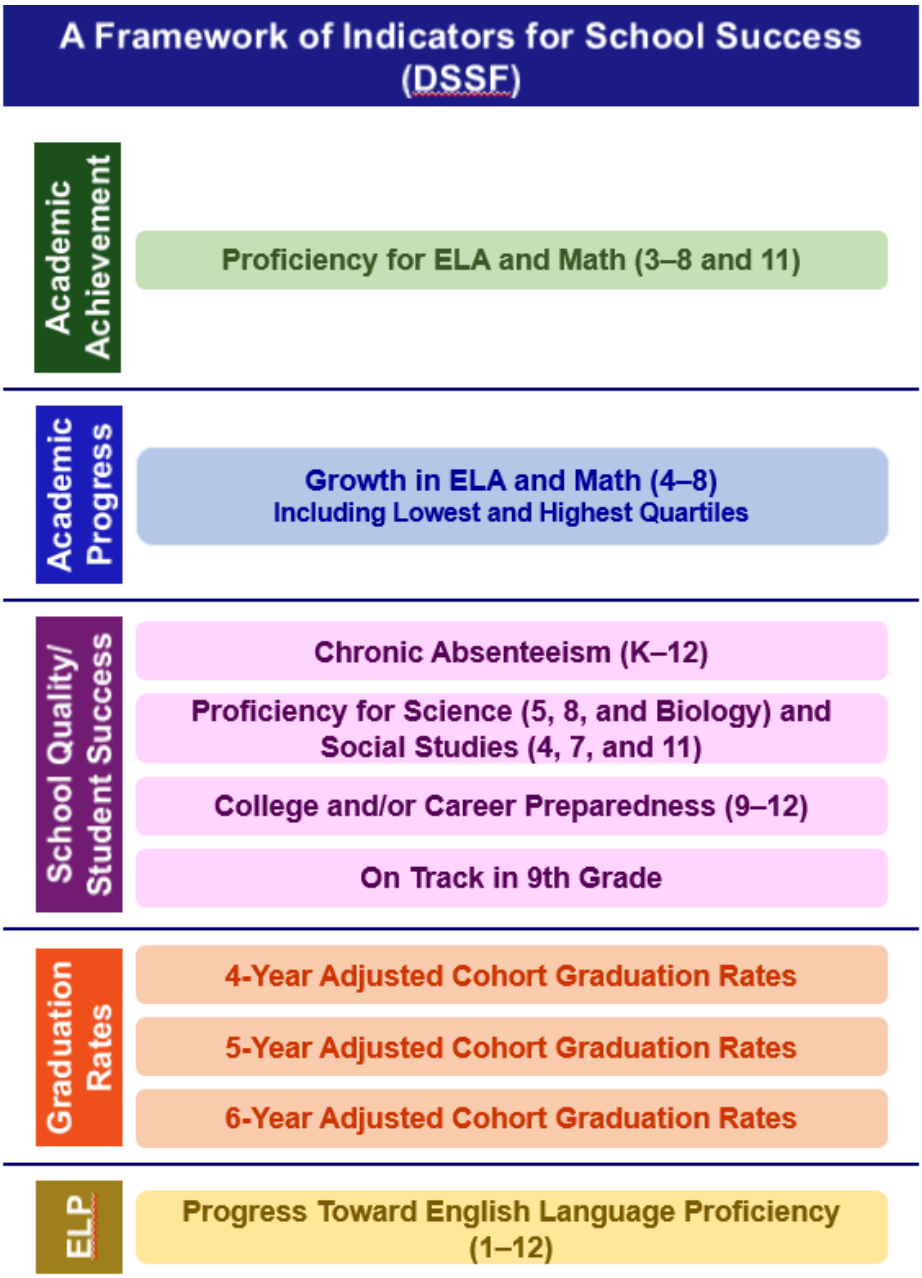
The metrics illustrated in the graphic below will be included in the accountability system beginning with the 2017-2018 school year. Decisions on which metrics to include in the accountability system were based on LEA and DDOE data experts' review of each metric's validity and reliability as a measure of student learning and/or school quality.

DDOE is committed to measuring content knowledge growth of our EL students in the accountability system based on the proposed methodology outlined in section 4 B. iv.

Other metrics will be reported (but not included in accountability ratings) to provide parents and community members a more complete picture of school performance. These metrics are included in the last table after the graphic.

The following graphic shows the proposed indicators and metrics for the Delaware School Success Framework (DSSF) beginning in school year 2017-2018 based on feedback, and it builds on the DSSF as developed in 2014-2015.

The following measures are included in the DSSF calculation:



Indicator	Measure(s)	Description
i. Academic Achievement	Proficiency in ELA (3-8, HS) Proficiency in Mathematics (3-8, HS)	The Academic Achievement metric area measures student performance in relation to grade-level expectations. This area currently includes student performance data on statewide assessments (Smarter Assessments and SAT) in two content areas: ELA, and mathematics.
		This indicator measures student performance in relation to grade-level expectations as assessed annually by our statewide annual, summative assessments (Smarter Assessments in grades 3-8, SAT at grade 11). The state's long-term goals include proficiency goals for ELA and mathematics. Results will be calculated and reported annually for the All Students subgroup as well as disaggregated for each major subgroup, including SWD, EL, low-SES, and each racial subgroup of students. See Academic Progress description for information on growth.
		Feedback from stakeholder groups such as Teachers of the Year Advisory Council, Teaching and Learning Cadre, PTA, Delaware State Education Association (DSEA), and community members indicated that these metrics should continue to be included.
		DDOE will include these metrics in the accountability system. In response to stakeholder feedback, the DDOE will continue to measure student growth for elementary and middle schools.
ii. Academic Progress	Growth in ELA (4-8) Growth in Mathematics (4-8) Growth of Lowest Quartile (4-8) Growth of Highest Quartile (4-8)	Growth metrics measure how well schools are improving student learning over time and are measured by statewide assessments (Smarter Assessments). Growth metrics assist with meaningful differentiation by distinguishing between schools with similar proficiency rates.
		This indicator measures student-level growth in relation to grade-level expectations as assessed annually by our statewide annual, summative assessments (Smarter Assessments in grades 3-8). Results will be calculated and reported annually for the All Students subgroup as well as disaggregated for each major subgroup, including SWD, EL, low-SES, and each racial subgroup of students in the state.

Indicator	Measure(s)	Description
		Feedback from surveys, community discussions, and various stakeholder groups indicated that growth should be a significant factor in the accountability system. Moreover, stakeholder feedback indicated that DDOE should include growth of both lowest and highest quartiles to better identify achievement gaps as well as include growth of our highest performing students. As a result, growth of our students performing in the lowest and highest quartiles will be included using the same criterion-referenced, growth to target methodology as our "all students" growth measure.
		Feedback from a wide variety of stakeholder groups also indicated a strong desire to have a more transparent method for measuring growth at the student level.
		DDOE will use a criterion-referenced, growth-to-target index methodology to calculate and report student growth at the school level. Actual student-level performance is evaluated against the student-level targets on an annual basis, and results are aggregated at the school level as a metric area of the accountability system. As this is an index measure, schools will receive credit for student growth toward as well as beyond the target. This methodology is transparent and replicable by our LEAs.
iii. School Quality or Student Success	Proficiency in Science (5, 8, and Biology) (To be included in 2019-2020*) Proficiency in Social Studies (4, 7, and 11) (To be included in 2019-2020*) Chronic Absenteeism (K-12) *Neither the general science assessment nor the general social studies assessment will be administered in school year 2017-2018 (DDOE has received a science assessment waiver for its general science assessment for school year 2017-2018). Therefore, these measures will not be included in the DSSF accountability system for identification of schools at the beginning of	Proficiency in science and social studies measures student performance in relation to grade-level expectations as assessed annually by our statewide annual, summative assessments (DCAS for grades assessed for science and social studies).
		The U.S. Department of Education's definition of chronic absenteeism is the unduplicated number of students absent 10% or more school days during the school year.
		Feedback from stakeholders, such as DSEA, discussion groups, and the Governor's Advisory Committee, strongly recommended that the attendance measure be replaced with chronic absenteeism.
		Research shows that chronic absenteeism is strongly correlated with low performance and low persistence. Whereas most schools show very similar attendance rates, a measure of the percentage of students who are chronically absent, and therefore not present to learn, provides for meaningful

Indicator	Measure(s)	Description
	2018-2019. These measures will be included in the DSSF accountability system in 2019-2020.	differentiation among all schools. Results will be calculated and reported annually for the All Students subgroup as well as disaggregated for each major subgroup, including SWD, EL, low-SES, and each racial subgroup of students in the state. School performance in this metric area of the School Quality or Student Success Indicator will contribute to the school's rating for this indicator as well as to the school's overall rating.
		Based on stakeholder feedback and supporting research, the DDOE will include the chronic absenteeism metric.
	College and Career Preparedness (9-12)	Students who demonstrate early success in college and career preparation opportunities have an increased likelihood of entry and success in education and career training after high school. College and career preparation is determined by calculating the percent of students who have demonstrated successful preparation for education and career training after high school through advanced coursework and technical skills attainment. The eight College and/or Career Preparedness (CCP) options included in the Delaware School Success Framework are equally accessible and are reflective of stakeholder input and school choice options in Delaware, thus allowing for meaningful differentiation among all high schools in the State. An analysis of two years of statewide trend data show that in 2014-2015, 69.41% of students were identified as college and/or career ready, and in 2015-2016 46.41% were identified as college and//or career ready as measured by this particular metric area. Further, students have additional opportunities to demonstrate college and/or career readiness through alternative means which are provided locally or as a state support. Each statewide CCP option will include all 12th graders in the denominator, therefore providing a true measure of students' access to advanced coursework and a measure of performance throughout their high school experiences. Using the Advanced Placement (AP) option as an example, 100% of students in the state of Delaware have access to one AP course, and 96% of Delaware students in grades 9-12 attend a public high school that offer two or more AP courses. The Department is ensuring that exam fees are waived for any student for which the cost is a barrier.

Indicator	Measure(s)	Description
		Finally, the AP exam is an external measure to ensure consistency and quality and a standard means of comparison between AP courses across the state (and even nationwide). As a result, AP is one of the strongest CCP options in terms of comparability. To operationalize this process, success at the student level is aggregated into a school's overall rating for the proposed CCP metric area. This calculation is consistent for all high schools regardless of the metric area for which student(s) demonstrate success. The numerator and denominator are summarized below: # of 12th grade students in a high school meeting one or more of the eight College and/or Career Preparedness options divided by # of 12th grade students.
		Feedback from the Governor's Advisory Committee, community conversations, the Delaware School Boards Association, and surveys indicate a desire to include additional college and career preparation options within this metric.
		Based on the feedback received, the DDOE will include the following options in this metric:
		College Preparedness Options:
		AP (3 or better)
		IB (4 or better)
		Postsecondary credit attainment with a B or higher outside of a state-approved program of study
		SAT College- and Career-Readiness Benchmark (SAT Essay)
		Career Preparedness Options:
		DDOE-approved industry credential
		Certificate of Multiliteracy: A certificate that honors and recognizes Delaware high school students (grades 9-12) who have attained high levels of proficiency in one or more world languages in addition to English (per Delaware House Joint Resolution No. 4). • 25 states and D.C. have a Seal/Certificate of Biliteracy/Multiliteracy • Recognizes and values native language proficiency • Will be in effect for the 2017-2018 school year Based on any nationally recognized assessment of language proficiency such as AAPPL (i.e.,

Indicator	Measure(s)	Description
		intermediate/mid-level on proficiency scale), or AP World Language and Culture (3+), or IB Language exam (4+), in conjunction with demonstration of English proficiency (Smarter/SAT score of 3+, ACCESS score of 4.7)
		Postsecondary credit attainment with a B or higher within a state-approved program of study
		Successful completion of an approved co-operative education and/or work-based learning extension
		Armed Forces Vocational Aptitude Battery (ASVAB) AFQT score of 50+
		College and Career Preparedness Option: One college *and* one career preparedness option (listed above) will receive bonus points.
	On Track for Graduation in 9th Grade (HS only)	This high school metric is the percentage of 9th grade students earning a total of four or more combined credits in at least four of the following subjects: ELA, mathematics, science, social studies, and/or world languages.
iv. Graduation Rate (HS only)	Four-Year Adjusted Cohort Graduation Rate Five-Year Adjusted Cohort Graduation Rate Six-Year Adjusted Cohort Graduation Rate	Delaware's long-term goals for the four-year adjusted cohort graduation rate, as well as the extended year cohort graduation rates, represent statewide expectations to increase the number of students graduating from high school. School-level and subgroup results will be compared against state-level long-term goals on an annual basis to determine progress. Adjusted cohort graduation rates are calculated based on the number of students who earned a regular high school diploma divided by the total number of students in the cohort, accounting for students who are considered dropouts and transfers. Extended graduation rates of five and six years are included in the current DSSF to recognize that some students, including those with extended graduation rate individualized education plans (IEPs), need additional time to graduate.
		Feedback from multiple stakeholders, such as the Measures of School Success and Reporting discussion group, the Delaware State PTA, community surveys, and the Teachers of the Year Advisory Council, indicated that the four-, five-, and six-year adjusted cohort graduation rates should continue to be used.

Indicator	Measure(s)	Description
		The DDOE will continue this approach. The four-year, five-year and six-year adjusted cohort graduation rates are calculated and reported separately, with their own metric area weights contributing to the overall Indicator weight. The four-year adjusted cohort graduation rate is weighted substantially higher than the five- and six-year adjusted cohort graduation rates within the Indicator.
v. Progress in Achieving English Language Proficiency	WIDA ACCESS 2.0 for ELs (1-12)	The DDOE has developed a growth-to-target model—please refer to Section 1 for details. The measure will be based on the annual WIDA ACCESS 2.0 Assessment for EL Composite Scale Score. Through assistance with WIDA researchers, technical assistance from CCSSO, and an analysis of Delaware EL success on the state ELA and mathematics content assessments, the DDOE has determined that a student's exit target, or AT, will be defined as a 4.7composite PL on the ACCESS for ELs 2.0 assessment. Starting with the 2016-2017 assessment cycle, the DDOE will define increases in the percentage of all current ELs making progress in ELP as ELs that meet the ELP cut SS within the established timeframe consistent with a student's baseline PL. Thus, the state will consider a student's PL on the first annual ACCESS for ELs 2.0 assessment to determine the number of years that a student has to reach proficiency, then set targets for interim progress based on entering grade-level SS accordingly. Under this model, students achieving a PL of 4.7or higher on their initial ACCESS assessment (Year 1) have met their growth target. The maximum number of years that students have to attain proficiency is six years. This decision is a result of significant stakeholder input, including ESL coordinators, the Governor's Advisory Committee, and on empirical research in language acquisition.

The following measures will be reported only and will not be included in the DSSF calculation.

Measure(s)	Description
Suspensions/Expulsions (K-12)	The DDOE currently defines this metric as the number of suspensions and expulsions in each school with comparisons to district rates and state rates.
	Feedback from a variety of stakeholders indicates that reporting on the percentage of suspensions and expulsions in a school helps to provide a picture of the school's climate and level of student engagement. Stakeholders also expressed concerns that inclusion of this metric in a school's rating could incentivize schools to underreport infractions. This measure will be reported only.
Student/Teacher/Parent Survey (K-12)	Feedback from a wide variety of stakeholders, such as discussion groups, DSEA, and community surveys, indicates that student, teacher, and parent engagement surveys provide a comprehensive picture of school climate and should be included in the accountability system. Conversely, stakeholder feedback also voiced that surveys could be "gamed." This measure will be reported only.
Educator/School Administrator Retention (K-12)	Feedback from community conversations recommended including teacher and school administrator retention as a measure of school climate.
	There is research to support the relationship between teacher and school administrator retention and student learning. These data will be available through the Excellent Educator Dashboard (EED).
Class Size (K-12)	In grades K-5, class size equals the number of students per homeroom as identified in the state's pupil accounting system, eSchoolPLUS, while the total number of classes offered throughout the day are used to calculate class-size distribution for grades 6-12.
	Stakeholders did not provide a strong recommendation regarding inclusion of this metric; however, survey results and community conversations indicated that it is important to report class size. This measure will be reported only.
Specialist-to-Student Ratio (K-12)	Feedback from community conversations and the Measures of School Success and Public Reporting discussion group indicates that student access to counselors, librarians, nurses, school psychologists, and other school-based specialists is an important measure to report. This measure will be reported only.
Equitable Access to Effective Teachers (K-12)	Data relating to educator effectiveness, experience, and teaching out of field will be available through the Educator Equity Dashboard.
	Significant stakeholder feedback indicates a strong desire to include this metric in order to capture which teachers are teaching which students. This measure will be reported only.
	Inclusion of this metric also reinforces ESSA's requirement that low SES and students of color in Title I schools not be taught at higher rates by ineffective, out-of-field, or inexperienced teachers.

Measure(s)	Description
Postsecondary Outcomes	Performance for this metric does not currently receive a rating in the accountability system. Rather, the current DSSF reports data associated with this metric, defined as the percent of students who enroll in a postsecondary institution within one year after high school graduation.
	Feedback from the Governor's Advisory Committee recommends that this metric continue to be included in the accountability system. As a result of this feedback, this measure will be reported only and will include college, postsecondary education, apprenticeship, military service, and entrance into the workforce at one-year post graduation.
Rate of ELP Attainment	Percentage of EL students who meet their target (PL 4.7 exit criteria) annually.

B. Subgroups.

i. List the subgroups of students from each major and racial ethnic group in the State, consistent with 34 C.F.R. § 200.16(a)(2), and, as applicable, describe any additional subgroups of students used in the accountability system.

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A.4.i.a. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).

A.4.i.b. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (*i.e.*, economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system.

Subgroups included in the DDOE accountability system include

- All Students
- American Indian
- African American
- White
- Hawaiian/Pacific Islander
- Asian
- Hispanic
- Multiracial
- SWD
- EL
- Low SES

Although not required in the accountability determination, consistent with 200.16(a)(2), the DDOE will be also reporting, but not including in DSSF calculations, performance data for the following subgroups: homeless, foster care, and military dependent.

ii. If applicable, describe the statewide uniform procedure for including former children with disabilities in the children with disabilities subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(b), including the number of years the State includes the results of former children with disabilities.

Not applicable.

iii. If applicable, describe the statewide uniform procedure for including former English learners in the English learner subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(c)(1), including the number of years the State includes the results of former English learners.

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A.4.i.c. Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student's results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.

☒ Yes

☐ No

The DDOE will include former ELs in academic achievement and academic progress indicators for four years. This decision is the result of public feedback reported from the Measures of School Success and Public Reporting discussion group and from the LEA ESL Coordinators. The longitudinal data analysis of former ELs will allow the DDOE to determine if exited students need additional supports in order to meet academic achievement targets. The continued tracking and inclusion of this subgroup will also equip LEAs with data to provide continued intensive support to former ELs with low literacy levels and who are at risk of failure or dropout within the four years following their exit from EL services.

iv. If applicable, choose one of the following options for recently arrived English learners in the State:

☒ Exception under 34 C.F.R. § 200.16(c)(3)(i) or

☐Exception under 34 C.F.R. § 200.16(c)(3)(ii) or

☐ Exception under section 1111(b)(3) of the ESEA and 34 C.F.R. § 200.16(c)(4)(i)(B). If selected, provide a description of the uniform procedure in the box below.

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A.4.i.d.If applicable, choose one of the following options for recently arrived English learners in the State:

☒ Applying the exception under ESEA section 1111(b)(3)(A)(i); or

☐ Applying the exception under ESEA section 1111(b)(3)(A)(ii); or

☐ Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.

The DDOE defines recently arrived ELs as an EL whose enrollment in any public school in the United States has been less than 12 cumulative months (not consecutive). Recently arrived status only applies to content area testing in grades 3-8 and 11.

It is the DDOE's intention to create an accountability system that is responsive to newly arrived ELs. Historically, newly arrived ELs represent a wide variety of ELP levels as well as diverse prior formal educational experiences. Stakeholders, including the Governor's Advisory Council, the ESL Coordinators, and ESSA community conversation participants, recognize that a high level of ELP is a necessary precursor to academic proficiency. Current research demonstrates that it will take anywhere from five to seven years to meet this high level of proficiency.

C. Minimum Number of Students.

i. Provide the minimum number of students for purposes of accountability that the State determines are necessary to be included in each of the subgroups of students consistent with 34 C.F.R. § 200.17(a).

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A.4.ii.a. Provide the minimum number of students for purposes of accountability that the State determines are necessary to be included in each of the subgroups of students

A.4.ii.c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.

Accountability systems use a minimum number of students (n-size) for determining whether to include a specific metric in a school's accountability rating. The rationale is that, when the number of students is very small, the metric is not likely to be a reliable measure of school performance. Therefore, if the number of students for a metric meets or exceeds the minimum n-size, the measure is considered reliable and is included in the school's rating. The measure is excluded if the minimum n-size is not met.

The majority of feedback received from multiple stakeholder groups, including the National Downs Syndrome Congress and The Advocacy Institute, indicated a strong desire to decrease the current n-size of 30 in order to address the academic needs of all subgroups of students. The DDOE has decided to lower its n-size to 15, which is consistent with current reporting rules and eliminates the disparity between the current n-size for accountability (30) and reporting (15).

ii. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for purposes of accountability, provide that number consistent with 34 C.F.R. § 200.17(a)(2)(iv).

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A.4.ii.e. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for purposes of accountability, provide that number.

The DDOE's minimum number of students for purposes of reporting is not lower than the minimum number of students for purposes of accountability.

iii. Describe how the State's minimum number of students meets the requirements in 34 C.F.R. § 200.17(a)(1)-(2);

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A.4.ii.b. Describe how the minimum number of students is statistically sound.

ESSA Section 200.17(a)(1) prohibits a state from using disaggregated data for reporting purposes or accountability determinations if the number of students in the subgroup is insufficient to yield statistically reliable information. Using a minimum n of 15 for accountability provides both statistical reliability across accountability metric calculations and privacy protection for those subgroups too small to report without disclosing personally identifiable information.

iv. Describe how other components of the statewide accountability system, such as the State's uniform procedure for averaging data under 34 C.F.R. § 200.20(a), interact with the minimum number of students to affect the statistical reliability and soundness of accountability data and to ensure the maximum inclusion of all students and each subgroup of students under 34 C.F.R. § 200.16(a)(2);

The DDOE's accountability system does not average data across years or subgroups. The DSSF uses multiple measures for each required subgroup under Section 200.16(a)(2). To ensure the statistical reliability and soundness of the accountability data, the DDOE will use an n-size of 15.

v. Describe the strategies the State uses to protect the privacy of individual students for each purpose for which disaggregated data is required, including reporting under section 1111(h) of the ESEA and the statewide accountability system under section 1111(c) of the ESEA;

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A.4.ii.d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.

The DDOE uses a two-tiered approach to disclosure avoidance. When reporting aggregate counts for mutually exclusive subgroups (e.g., race/ethnicity subgroups or subgroups by grade) where the total for all subgroups is also reported, the DDOE suppresses aggregate data reporting for subgroups smaller than the minimum n-size. When reporting percentages, true percentages will be capped if those percentages and the counts that underlie them compromise student privacy. The DDOE will use an n-size of 15.

vi. Provide information regarding the number and percentage of all students and students in each subgroup described in 4.B.i above for whose results schools would not be held accountable under the State's system for annual meaningful differentiation of schools required by 34 C.F.R. § 200.18;

The table below shows the number of students excluded from accountability calculations based on changes in n-size. The current n-size is n=30. The proposed n-size is n=15.

For example, using an n-size of 30, 366 African American students are excluded from accountability statewide. By decreasing the n-size to 20, 138 African American students are excluded. If the n-size is reduced to 15, 60 African American students are excluded, and with an n-size of 10, 14 are excluded.

Demographic	Total n	n=30	n=20	n=15	n=10
African American	**38,765**	366	138	60	14
American Indian	**512**	512	512	512	424
Hispanic/Latino	**19,243**	760	352	158	70
Asian	**4,629**	1,556	1,023	750	401
Hawaiian	**151**	151	151	151	140
White	**59,626**	437	224	140	91
Multiracial	**3,507**	2,079	1,132	679	316
EL	**8,329**	1,291	877	491	248
Low SES	**42,867**	366	171	77	26
SWD	**19,157**	377	74	41	41

Feedback from the Governor's Advisory Committee indicated an interest in seeing how many *schools* would be excluded at each n-size. The table below illustrates how many schools, out of 215 total statewide, would meet the various minimum n thresholds for each demographic area. As n-size decreases, the number of schools held accountable for each subgroup increases.

Schools Excluded	n=30	n=20	n=15	n=10	Total # of Schools
African American	14	6	3	0	215
American Indian	215	215	213	205	215
Hispanic/Latino	34	22	14	7	215
Asian	168	140	129	108	215
Hawaiian	215	215	215	214	215
White	25	18	13	8	215
Multiracial	161	120	91	61	215
EL	105	83	72	47	215
Low SES	8	7	2	0	215
SWD	12	4	3	3	215

vii. If an SEA proposes a minimum number of students that exceeds 30, provide a justification that explains how a minimum number of students provided in 4.C above promotes sound, reliable accountability determinations, including data on the number and percentage of schools in the State that would not be held accountable in the system of annual meaningful differentiation under 34 C.F.R. § 200.18 for the results of students in each subgroup in 4.B.i above using the minimum number proposed by the State compared to the data on the number and percentage of schools in the State that would not be held accountable for the results of students in each subgroup if the minimum number of students is 30.

The DDOE is not considering using an n-size that exceeds 30.

D. Annual Meaningful Differentiation. Describe the State's system for annual meaningful differentiation of all public schools in the State, including public charter schools, consistent with the requirements of section 1111(c)(4)(C) of the ESEA and 34 C.F.R. §§ 200.12 and 200.18.

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A.4.v.a. Describe the State's system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State's accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.

Starting in the summer of 2014, the DDOE engaged with stakeholders across the state to devise a comprehensive and authentic structure for measuring school and LEA performance. As a result of these consultations, the DSSF was designed to incorporate multiple academic and nonacademic measures related to college and career readiness for all students.

The DDOE will continue to implement the DSSF to categorize performance of all public schools. To aid in meaningful differentiation between schools and between LEAs, ratings are based on performance in each indicator (Academic Achievement, Academic Progress, School Quality/Student Success, Graduation Rate, and Progress toward English Language Proficiency).

Student data for each indicator will be reported and disaggregated at the school and LEA levels. Data will be aggregated to generate a numeric score for each indicator. Weighted indicator scores will then be combined to create a summative index score for the school. The summative index score will then be translated into an overall text-based identification (i.e. exceeds, meets or meets few expectations) based on a summative index score. Terminology to be used for text-based identifications will be developed through stakeholder consultation.

Summative index scores will also be used to identify schools for Comprehensive Support and Improvement (CSI), while subgroup summative index scores will be used to identify schools for Targeted Support and Improvement (TSI). Schools that do not fall in one of these two categories will be identified as "Other". DDOE will develop final school support designation titles for CSI, TSI, and "other" schools through stakeholder consultation. Schools identified as CSI will receive the highest level of supports, and TSI schools will receive supports targeted to supporting specific populations in order to foster continuous improvement.

While the DSSF applies to all schools, Delaware charter schools are also held to additional standards of accountability and transparency. Adherence to state Charter School Performance Frameworks (http://www.doe.k12.de.us/Page/2267) is required at the point of application as well as during annual reporting of charter school performance, formal review, and renewal processes as mandated by Delaware's charter school law. Charter school performance is reported for each charter school and collectively for all charter schools annually.

Describe the following information with respect to the State's system of annual meaningful differentiation:

i. The distinct and discrete levels of school performance, and how they are calculated, under 34 C.F.R. § 200.18(a)(2) on each indicator in the statewide accountability system;

Under the current multiple measures accountability system, schools and districts receive ratings based on performance in each indicator (e.g., Academic Achievement, Growth, On Track to Graduation, and College and Career Preparation). With the proposed refinements to the DSSF, there are five indicators (Academic Achievement, Academic Progress, School Quality/Student Success, Graduation Rate, and Progress toward English Language Proficiency). Student data for each indicator will be reported and disaggregated at the school and LEA levels. Data will be aggregated to generate a numeric score for each indicator. Weighted indicator scores will then be combined to create a summative index score for the school. The summative index score will then be translated into an overall text-based identification (i.e., exceeds, meets, or meets few expectations) based on the summative index score. Terminology used for text-based identifications will be developed through stakeholder consultation.

Summative index scores will also be used to identify schools for CSI, while subgroup summative index scores will be used to identify schools for TSI. Schools that do not fall in one of these two categories will be identified as "Other". DDOE will develop final school support designation titles for CSI, TSI, and "other" schools through stakeholder consultation. Schools identified as CSI will receive the highest level of supports, and TSI schools will receive supports targeted to supporting specific populations in order to foster continuous improvement.

Under ESSA, schools will be identified for CSI and TSI during the 2018-2019 school year using 2017-2018 data. DDOE will have the ability to calculate the new DSSF by the end of November 2018, which will afford identified schools time to conduct their comprehensive needs assessments and develop plans during the remainder of the 2018-2019 school year. Implementation of those plans must begin no later than the beginning of the 2019-2020 school year.

ii. The weighting of each indicator, including how certain indicators receive substantial weight individually and much greater weight in the aggregate, consistent with 34 C.F.R. § 200.18(b) and (c)(1)-(2).

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A.4.v.b. Describe the weighting of each indicator in the State's system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.

Feedback from community conversations, surveys, DSEA, the Governor's Advisory Committee, and the Measures of School Success and Public Reporting Discussion Group highlighted the importance of weighting student growth more than absolute proficiency in order to capture progress at the school level. Feedback also highlighted the importance of providing considerable weight to learning conditions such as school quality and student learning opportunities.

Based on this feedback, combined with the ESSA requirement that academic factors, in the aggregate, be given more "substantial weight" than nonacademic indicators, the DDOE seeks to utilize the following weights at the indicator level:

DSSF Indicator	Weight For Elementary and Middle Schools	Weight for High Schools
Academic Achievement	30%	30%
Academic Progress	40%	N/A
School Quality/Student Success	20%	40%
Graduation Rate	N/A	20%
Progress Toward ELP	10%	10%

The School Quality/Student Success indicator is comprised of the following measures: Chronic Absenteeism, Science Proficiency, Social Studies Proficiency, On Track in 9th Grade and College and/or Career Preparedness. In 2017-2018, the weight allocated to science and social studies proficiency will be redistributed across the remaining measures without having an impact on the overall weight of the indicator. For Elementary and Middle Schools, Chronic Absenteeism will absorb all of the weight from science and social studies proficiency. For High Schools, Chronic Absenteeism, On Track in 9th Grade and College and Career Preparedness will equally absorb the weight from science and social studies proficiency. In 2018-2019, science and social studies proficiency will be included in the indicator for Elementary/Middle Schools and High Schools.

Math and ELA are weighted equally in relation to one another within the Academic Achievement Indicator. The four-year, five-year and six-year adjusted cohort graduation rates are calculated and reported separately, with their own metric area weights contributing to the overall Indicator weight. The four-year adjusted cohort graduation rate is weighted substantially higher than the five- and six-year adjusted cohort graduation rates within the Indicator. With the proposed weighted measures outlined above, the DDOE's accountability system will contain an aggregate of 65% academic metrics. For any school with an Indicator for which the minimum n is not reached, weighting will be adjusted by a redistribution of points or they will be subtracted from the total number of points possible. A group of data stewards and experts representative of all LEAs in Delaware and data experts at the DDOE will model and vet the final weighting of the metrics within the DSSF.

iii. The summative determinations, including how they are calculated, that are provided to schools under 34 C.F.R. § 200.18(a)(4).

DDOE will calculate summative index scores and provide both summative text-based identifications and summative school support designations. The summative index score will be translated into an overall text-based identification (i.e., exceeds, meets, or meets few expectations) based on the summative index score. Terminology used for text-based identifications will be developed through stakeholder consultation.

Identification of public schools for CSI will be calculated by rank ordering Title I schools as measured by the overall score on the DSSF and identifying the 5% lowest-performing Title I schools.

Feedback from the School Support and Improvement Survey, the Governor's Advisory Committee, and the community conversations indicates that DDOE stakeholders believe that "all schools" should be considered when identifying CSI status rather than just Title I only or Title I eligible schools. More than twice as many participants in the community conversations felt that all schools should be considered for identification, a vast majority of the advisory committee agreed, and 55% of those surveyed indicated the same. Based on this stakeholder feedback, the DDOE will consider all schools when identifying schools for CSI. The DDOE will allocate state school improvement funds to support non-Title I schools that perform as low or lower than the 5% lowest-performing Title I schools.

TSI-2 schools will be identified based on an index across all indicators of the DSSF for each student subgroup for each of two consecutive years beginning with 2016-17. All subgroup index scores will be ranked in a single list irrespective of subgroup for each of the two consecutive years. Any school on the list with a subgroup performing at or below the level of the All Students subgroup in any of the lowest-performing 5% of Title I schools will be identified annually, skipping any schools on the list that are currently identified as CSI-R, CSI or TSI-1. Schools that appear on the list for each of the two years for the same subgroup will be identified as TSI-2. Any of the TSI-2 schools that fall at or below the threshold for CSI for an identified subgroup during the year beginning a three-year identification cycle will be identified as TSI-1 schools.

Feedback from chiefs and charter school directors indicate that, in addition to summative index scores and summative text-based identifications, summative school determinations as CSI, TSI, and a third "Other" determination should be reported on school report cards. DDOE will include both the summative text-based identification and the summative school support designation for each school on the school report cards.

DDOE will develop final school support designation titles for CSI, TSI, and "other" schools through stakeholder consultation.

iv. How the system for meaningful differentiation and the methodology for identifying schools under 34 C.F.R. § 200.19 will ensure that schools with low performance on substantially weighted indicators are more likely to be identified for comprehensive support and improvement or targeted support and improvement, consistent with 34 C.F.R. § 200.18(c)(3) and (d)(1)(ii).

The DSSF is comprised of indicators, or metric areas, that have varying weights. The academic achievement, academic progress, graduation rate, and progress toward ELP indicators, in aggregate, weigh substantially more than the school quality/student success indicator.

All indicators, with their varying weights, will be aggregated into an overall score. The range of possible overall scores is from 0 to 500. Actual overall scores for schools based on current data for all students range from about 80 to 450. Based on current data, the schools in the lowest-performing 5% of Title I schools (potential CSI schools) for their overall DSSF score are also consistently among the lowest-performing schools on the substantially weighted indicators.

Weighted DSSF calculations will also be performed for each subgroup in each school to identify TSI schools. Data modeling shows that the schools with the lowest-performing subgroups will be the ones most likely identified for TSI.

E. Participation Rate. Describe how the State is factoring the requirement for 95 percent student participation in assessments into its system of annual meaningful differentiation of schools consistent with the requirements of 34 C.F.R. § 200.15.

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A.4.vii. Annual Measurement of Achievement *(ESEA section 1111(c)(4)(E)(iii))*: Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.

As required by federal law, the DDOE is committed to all schools meeting the 95% student participation for all students and for all subgroups. DDOE will report the participation rates for schools. For schools that do not meet the 95% participation rate, DDOE will require each school to submit a plan that includes strategies for meeting participation requirements. For schools that do not meet the participation rate for multiple years or that do not show sustained improvement in meeting the 95% participation rate, DDOE will implement additional actions and interventions as appropriate.

F. Data Procedures. Describe the State's uniform procedure for averaging data, including combining data across school years, combining data across grades, or both, in a school as defined in 34 C.F.R. § 200.20(a), if applicable.

The DDOE does not currently average data across school years. However, DDOE is considering data averaging as this procedure helps to mitigate statistical anomalies. These anomalies tend to be seen in small schools where one student's data could dramatically sway overall school performance.

G. Including All Public Schools in a State's Accountability System. If the States uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following specific types of schools, describe how they are included, consistent with 34 C.F.R. § 200.18(d)(1)(iii):

i. Schools in which no grade level is assessed under the State's academic assessment system (e.g., P-2 schools), although the State is not required to administer a standardized assessment to meet this requirement;

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A.4.v.c. If the States uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (*e.g.*, P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies.

For those schools whose grade configuration does not require the administration of a statewide academic assessment (e.g., K-2 schools), the DDOE's current accountability system attributes a portion of each applicable third grader's academic performance on a prorated basis to the schools in which they attended grades K-2. That performance is then aggregated to attribute an accountability score to those schools with non-assessed grades.

The school that provided kindergarten services would be accountable for 10% of the score; the school that provided first grade services gets 20% of the score; the school that provided second grade services gets 30% of the score; the school that provided third grade services gets 40% of the score. DDOE will continue to use this methodology.

ii. Schools with variant grade configurations (e.g., P-12 schools);

All schools with variant grade configurations receive an overall rating. For those schools with grade configurations that span both elementary and secondary grades, (e.g., P-12 schools), the DDOE's current accountability system treats these schools as secondary schools to generate an accountability rating. In the future, one of three methodologies will apply based on the grade levels served by the school: Elementary School/Middle School, High School, and High School Plus for schools that serve grades beyond 9-12.

iii. Small schools in which the total number of students who can be included in any indicator under 34 C.F.R. § 200.14 is less than the minimum number of students established by the State under 34 C.F.R. § 200.17(a)(1), consistent with a State's uniform procedures for averaging data under 34 C.F.R. § 200.20(a), if applicable;

Any metric with an n-size smaller than the accountability threshold will not be included when calculating accountability ratings. The points associated with those metrics will either be redistributed to other metrics within that indicator, or they will be subtracted from the total number of points possible. For example, if a school has no tested grades in science, either the points associated with the science metric will be redistributed to ELA, mathematics, and social studies, or the total number of points for the academic achievement indicator will be reduced according to the business rules.

iv. Schools that are designed to serve special populations (e.g., students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities; students enrolled in State public schools for the deaf or blind; and recently arrived English learners enrolled in public schools for newcomer students); and

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A.4.v.c. If the States uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (*e.g.*, P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies.

All public schools that are identified as "accountability schools" (see below) under State policy will receive overall text-based summative ratings annually, in addition to text-based ratings for each indicator in the DSSF where applicable. Please see section A.4.vi.a. for additional details regarding identification of schools for comprehensive and targeted support and improvement. As described above, for schools that serve non-tested grades, specifically schools that serve grades K-2 only, student performance is tracked to the school that provided ELA and Mathematics instructional services in prior grades on a pro-rated basis. When a 3rd grade student who is full academic year takes the grade 3 assessment in ELA and/or mathematics, the school that provided that student K grade services gets 10% of the score, the school that provided 1st grade services gets 20% of the score, the school that provided 2nd

grade services gets 30% of the score, and the school that provided 3rd grade services gets 40% of the score. Scores for science and social studies are also apportioned back in a similar manner to the schools that provided instructional services prior to the tested grades.

For newly opened charter schools that are adding grades on an annual basis, 14 Del Code Chapter 5 requires an annual report on performance, including academic achievement. Newly opened charter schools will provide evidence of academic performance using local assessment achievement data for grades that are not assessed by the statewide summative assessments. Therefore, every school will have achievement data by which to be evaluated.

There are two categories used to identify the accountability status of a school, including schools that serve special populations:

- Category 1 – Schools that are Title I schools for the given year.
- Category 2 – Schools that are not Title I schools for the given year but have enrolled students generated through the unit count process.

If a school falls within either of these two categories, the school receives an accountability rating. However, some schools serving special populations are not considered accountability schools. In this case, students are reassigned back to an appropriate accountability school. As such, the DDOE accountability system captures all students regardless of the school they attend. Charter schools that are identified as serving "at-risk" students are governed under state charter school law and may have alternate measures above and beyond the measures included in the statewide accountability system.

v. Newly opened schools that do not have multiple years of data, consistent with a State's uniform procedure for averaging data under 34 C.F.R. § 200.20(a), if applicable, for at least one indicator (e.g., a newly opened high school that has not yet graduated its first cohort for students).

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A.4.v.c. If the States uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (*e.g.*, P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies.

Newly opened schools with at least one state assessment-eligible grade currently receive an accountability determination per the DDOE's accountability business rules. If the newly opened school has a grade configuration that does not require a statewide assessment, current business rules stipulate they do not receive an accountability score until such time as their grade configuration expands to state assessment-eligible grades or their students matriculate into state assessment-eligible grades, whichever comes first.

4.2 Identification of Schools.

A. Comprehensive Support and Improvement Schools. Describe:

i. The methodologies, including the timeline, by which the State identifies schools for comprehensive support and improvement under section 1111(c)(4)(D)(i) of the ESEA and 34 C.F.R. § 200.19(a) and (d), including: 1) lowest-performing schools; 2) schools with low high school graduation rates; and 3) schools with chronically low-performing subgroups.

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A.4.vi.a. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement, including the year in which the State will first identify such schools.

A.4.vi.b. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement, including the year in which the State will first identify such schools.

A.4.vi.c. Comprehensive Support and Improvement Schools. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years, including the year in which the State will first identify such schools.

A.4.vi.d. Frequency of Identification. Provide, for each type of school identified for comprehensive support and improvement, the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.

A.4.vi.g. Additional Statewide Categories of Schools. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.

CSI School Identification: ESSA specifies that SEAs "establish a state-determined methodology to identify beginning with school year 2017-2018, and at least once every three school years thereafter one statewide category of schools for comprehensive support and improvement". Schools meeting the following criteria are required to be identified:

- *Lowest-Performing 5% of Title I Schools (CSI-1)*: The lowest-performing 5% of all Title I schools in the state (based on performance on accountability framework over no more than 3 years).
- *Low Graduation Rate High Schools (CSI-2)*: All public schools (Title I or non-Title I) that graduate less than 67% of their students. States can set a higher graduation rate requirement.
- *Schools with Chronically Low-Performing Subgroups (CSI-3)*: Any Title I school with at least one chronically low-performing subgroup of students. Chronically low-performing subgroup of students is defined as a subgroup that is performing as poorly as all students in any of the lowest performing 5% of Title I schools and that has not sufficiently improved (as defined by the state) after implementation of a TSI plan over no more than three years.
- *CSI-Re-identified (CSI-R):*
  - Schools identified as Priority Schools under ESEA Flex and have not yet met exit targets will automatically be elevated to CSI-R status if they are re-identified under ESSA accountability measures.
  - Schools initially identified under ESSA that do not meet CSI targets within the identification cycle will be "re-identified" as CSI-R.

The identification of CSI schools will be determined based on an index across all indicators of the DSSF. DDOE will use summative index scores to identify the lowest-performing schools in the state. Using this methodology, the state will identify CSI schools every three years.

Feedback from the School Support and Improvement Survey, the Governor's Advisory Committee, and the community conversations indicates that DDOE stakeholders believe that "all schools" should be considered when identifying CSI status rather than just Title I only or Title I-eligible schools. More than twice as many participants in the community conversations felt that all schools should be considered for identification, a vast majority of the Governor's Advisory Committee agreed, and 55% of those surveyed indicated the same. Based on this stakeholder feedback, the DDOE will consider all schools when identifying CSI schools. With regard to the consideration of all schools for CSI identification, the DDOE will allocate state school improvement funds to support non-Title I schools that perform as low or lower than the 5% lowest-performing Title I schools.

When asked to consider whether the state should use the lowest 5% of all schools or the lowest 5% of schools by each grade span (elementary, middle, and high), two stakeholder groups (surveys and community conversations) clearly indicated that the state should identify schools by grade span. Conversely, the majority of the Governor's Advisory Committee conveyed that the schools should be determined by rank order.

Subsequent data modeling suggests that rank order will identify schools across all grade spans. Therefore, the DDOE decided to identify the lowest 5% of schools in rank order.

In addition, all public high schools (Title I or non-Title I) that graduate less than 67% of their students will be identified for CSI beginning in the 2018-2019 school year using 2017-2018 four-year cohort graduation rate data.

Per ESSA Section 1111(d)(3)(A)(i)(II), TSI-1 schools that do not meet exit targets within three years will be identified for CSI beginning November 2021.

The DDOE will identify CSI schools by the end of November 2018 using 2017-2018 school year data. LEAs and schools will then conduct needs assessment and planning prior to implementation by the beginning of the 2019-2020 school year. LEAs will assist schools in conducting a needs assessment, analyzing the data, and developing school improvement plans. The DDOE will provide support and assistance to LEAs in the form of:

- Planning tools and templates;
- Sample needs assessment tools;
- Root cause analysis;
- Fiscal and plan monitoring;
- Evidence-based resources/strategies;
- Assistance in plan development and grant application; and
- Deploying DDOE experts for ongoing support.

LEAs will not be required to use the DDOE identified tools and resources; however, if an LEA elects to use a locally developed template, it must meet DDOE approval and ESSA needs assessment, planning, and budgeting requirements.

CSI schools will be identified in November every three years beginning in November 2018. Identification will be based on the prior school year's data (DSSF indicator index, four-year graduation cohort rate), and whether prior-cycle TSI exit targets are or are not met.

ii. The uniform statewide exit criteria for schools identified for comprehensive support and improvement established by the State, including the number of years over which schools are expected to meet such criteria, under section 1111(d)(3)(A)(i) of the ESEA and consistent with the requirements in 34 C.F.R. § 200.21(f)(1).

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A.4.viii.a. Exit Criteria for Comprehensive Support and Improvement Schools. Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.

Exit criteria for CSI schools:

ESSA requires the state to establish uniform statewide exit criteria for schools implementing a CSI plan. At a minimum, exit criteria must require that within a state-determined number of years (not to exceed four years), the school: 1) improves student outcomes; and 2) no longer meets the criteria for identification as a CSI school (suggesting that exit criteria need to be aligned to the state's accountability framework).

The majority of individuals across all the stakeholder groups agreed that the exit criteria for schools identified for CSI status should be the same as the criteria for which the school was identified. Similarly, the stakeholder groups agreed that schools should have up to four years to exit CSI status. When asked, "If a school meets its exit criteria early (less than four years), what should be the next step?" once again most stakeholders (surveys, community conversations, Governor's Advisory Committee) conveyed that the state should require schools to meet targets for a second year in order to validate and sustain outcomes for students. In that regard, the stakeholders also indicated that schools should develop a "sustainability plan" while receiving additional funding as well as ongoing monitoring and technical assistance from the DDOE.

Schools identified for CSI status will be identified every three years. LEAs will have up to one year for improvement planning and up to three years to exit CSI status (not exceeding four years in total). The DDOE will identify the first cohort of CSI schools by the end of November 2018, using 2017-2018 data. The subsequent cohorts of CSI schools will be identified in November for each identification cycle.

The circumstances and factors contributing to the status of each school vary. This will require the DDOE to provide individualized support to schools and LEAs. During the "Needs Analysis" phase, the DDOE will work with the LEA and school to examine previous school improvement efforts. This will include examining evidence of effectiveness and implementation of programs, systems, strategies, initiatives, assessments, staffing, and other factors that were intended to drive improvement.

ESSA Title I, Part A, § 1111(d)(3) requires states to establish exit targets for identified schools. Once schools are identified, the DDOE will negotiate CSI exit targets with LEAs based on the data from the 2017-2018 school year. The DDOE will collaborate with LEAs to

establish ambitious but achievable targets that will improve outcomes for students as indicated by the DSSF. The intent is to set targets that are relevant and appropriate to the needs of the individual school communities and that are reasonable to the extent that the school will not be immediately re-identified in the next identification cycle. When determining the exit targets, the DDOE will examine performance on each DSSF indicator for the identified school and work with the LEA to customize the individual indicator targets to reflect appropriate growth needed for the individual school.

Exit criteria will be set at the indicator level across all DSSF indicators. It is important to note that metrics within indicators vary by grade-span. Therefore, DDOE will set targets at specific indicator levels to address the individual needs for improvement in each school. The intent is to use target setting to inform, support, and motivate behaviors that will most likely result in improved student outcomes within the context of each identified school and to set expectations that will not result in re-identification.

Additional data modeling needs to be conducted in order to determine individual indicator target setting methodologies. The DDOE will work with stakeholders to review data models and to identify specific methodologies. Pending this work, the DDOE proposes that individual indicator targets be set for the All Students subgroup. Indicator targets would be set by reducing the gap between current performance and 100% by 50% over three years OR meeting state measures of interim progress (for academic achievement, graduation rate, and/or ELP indicators), within three years.

Please note: the DDOE does not have three years of longitudinal data for student performance on either the Smarter Assessments in grades 3-8 or the SAT in high school. DDOE will conduct data modeling once we have three years of data.

Note: As outlined in 14 Del Code § 515, charter schools are held to a higher level of accountability in that a charter school may be subject to remedial measures such as charter revocation and subsequent closure. Any charter school identified for CSI based on the DSSF index score will 1) be subject to additional review (i.e., needs analysis), 2) receive exit targets via the same process as traditional public schools, and 3) be provided supports through the charter school oversight and revocation process as outlined in 14 Del Code § 515.

If a school does not exit CSI status within four years, what should be the next step?

The participants from the community conversations most commonly identified the need to conduct a comprehensive analysis to diagnose the reasons why the school did not exit and develop a new plan to address the specific issues based on root causes. The survey feedback echoed similar sentiments with 60% of respondents indicating, “Enhanced on-site technical assistance and professional learning,” provided by the DDOE with an additional 40% requesting, “More intensive support and oversight to schools,” and a “Leadership capacity review.”

Schools identified as Priority Schools under ESEA Flex and have not yet met exit targets will automatically be elevated to CSI-R status if they are re-identified under ESSA accountability measures. In addition, schools that do not exit CSI status within four years will enter CSI-R status. DDOE will work collaboratively with the LEA and CSI-R school to identify an external partner to conduct qualitative needs assessments at both the school and district levels.

The qualitative needs assessments will examine the efficacy of previous school improvement efforts/plans and current school conditions. This will also include an assessment of the leadership capacity/competency at the school and district level. By using an external partner to conduct the qualitative needs assessment, the LEA/school will get an unbiased, objective assessment of the school from a fresh perspective.

The results of these qualitative needs assessments will be one component of the required comprehensive needs assessment, which also includes quantitative data analysis related to DSSF measures, school profile data, educator equity data, financial risk assessments, program analyses, community input, and additional LEA data. Funding for the external needs assessment may come from the CSI-R grant or other funding sources. The DDOE will work with IHEs and other external partners to develop local, effective, and cost-efficient external evaluators and evaluation systems.

The DDOE will work collaboratively with the LEA/school to examine the findings of the needs assessment and provide support in the development of an appropriate and actionable improvement plan. Additional data analyses (quantitative data described above) will be used to identify which of the previous interventions should or should not be continued and to determine if other evidence-based strategies are needed.

B. Targeted Support and Improvement Schools. Describe:

i. The State's methodology for identifying any school with a "consistently underperforming" subgroup of students, including the definition and time period used by the State to determine consistent underperformance, under 34 C.F.R. § 200.19(b)(1) and (c).

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A.4.vi.e. Targeted Support and Improvement. Describe the State's methodology for annually identifying any school with one or more "consistently underperforming" subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. *(ESEA section 1111(c)(4)(C)(iii))*

TSI School Identification: ESSA calls for schools to be identified as in need of "targeted support and improvement" if they have at least one subgroup of students underperforming. ESSA calls for two types of TSI schools:

- *Low-Performing Subgroup at Level of Lowest 5% of Schools (TSI-1)*: Schools (Title I or non-Title I) with at least one low-performing subgroup of students, defined as a subgroup of students that is performing as poorly as all students in any of the lowest-performing 5% of Title I schools (CSI schools).

- *Consistently Underperforming Subgroups (TSI-2)*: Schools (Title I or non-Title I) that have at least one "consistently underperforming" subgroup as identified through a DDOE-established methodology based on the state's accountability system.

TSI-2 schools are any public schools, including charter schools (Title I or non-Title I) that meet the definition below. TSI-2 schools will be identified based on an index across all indicators of the DSSF for each student subgroup for each of two consecutive years. The first TSI-2 identifications will be in November 2018 based on data from the 2016-17 and 2017-18 school years. All subgroup index scores will be ranked in a single list irrespective of subgroup for each of the two consecutive years. Any school on the list with a subgroup performing at or below the level of the All Students subgroup in any of the lowest-performing 5% of Title I schools will be identified annually, skipping any schools on the list that are currently identified as CSI-R, CSI or TSI-1. Schools that appear on the list for each of the two years for the same subgroup will be identified as TSI-2. Any of the TSI-2 schools that fall at or below the threshold for CSI for an identified subgroup during the year beginning a three-year identification cycle will be identified as TSI-1 schools. The first TSI-1 identifications will be in November 2018 based on TSI-2 identifications from the 2016-17 and 2017-18 school years also identified in November 2018.

The DDOE will consider TSI-2 schools that are not identified as TSI-1 as "watch list" schools and will provide technical assistance to support LEAs, similar to the supports provided to TSI-1 schools. The LEA will help schools develop and monitor a plan for targeted support and improvement. If TSI-2 schools do not make sufficient progress prior to the next identification cycle for CSI and TSI-1, they may be identified for TSI-1.

ii. The DDOE's methodology, including the timeline, for identifying schools with low-performing subgroups of students under 34 C.F.R. § 200.19(b)(2) and (d) that must receive additional targeted support in accordance with section 1111(d)(2)(C) of the ESEA.

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A.4.vi.f. Additional Targeted Support. Describe the State's methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. *(ESEA section 1111(d)(2)(C)-(D))*

The DDOE will first identify schools for CSI as outlined in section 4.2.A. The DDOE will then identify TSI-1 schools as outlined in section 4.2.B.

Please see above section 4.2.A for stakeholder feedback regarding school improvement identification.

SY 17-18	• ***Continuation of school support and improvement cycle under Ed Flex Waiver*** • Year 2 implementation for Focus • Year 3 for Focus Plus, and Priority Schools • DDOE technical assistance and support to LEAs and schools
	➢ ***Baseline data for first cohort identification, support and improvement cycle (under ESSA)***
SY 18-19	• Year 3 implementation for Focus • Sustainability for Focus Plus and Priority Schools until ESSA identification in November 2018 • DDOE technical assistance and support to LEAs and schools
	➢ ***First cohort identification and improvement cycle begins (under ESSA)*** ➢ November (2018): CSI, TSI-2 and TSI-1 schools identified ➢ November-May (2018-2019): CSI and TSI-1 target setting and needs assessment/planning support to LEAs and schools; may include planning grants, depending on funding ➢ May-July (2019): CSI plan and grant submission to DDOE; TSI-1 plan approval by LEA + TSI-1 grant submission to DDOE
SY 19-20	➢ July-August (2019): CSI plan approval and funding to LEAs ➢ Year 1 implementation for CSI and TSI-1 schools ➢ DDOE technical assistance and support to LEAs and schools ➢ November (2019): annual TSI-2 schools identified ➢ November-May (2019-2020): TSI-2 target setting, needs assessment and planning support to LEAs and schools ➢ May-July (2020): CSI & TSI-1 year 2 plan review/reflect and grant submission to DDOE
SY 20-21	➢ July-August (2020): CSI plan approval and funding to LEAs ➢ Year 2 implementation for CSI and TSI-1 schools ➢ DDOE technical assistance and support to LEAs and schools ➢ Year 1 implementation for TSI-2 schools ➢ November (2020): annual TSI-2 schools identified ➢ November-May (2020-2021): TSI-2 target setting, needs assessment and planning support to LEAs and schools ➢ May-July (2021): CSI & TSI-1 year 3 plan review/reflect and grant submission to DDOE
SY 21-22	➢ July-August (2021): CSI funding to LEAs ➢ Year 3 implementation for CSI and TSI-1 schools ➢ Year 2 implementation for TSI-2 schools ➢ November (2021): annual TSI-2 schools identified ➢ November-May (2021-2022): TSI-2 target setting, needs assessment and planning support to LEAs and schools ➢ DDOE technical assistance and support to LEAs and schools
	➢ ***Second Cohort school identification and improvement cycle begins (under ESSA)*** ➢ November (2021): ***CSI-R***, TSI-1, and CSI schools identified ➢ November-May (2021-2022): ***CSI-R***, TSI-1, and CSI target setting and needs assessment/planning support to LEAs and schools ➢ May-July (2022): ***CSI-R***, TSI-1, and CSI plan and grant submission to DDOE; TSI-1 plan approval by LEA ➢ November (2021): annual TSI-2 schools identified ➢ November-May (2021-2022): TSI-2 target setting, needs assessment and planning support to LEAs and schools ➢ DDOE technical assistance and support to LEAs and schools

TSI-1: Low-Performing Student Subgroup at level of lowest 5% of school (based on DSSF scoring index)
TSI-2: Consistently Underperforming Schools (based on DSSF scoring index)
CSI-R: Re-Identified CSI Schools; at each three-year school identification and improvement analysis
Exit Targets: Set at time of identification; specific DSSF score index is the determining factor for identification and exit

iii. The uniform exit criteria, established by the SEA, for schools participating under Title I, Part A with low-performing subgroups of students, including the number of years over which schools are expected to meet such criteria, consistent with the requirements in 34 C.F.R. § 200.22(f).

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A.4.viii.b. Exit Criteria for Schools Receiving Additional Targeted Support. Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.

Schools identified for TSI-1 status will be identified every three years. LEAs will have up to one year for improvement planning and up to three years to exit TSI-1 status (not exceeding four years in total). The DDOE will identify the first cohort of TSI schools by November 2018. LEAs and schools will then conduct a comprehensive needs assessment and planning prior to implementation by the beginning of the 2019-2020 school year. Subsequent cohorts of TSI-1 schools will be identified every three years. Schools and LEAs will conduct needs assessments between November and May, and begin implementation prior to the following school year.

ESSA Title I, Part A, § 1111(d)(3) requires states to establish exit targets for identified schools. Once identified, the DDOE will negotiate with LEAs to determine TSI-1 exit targets using baseline data from the 2017-2018 school year. The DDOE in collaboration with the LEAs will establish ambitious but achievable targets that will improve outcomes for students as indicated by the DSSF. The intent will be to set targets that are relevant and appropriate to the needs of the individual school communities and that are reasonable to the extent that the school will not be identified as CSI status in the next identification cycle. When determining the exit targets, the DDOE will examine performance on each DSSF indicator for the identified school in each subgroup that led to identification. The DDOE will work with the LEA to customize the individual indicator targets to reflect appropriate growth needed for the individual school.

Exit criteria will be set at the indicator level across all DSSF indicators. It is important to note that metrics within indicators vary by grade-span. Therefore, DDOE will set targets at specific indicator levels for the subgroup(s) that led to identification in order to address the individual needs for improvement in each school.

The intent is to use target setting to inform, support, and motivate behaviors that will most likely result in improved student outcomes within the context of each identified school and to set expectations that will not result in re-identification.

Additional data modeling needs to be conducted in order to determine individual indicator target setting methodologies. The DDOE will work with stakeholders to review data models and to identify specific methodologies. Pending this work the DDOE proposes that individual indicator targets for each subgroup that led to identification be set by reducing the gap between current performance and 100% by 50% over three years OR meeting state measures

of interim progress (for academic achievement, graduation rate, and/or ELP indicators), within three years.

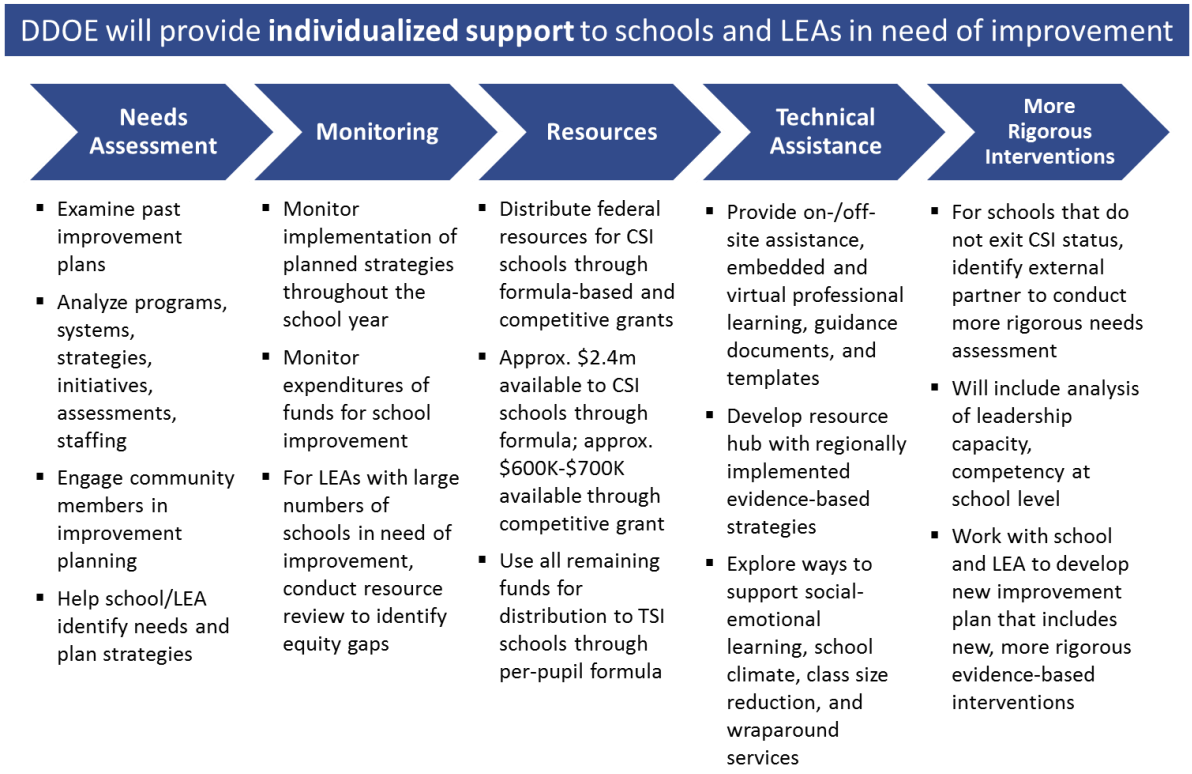
Please note: the DDOE does not have three years of longitudinal data for student performance on either the Smarter Assessments in grades 3-8 or the SAT in high school. DDOE will conduct data modeling once we have three years of data.

Per ESSA Section 1111(d)(3)(A)(i)(II), TSI-1 schools that do not meet exit targets within three years will be identified for CSI. If a TSI-1 school does not meet targets within three years (moves to CSI status), then targets for that school will again be set at the indicator level for the subgroup(s) that led to identification.

4.3 State Support and Improvement for Low-Performing Schools.

A. School Improvement Resources. Describe how the SEA will meet its responsibilities, consistent with 34 C.F.R. § 200.24(d) under section 1003 of the ESEA, including the process to award school improvement funds to LEAs and monitoring and evaluating the use of funds by LEAs.

The DDOE intends to build sustainable continuous improvement leadership at the LEA and school level by providing differentiated supports throughout the needs assessment, planning, and implementation process. DDOE supports will be provided based on the individual needs of each LEA and school and will be reduced as LEA and school expertise grow. The following graphic summarizes the range of individualized supports the DDOE will provide to schools and LEAs in need of improvement.



Individualization will be key in the school improvement process. The circumstances and factors contributing to the status of each school vary from school to school. This will require the DDOE to provide individualized support to schools and LEAs. During the "Needs Analysis" phase, the DDOE will work with the LEA and school to examine previous school improvement efforts/ plans. This will include looking at programs, systems, strategies, initiatives, assessments, staffing, and all factors that were intended to bring about change in that school. It will be important for the school/LEA to understand the context and environment in which these prior efforts occurred and the fidelity of implementation. The intent is to conduct an honest and comprehensive needs assessment; develop an actionable, ambitious, and realistic plan with a clear focus; and implement that plan with fidelity and support.

Another element necessary for successful school improvement is community engagement. Schools under improvement must engage stakeholders in a meaningful way to conduct an honest needs assessment and develop an appropriate improvement plan to address identified needs.

The DDOE will work with LEAs/schools to engage the community in a much more open, comprehensive way. The DDOE will support LEA and school engagement efforts with families, the community, local businesses, and other agencies.

As mentioned in Section 2.2.C with regard to the continuous improvement cycle, the DDOE will provide technical assistance and guidance to LEAs to assist in completing a comprehensive needs assessment. The comprehensive needs assessment will be required as part of the consolidated grant application process. The DDOE will support and guide LEAs in identifying and prioritizing greatest needs and in planning long- and short-term implementation strategies. The DDOE intends to build continuous improvement leadership at the LEA and school level by providing supports throughout the needs assessment, planning, and implementation process.

The DDOE will monitor implementation of targeted strategies throughout the year and provide information on evidence-based best practices, supporting resources, on-demand guidance, and other technical assistance to support effective execution and implementation. In particular, the DDOE will monitor school improvement implementation and expenditures of related funds as part of the monthly check-ins. This will include the examination of progress implementing evidence-based strategies and whether the LEA is on track in spending funds aligned to the improvement plan strategies and by funding category.

When considering how the DDOE should distribute Title I funds for schools identified for CSI, the DDOE asked stakeholders to consider whether it should be a formula-based grant, a competitive grant, or a hybrid of the two. More than twice as many participants in the stakeholder community conversations supported the hybrid approach compared to the formula grant, while none supported the use of a competitive grant process. Similarly, stakeholders that responded to the School Support and Improvement Survey agreed that the DDOE should distribute funds through a hybrid funding mechanism versus a strict formula grant. None of those surveyed indicated that the distribution of funds should be through a competitive grant.

The DDOE will award school improvement funds through a hybrid grant process that combines a formula-based allocation with optional additional competitive funds also available. Each school will receive a formula-based amount of funds determined by student enrollment. The LEA may also apply for and receive additional funds allocated through a rubric-based competitive grant process.

The DDOE will have approximately $3.2 million in 1003(a) school supports and improvement funds, of which, approximately $160,000 are set aside for state administration purposes. The remaining amount of just over $3 million would be available as pass-through funds to support school improvement.

Since the DDOE would need to identify eight CSI schools to meet the 5% identification requirement, there would be less than $400,000 available per school. Therefore, the DDOE proposes to provide a formula grant for CSI schools based on a per-pupil amount for the first $2.4 million. Based on estimates of the total enrollment across identified schools of approximately 3,000 students, the per-pupil amount for formula awards will be approximately $800. If the formula amount does not sufficiently enable effective implementation of selected improvement strategies, then the LEA may also apply for a portion of the remaining $600,000 to $700,000 on a competitive basis. Competitive grant awards will be determined based on strategy alignment to identified needs, evidence base of selected strategies, and verified costs. This information will be included in the formula funds application, and will not require significant additional work for the LEA or school.

The DDOE will allocate state school improvement funds to provide CSI supports to non-Title I schools performing as low or lower than the 5% lowest-performing Title I schools.

DDOE funding available under ESSA section 1003(a) will very likely be insufficient to fund TSI-1 schools at a significant level. Once all CSI school improvement funds have been allocated, the DDOE will examine the remaining funds to determine available money to best support TSI schools.

Any remaining 1003(a) funds will be combined with any excess program state administration funds and/or available state funds in order to provide fiscal support for TSI school improvement efforts. Once this amount is determined, LEAs will be eligible to apply for TSI support based on a per-pupil amount. Regardless of funding amounts, the DDOE will still provide technical assistance to support LEAs and schools identified as TSI-1 and TSI-2 and recommend that the LEA set aside funds to provide additional support to each TSI school.

B. Technical Assistance Regarding Evidence-Based Interventions. Describe the technical assistance the SEA will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement, including how it will provide technical assistance to LEAs to ensure the effective implementation of evidence-based interventions, consistent with 34 C.F.R. § 200.23(b), and, if applicable, the list of State-approved, evidence-based interventions for use in schools implementing comprehensive or targeted support and improvement plans consistent with § 200.23(c)(2)-(3).

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A.4.viii.e. Technical Assistance. Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

ESSA requires each SEA to describe its processes for approving, monitoring, and periodically reviewing LEA CSI plans. The DDOE will offer a variety of supports to schools and LEAs that could include on-site technical assistance; off-site networking sessions; embedded professional

learning; virtual learning experiences; guidance documents; and templates to support needs assessment, improvement planning, and monitoring.

The DDOE will collaborate with LEAs and regional assistance centers to develop a resource hub with regionally implemented, evidenced-based strategies. In addition, the DDOE will assist LEAs in exploring and identifying appropriate resources in national clearinghouses, such as:

- What Works Clearinghouse
- Results First
- Regional Education Laboratories
- Best Evidence Encyclopedia

As mentioned previously throughout this plan, the DDOE conducted a variety of stakeholder engagement activities to elicit input. Community Meeting participants provided valuable feedback for the DDOE to consider when outlining options for technical assistance and identifying evidence-based strategies for ESSA. While opinions often varied by topic and question, a set of common themes did emerge:

- *Addressing social and emotional skills.* Participants discussing both measures of student readiness and early learning programs stressed the need to prioritize social and emotional learning as an area to provide instruction and measure student ability.
- *Developing a positive school climate.* Participants felt that it was important that school climate be included as an indicator of school quality and enhanced as a strategy for improving teacher recruitment and retention.
- *Ensuring smaller class sizes.* Ensuring smaller class sizes was emphasized as an important strategy during discussions about how to help ELs, special education students, and students experiencing poverty or trauma, and in conversations about recruiting and retaining teachers.
- *Providing access to wraparound services.* The availability of "wraparound" services, such as mental and physical health care, counseling, after school programs, tutoring, and other supports, were discussed in a variety of ways across all three topic areas.

The DDOE will explore and identify strategies, resources, and opportunities that can assist in addressing the themes outlined above. The DDOE will work with LEAs, the business community, and other state agencies to address common needs identified through the LEA-led needs assessments, root cause analyses, and school improvement plan processes.

C. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i) of the ESEA and 34 C.F.R. § 200.21(f)(3)(iii).

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A.4.viii.c. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.

A.4.viii.f. Additional Optional Action. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA

with a significant number or percentage of schools implementing targeted support and improvement plans.

As mentioned previously in section 4.2.A.ii:

The participants from the community conversations most commonly identified the need to conduct a comprehensive analysis to diagnose the reasons why the school did not exit and develop a new plan to address the specific issues based on root causes. The survey feedback echoed similar sentiments with 60% of respondents indicating, "Enhanced on-site technical assistance and professional learning" provided by the DDOE, with an additional 40% requesting, "More intensive support and oversight to schools," and a "Leadership capacity review."

Schools identified for improvement under previous iterations of the law and re-identified under ESSA will automatically be elevated to CSI-R status. In addition, schools that do not exit CSI status within four years will enter CSI-R status. DDOE will work collaboratively with the LEA and CSI-R school to identify an external partner to conduct qualitative needs assessments at both the school and district levels.

The qualitative needs assessments will examine previous school improvement efforts/plans, programs, strategies, initiatives, instructional practices, assessments, staffing, systems development, and all factors that were intended to bring about change in that school. This will also include an assessment of the leadership capacity/competency at the school and district level. By using an external partner to conduct the qualitative needs assessment, the LEA/school will get an unbiased, objective assessment of the school from a fresh perspective.

The results of these qualitative needs assessments will be one component of the required comprehensive needs assessment, which also includes quantitative data analysis related to DSSF measures, school profile data, educator equity data, financial risk assessments, program analyses, community input and additional LEA data. Funding for the external needs assessment may come from the CSI-R grant or other funding sources. The DDOE will work with IHEs and other external partners to develop local, effective, and cost-efficient external evaluators and evaluation systems.

The DDOE will work collaboratively with the LEA/school to examine the findings of the needs assessment and provide support in the development of an appropriate and actionable improvement plan. Additional data analyses (quantitative data described above) will be used to identify which of the previous interventions should or should not be continued and to determine if other evidence-based strategies are needed.

Based on comprehensive needs analysis, including the qualitative needs analyses, an LEA will be required to amend its comprehensive support and improvement plan to:

1. Address the reasons the school did not meet the exit criteria, including whether the school implemented the interventions with fidelity and sufficient intensity, and the results of the new needs assessment.
2. Update how the LEA will continue to address previously identified resource inequities and identify any new resource inequities consistent with the requirements to review those inequities in its original plan.

3. Include the implementation of additional evidence-based interventions in the school *that are identified by an external LEA needs assessment* and that are more rigorous and based on strong or moderate levels of evidence.

The DDOE will provide support and guidance to the LEA for providing operational and financial flexibility for schools identified for improvement.

Note: Determining what constitutes a "more rigorous intervention" will depend in part on what interventions the school previously implemented, the effectiveness of implementation, and other factors that did not lead to improved outcomes. This will take a concerted effort between DDOE and the LEA to examine programs, systems, strategies, and financial alignments that were contributing factors to the lack of improved outcomes. The determination of a "more rigorous intervention" will be made on a school-by-school basis. Interventions will be aligned to the school's needs assessments and the indicator areas for which the schools were identified.

See previous section 4.2.A.ii in which the exit criteria for CSI is described. The process outlined in this section will be considered as part of the "more rigorous intervention" strategy.

D. Periodic Resource Review. Describe how the SEA will periodically review, identify, and, to the extent practicable, address any identified inequities in resources to ensure sufficient support for school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement consistent with the requirements in section 1111(d)(3)(A)(ii) of the ESEA and 34 C.F.R. § 200.23(a).

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A.4.viii.d. Resource Allocation Review. Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

ESSA requires states to review resource allocation between LEAs and between schools for those LEAs with a significant number of schools identified as TSI or CSI. A review of resource allocation must include a review of LEA- and school-level resources, among and within schools, including:

- Disproportionate rates of ineffective, out-of-field, or inexperienced teachers identified by the state and LEA consistent with sections 1111(g)(1)(B) and 1112(b)(2) of the Act; and
- Per-pupil expenditures of federal, state, and local funds required to be reported annually consistent with section 1111(h)(1)(C)(x) of the Act.

Also including, at the school's discretion, a review of LEA- and school-level budgeting and resource allocation with respect to resources described above and the availability and access to any other resource provided by the LEA or school, such as advanced coursework, preschool programs and instructional materials, and technology.

As mentioned earlier in section 4.2 regarding identification for CSI and TSI, LEAs will conduct a needs assessment to assist schools in developing appropriate improvement plans using evidence-based strategies. However, at the beginning of each four-year improvement cycle, those LEAs determined to have a significant number of schools identified for school improvement will work in collaboration with the DDOE to conduct a comprehensive needs assessment to identify any resource inequities. LEA size varies across the state of Delaware, and, therefore, a "significant

number" of schools will depend on the total number of schools in the LEA. The DDOE will work in cooperation with the LEAs to determine what a significant number means on a case-by-case basis. For example, in a district with only four schools, a significant number may be one school, whereas in a district with ten or more schools, a significant number may be more than two.

Staff members across DDOE branches and workgroups will work in collaboration with the LEAs to assess resource inequities and provide support for improvement plan development and implementation. Internal collaboration and coordination across the various branches and workgroups will allow the DDOE to more efficiently and effectively support and monitor LEA school improvement planning and implementation. In that regard, ongoing assessment of potential resource inequities will be included as part of the regular monitoring that the DDOE already conducts for federal and state programs. By including this ongoing assessment and feedback as part of required monitoring, the DDOE will be efficient in supporting LEAs.

Section 5: Supporting Excellent Educators

Educator quality remains the most significant in-school factor affecting whether Delaware's students receive the great education that they deserve.

Across the nation, poor and minority students frequently have access to fewer quality educators and educational resources than their nonminority and more affluent peers. Delaware has long focused on closing educator equity gaps because we, as a state, believe that the achievement gap will only close for our highest need students when all students have equitable access to the most effective and well-prepared educators.

While some schools in Delaware have closed educator equity gaps, statewide student achievement data reveals we have more work ahead. With increased federal and stakeholder attention on educator equity, the urgency to spread these pockets of success across the state has never been greater.

The DDOE has one team solely focused on educator and leader quality. The following nine guiding principles govern the work of this team and enable the DDOE to provide supports directly to LEAs.

- Improve School Leadership
- Strengthen Educator Preparation
- Enhance Educator Selection and Retention
- Improve Professional Learning,
- Reinforce Teacher Leadership
- Increase Fidelity of Educator Evaluation to Provide Actionable Feedback
- Use High-Quality Data to Make Decisions
- Enhance Licensure and Certification Requirements
- Strengthen Child Protection

Some of these principles are expanded upon below as meets the requirements of the ESSA statute. Others are specific to Delaware law and needs, and, therefore, are not expanded upon below as they are not required by ESSA statute. For a more in-depth look at Delaware's Plan to Ensure Excellent Educators for All, please see this link—Delaware's Plan for Excellent Educators for All. DDOE provides supports to all schools across the state that indicate the desire to increase their educator and leader quality. There is a specific focus on how to support those schools that have faced significant challenges.

DDOE will continue to work with the Educator Equity Steering Committee on all of this work to determine how to best support educators and leaders.

Delaware will only close the achievement gap for our students if all students (including students in poverty, students of color, students with special needs, and students who speak English as a second language) have equitable access to the most well-prepared and effective educators.

5.1 Educator Development, Retention, and Advancement.

Instructions: Consistent with sections 2101 and 2102 of the ESEA, if an SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.

A. Certification and Licensure Systems. Does the SEA intend to use Title II, Part A funds or funds from other included programs for certifying and licensing teachers and principals or other school leaders?

☒ Yes. If yes, provide a description of the systems for certification and licensure below.

☐No.

March 13, 2017 Revised Template Question

D.3. System of Certification and Licensing *(ESEA section 2101(d)(2)(B))*: Describe the State's system of certification and licensing of teachers, principals, or other school leaders.

The following is a basic description of the licensure and certification requirements for the field of education in Delaware. Delaware has a three-tiered licensure system for educators (see 14 Del. Code, Chapter 12). Regulations governing the educator licensure and certification system were developed by the Professional Standards Board (PSB) and were approved by the State Board of Education (http://regulations.delaware.gov/AdminCode/title14/1500/index.shtml#TopOfPage). The DDOE is responsible for the implementation of this licensure system.

Licensure – The three tiers of the state licensure system are:

- Tier One – Initial License (4 years) – A four-year Initial License is awarded to an applicant who has
  - Completed a bachelor's degree from a regionally accredited, four-year college, or university.
  - Achieved a passing score on a content-readiness exam.
  - Either completed a student teaching program or a state-approved equivalent: (a) 91 days in lieu of student teaching but not for educators in core content areas; (b) is enrolled and participating in an Alternate Route to Certification (ARTC) program; (c) is applying for an Initial License and certification as a specialist and completes practical experience.
  - Upon initial application,-if a novice educator has not successfully completed an approved performance assessment, they will have two years to successfully complete one during the Initial License timeframe.

- Tier Two – Continuing License (5 years) – Renewable license for educators with four or more years of experience. Educators must complete 90 clock hours of professional development and complete a criminal affirmation to renew this license.
- Tier Three – Advanced License (10 years) – Educators holding National Board Teaching Certificates are placed on an Advanced License. An Advanced License is renewed when the National Board Teaching Certificate is renewed. If an educator does not renew, the educator will be placed on a Continuing License.

Certification – The Professional Standards Board regulates certification. For specific certification requirements, each subject area has a specified list of requirements that can be found at http://regulations.delaware.gov/AdminCode/title14/1500/index.shtml#TopOfPage

B. Educator Preparation Program Strategies. Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's strategies to improve educator preparation programs consistent with section 2101(d)(2)(M) of the ESEA, particularly for educators of low-income and minority students?

☒ Yes. If yes, provide a description of the strategies to improve educator preparation programs below.

☐No.

March 13, 2017 Revised Template Question

D.6. Teacher Preparation *(ESEA section 2101(d)(2)(M))*: Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.

Educator Preparation Program Strategies

The DDOE is committed to promoting well-designed education preparation programs and supporting program graduates during their early years in the classroom and to preparing a diverse pool of aspiring educators who will enter the classroom learner-ready. The DDOE will achieve this by:

- Collecting and reporting key indicator data on educator preparation programs. These indicators will enable the DDOE to make informed decisions regarding program renewal and will support educator preparation provider continuous improvement efforts.
- Aligning educator preparation programs with current and projected workforce needs and providing authentic clinical experiences in Delaware schools.

The DDOE publishes Educator Preparation Program Reports biennially that reflect levels of program effectiveness. Program performance is categorized based on program candidate and graduate data over the last five years. The reports review metrics across a variety of domains including recruitment, candidate performance, placement, retention, graduate performance, and perceptions. Student growth and teacher performance are included in the graduate performance domain. Programs are categorized as renewed, renewed with conditions, or on probation. If programs are renewed with conditions or placed on probation, they will enter a cycle of continuous improvement and are required to develop a plan of actions and indicators of progress.

Based on stakeholder feedback, additional metrics will be included in the fall of 2018 to track equitable access to effective educators and educator preparation program effectiveness. These metrics include student teaching placements in high-need schools and effectiveness of recent graduates in high-need schools.

The DDOE will provide annual reporting beginning in the 2018-2019 school year. Reports may be accessed at http://www.doe.k12.de.us/domain/398

Competitive Innovation Grants

To address needs highlighted by the Educator Preparation Program Reports, the DDOE aims to provide Competitive Innovation Grants, contingent on available funding. These innovation

grants will provide supports for educator preparation programs and P-12 partners to focus on recruitment, deepening clinical practice, and supporting novice educators with priority given to our high-need schools and LEAs. The grants provide an opportunity for schools and districts to work more closely with educator preparation programs to ensure aspiring educators are ready to meet the needs of all students.

All funding is subject to available capital, determined on an annual basis. Even if funding is not available, the DDOE is committed to working with LEAs and IHEs to meet the overall needs of our newest educators to serve all of our children.

C. Educator Growth and Development Systems. Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's systems of professional growth and improvement for educators that addresses: 1) induction; 2) development, consistent with the definition of professional development in section 8002(42) of the ESEA; 3) compensation; and 4) advancement for teachers, principals, and other school leaders. This may also include how the SEA will work with LEAs in the State to develop or implement systems of professional growth and improvement, consistent with section 2102(b)(2)(B) of the ESEA; or State or local educator evaluation and support systems consistent with section 2101(c)(4)(B)(ii) of the ESEA?

☒ Yes. If yes, provide a description of the educator growth and development systems below.

☐No.

New Educator Induction and Mentoring (see 14 Del. Admin Code §1503)

Current research and stakeholder feedback received from survey results and educator equity focus groups highlight the need to provide greater support for Delaware's newest educators to ensure all of Delaware's students receive a quality education and are college and/or career ready.

By providing comprehensive support to novice educators, the DDOE and LEAs work together toward increasing educator retention rates, improving best practices of both new and veteran staff members, and positively impacting student achievement. The DDOE has provided support for induction and mentoring since 1994.

The DDOE began offering competitive grant opportunities to LEAs in the 2013-2014 school year. Induction grants fund LEA development and/or delivery of innovative induction program models for new educators. The DDOE also provides new teacher and mentor academies as well as an online professional ethics course to support mentors and new teachers. This includes programming that:

- Increases teachers' understanding of how students learn;
- Enhances classroom management skills;
- Helps teachers directly align curriculum with academic goals; and
- Provides strategies for engaging parents and families.

Given that professional learning activities are more likely to be effective if they are ongoing, supported, and sustained, the DDOE's commitment to educator equity includes programs designed to create embedded, continuous, and effective professional learning opportunities for educators at all stages of the profession.

Teacher Leadership Initiatives and Pilot

While the DDOE recognizes that LEAs are crucial partners in preparing leaders, many leadership pathways currently require teachers to leave the classroom for administrative positions. Feedback from stakeholders, via survey responses, focus groups, and emails, has emphasized the importance of opportunities for educator professional growth and for keeping strong teachers in the classroom.

The DDOE directly provides leadership opportunities to educators, supports LEAs in creating teacher-leader pathways, and works to elevate the profession by providing:

- The Teacher-Leader Toolkit, which equips LEAs with clearly defined, yet locally adaptable, strategies to leverage the value of teacher leaders.
- The Teacher-Leader Pilot program in select LEAs, which is designed to develop teacher leadership in partner schools and identify best practices to spread throughout the state.
- The Delaware Talent Cooperative identifies and financially rewards highly effective educators that exhibit commitment and service to their communities. It serves as a forum for professional learning, collaboration, and recognition among Delaware's top educators in high-need schools.
- Support to LEAs and other stakeholders for improving compensation, incentives, and leadership opportunities for teachers.

Educator Feedback Cycles and Evaluation (see 14 Del. Code, Chapter 12)
DDOE has a statewide educator evaluation system and alternatively approved educator evaluation systems as permitted by state law. The statewide educator evaluation system incorporates multiple measures of educator performance, including, but not limited to, planning, classroom management, instruction, and student growth. DDOE approval of alternative evaluation systems requires assessment of multiple performance metrics, with student growth being a mandatory component.

District administrators, charter school leaders, educators, and DDOE officials have consistently noted that stakeholders must work together to bring greater integrity to educator evaluation. Specifically, evaluation must provide individualized feedback/coaching, accurate ratings, and an overall integration of multiple measures of student growth and teacher effectiveness. The DDOE will provide training and coaching supports for principals and LEAs to enhance educator evaluation implementation and thereby improve instruction through more regular and targeted observations and individualized feedback.

5.2 Support for Educators.

Instructions: Consistent with sections 2101 and 2102 of the ESEA, if the SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.

A. Resources to Support State-Level Strategies. Describe how the SEA will use Title II, Part A funds and funds from other included programs, consistent with allowable uses of funds provided under those programs, to support State-level strategies designed to:

i. Increase student achievement consistent with the challenging State academic standards;
ii. Improve the quality and effectiveness of teachers, principals, and other school leaders;

iii. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and

iv. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders consistent with the educator equity provisions in 34 C.F.R. § 299.18(c).

March 13, 2017 Revised Template Questions

D.1. Use of Funds *(ESEA section 2101(d)(2)(A) and (D))*: Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.

D.2. Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools *(ESEA section 2101(d)(2)(E))*: If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.

Supporting School Leaders

Delaware believes the following strategies will address current challenges related to school leader effectiveness and retention, particularly for students who need them the most. Following is a brief summary of the potential new strategies.

Increase high-quality preparation programs for leaders in high-need schools.

Regulation 1595 allows for new and innovative approaches to developing school leaders. Delaware seeks to address the challenges associated with poor leader preparation for high-need schools. New programs include the University of Delaware's Principal Preparation Program (PPP) and Teach for America's Lead for Delaware. Organizations such as Wilmington University are also exploring new pre-service pathways in partnership with schools serving low-income communities. Delaware's major pre-service partners are working to address the unique challenges of turnover and effectiveness in order to close educator equity gaps.

Create a network of leaders in high-need schools.

Delaware will support at least 10 principals of high-need schools to attend robust, rigorous school leadership training. In addition, DDOE will support the ongoing development of school leaders and their teams through training and by sharing key lessons learned.

Supporting Recruitment and Selection of Effective Educators

Join Delaware Schools (www.joindelawareschools.org) is a statewide educator recruitment portal that went live in May 2013 and was one of the first of its kind in the country, notably due to the high level of district and charter participation. The purpose of this initiative is to provide education professionals seeking employment an easy and effective way to search for available jobs throughout the state. Job seekers also can apply for multiple available positions with one application. Through the *Join Delaware Schools* online portal, potential candidates can search openings, learn about districts and individual schools, and post their résumés to one centralized site where districts or charter schools looking for talented teachers and leaders can access them.

Plans include linking the portal to the state financial system, which will allow LEA human resource users to cross-reference and link a variety of information on applicants without the need to input the same information more than once. DDOE also is exploring ways to strengthen the

site's ability to capture and display recruitment and hiring data, which inform districts of hiring trends, identify gaps in recruitment related to hiring needs, and inform statewide policy.

DDOE is committed to working alongside LEAs and educator preparation programs to build stronger pipelines and selection models. This could include helping to develop robust selection models that identify specific competencies related to serving students from disadvantaged backgrounds during the interview process. DDOE can connect LEAs to one another to share best practices and can provide national resources for this work as well. One LEA in the state has been using an effective and efficient model for leader selection. DDOE has committed to encouraging this LEA to share across the state with charters and traditional districts.

Supporting Recruitment, Selection, and Retention

In addition to a robust focus on school leadership and recruitment and selection of educators, the DDOE uses a combination of Title II, Part A program and state funds to improve educator effectiveness and equity by

- Supporting LEA efforts to recruit, develop, and retain the best educators;
- Providing resources for comprehensive induction and mentoring programs; and
- Making robust and actionable educator effectiveness and preparation program effectiveness data available to LEAs.

Focus groups, online survey comments, and feedback from school leaders also support development of a comprehensive induction program to support new school leaders and to provide greater access to leadership development.

Based on stakeholder feedback, the DDOE will offer the following supports:

- Offer LEAs competitive grant opportunities (contingent on available funding) to design, implement, and support school leadership opportunities to build local capacity with a focus on recruitment and preparation, professional learning, retention, and compensation.
- Support a comprehensive induction program for new or novice school leaders.
- Develop high-quality educator preparation programs and alternative routes to certification by raising standards and strengthening assessment and support. This includes evaluating program effectiveness by compiling data on the qualifications of enrollees, considering student achievement in schools led by program graduates, and tracking placements in schools that predominantly serve low-income students and students of color. DDOE is also committed to facilitating partnerships between LEAs and educator preparation programs that institutionalize best practices, increase quality and effectiveness, and ultimately improve student achievement.
- Offer resources and tools to LEAs, including district and school level data, Excellent Educator Dashboard (EED) and Educator Equity LEA Planning Toolkit.

B. Skills to Address Specific Learning Needs. Describe how the SEA will improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs and providing instruction based on the needs of such students, consistent with section 2101(d)(2)(J) of the ESEA.

March 13, 2017 Revised Template Question

D.4. Improving Skills of Educators *(ESEA section 2101(d)(2)(J))*: Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

State and local leaders are committed to providing educators opportunities to improve their practice through meaningful and differentiated professional learning experiences aligned with the state's standards for professional learning. The Learning Forward standards were adopted as the state standards for professional learning in 2012 (see 14 Del. Admin Code).

The examples below include professional learning designed to improve educator practice and student outcomes. Key aspects of professional learning are quality experiences that are responsive to emerging educator and student needs, customized resources designed to build knowledge and skills and provide follow-up support, and structures that are maximized to build teacher-leader and/or administrator capacity.

These initiatives will continue to be evaluated and discussed with stakeholders to determine the need to continue and improve them as necessary for efficiency and effectiveness.

Key levers for advancing strong professional learning systems include:

- Incentivizing – Reimagining Professional Learning Grants.
- Training – directors of instruction trained in each of the professional learning standards via the Teaching and Learning Cadre and Literacy Coalition.
- Technical assistance – during the Consolidated Grant writing process.
- Support structures – school site visits, teacher leader academies, eLearning resources.
- Program evaluation support – educating central office staff members and modeling the evaluation of program effectiveness according to Guskey's 5 Levels for Evaluating Professional Development framework.
- Applying the Guskey framework to the evaluation of DDOE-led initiatives.
- Stakeholder engagement – development of a statewide vision for professional learning and gathering feedback.

While educator professional learning can come in various forms, professional learning content should be related to both professional growth needs and the needs of students. Examples of initiatives to improve the skills of educators in identifying and providing instructional skills based on student needs are outlined below:

Delaware Early Literacy Initiative

The DDOE provides early literacy supports to SWD in grades K-3 that enhances literacy skills for all students. Delaware's State Systemic Improvement Plan (SSIP) is a six-year effort to develop, implement, and scale-up the supports and resources available to SWD in Delaware. As part of SSIP, Delaware established the Delaware K-3 Early Literacy Initiative to begin with Cohort I in the 2016-2017 school year. The purpose of the initiative is to provide targeted professional learning, technical assistance, and coaching to elementary schools to support teachers in identifying root causes of individual student skill gaps, matching the student's specific area of need to targeted instructional strategies and/or interventions, and utilizing progress monitoring data to guide instruction. The SSIP was designed in collaboration with the SSIP

Advisory Council, the state's stakeholder committee comprised of teachers, specialists, administrators, parents, and advocacy groups. The SSIP Advisory Council analyzed state achievement data and identified the following as the SSIP's State Identified Measureable Result: Increase the literacy proficiency of SWD in K-third grade as measured by a decrease in the percentage of third grade SWD scoring below proficiency on Delaware's statewide assessment.

Response to Intervention Guiding Coalition

The DDOE provides supports and structures to all stakeholders on providing high-quality instruction and interventions matched to students' needs through the Response to Intervention (RTI) Guiding Coalition. The Coalition includes stakeholders from each of the three counties at the elementary and secondary levels in both mathematics and reading/writing. The RTI Guiding Coalition will:

1. Identify barriers to implementation of RTI at each of the three tiers, with recommendations on how to clear the path;
2. Identify bright spots of RTI implementation as opportunities for larger replication; and
3. Research and make recommendations about resource allocations and professional learning.

Reading-Writing Project

The DDOE provides systemic structures and supports for teachers to identify students with specific learning needs and provide instruction based on student needs. The DDOE will support cohorts of grade-level teams, including special education teachers, to create Delaware state standards-aligned ELA units for statewide use. Cohort professional learning will focus on:

1. Learning progressions to help teachers understand the trajectory of instruction toward mastery of each standard; and
2. Formative assessments aligned to learning progressions to better ascertain where learning breaks down and to determine appropriate instruction based on the needs of students.

Learning Leader

The DDOE provides supports for school leaders to identify effective instruction and provide effective feedback to teachers based on student achievement by implementing the strategies learned through this network. A cohort of principals and other school leaders will participate in formative classroom walkthroughs in schools throughout the state. Successful implementation will include:

- A common language for educators (principals, teachers, central office, coaches) to describe the impact of effective instruction on student learning and achievement.
- The knowledge, skills, and confidence for principals to drive professional learning forward for individual teachers and instructional teams.
- The knowledge, skills, and confidence to design and differentiate professional learning plans for individuals and groups.

Reimagining Professional Learning Innovation Grants

The DDOE provides innovation grants designed to improve standards-based instruction. Reimagining Professional Learning Grants support the work of schools to improve the quality and efficacy of professional learning for educators. In spring 2016, the DDOE awarded over

$400,000 to 21 elementary, middle, and high schools across the state to support their efforts towards job-embedded, intensive, collaborative, data-driven, outcome-focused professional learning. Awards were based on each school's integration of the DDOE's professional learning standards (Learning Forward). Grants incorporate innovative, rigorous models of professional learning for instructional strategies to strengthen teaching and learning in areas specific to the school's needs assessment, as well as address issues of equity and access. Awarded schools received technical assistance from DDOE in changed leadership, program evaluation, learning designs, as well as through a midyear and end-of-year checkpoint.

Cadre and Coalition Meeting Structures

The DDOE convenes LEA leaders monthly through Coalitions and Cadres for science, mathematics, ELA, and social studies. These meetings provide a structure for professional learning, resource development and dissemination, trainings, cross-LEA collaboration, and strategic planning. In most cases, these meetings are co-led by LEA and SEA leaders.

School Site Visits

For the past three years, DDOE has conducted site visits to Delaware schools to provide feedback on the implementation of the state standards. A team of content experts spends a full day on site—interviewing teachers, students, parents, and administrators; analyzing important documents; and conducting classroom walkthroughs. Following the visit, the school is provided a report, which summarizes the commendations, recommendations, and expectations in four areas of focus: implementation of the standards, supporting each learner, professional learning and support, and leading and problem solving.

eLearning, Anytime Anywhere Learning for Educators

In response to the patterns noticed through DDOE school site visits, professional learning opportunities are put in place to address major areas of need. The team keeps a tracker of the themes that emerge from the visits each year and uses this data to guide the development of eLearning options to make available statewide.

Math Curriculum Academy

Teachers statewide are convened to focus on specific areas of challenge within the mathematics standards and to develop curricular resources. Districts and charter schools can adopt or adapt these resources for use within their local curriculum. The Academy started by addressing middle school, where a significant drop in student proficiency occurs (grade 6), and is now including the high school and elementary levels.

Science Teacher Leader Project

A cohort of 200 teacher leaders from every Delaware school district and a majority of charter schools meets monthly to support the implementation of state science standards. In its third year, these teacher leaders have unpacked the standards, are engaged in professional learning with national experts to know the standards deeply, take the lead in providing turn-key professional learning in their schools, and gather to share evidence of impact and share best practices across schools.

Professional Learning Plan Technical Assistance

The DDOE will provide LEAs technical assistance for developing professional learning plans. Technical assistance will support data analyses, identification of needs, and identifying evidence-based strategies to improve leadership practice, teacher practice, and student learning.

EL Strategic Statewide Plan 2022

First and foremost, Delaware is working to develop a pipeline of diverse, qualified educators to support our children who do not speak English as a first language. DDOE is working with educator preparation programs to ensure all educators graduate with a minimum of 3 credits dedicated to how to teach EL students. In addition, the DDOE will identify potential clinical placements (student teacher placements) in schools with high EL populations.

In addition, DDOE is working to provide high quality statewide professional learning that will support educators and their needs on how to instruct ELs. Professional learning will also be offered to leadership of schools as well. This professional learning will be incorporated into our statewide mentoring for our novice educators and our currently developing statewide mentoring for new administrators.

DDOE will also develop a statewide EL Cadre to support educators across the state and to increase district and charter level capacity to implement and sustain high-quality programs for ELs

Supporting our Gifted and Talented Students

In May 2013 a Legislative Task Force for Gifted & Talented Education produced a report with recommendations. With regard to personnel preparation the charge was to establish by July 2014, regulation requiring the use of the *Teacher of Students Who Are Gifted and Talented certificate* based on the current Delaware Administrative Code, Title 14 Del.C. §1220

The task force's rationale as described in the report:

> *In order to teach in programs that are identified as specific to students who have been identified as gifted and talented through assessments and other criteria, educators must satisfy the requirements for a Teacher of Students Who Are Gifted and Talented certificate.*
>
> *Research suggests that educators need to know the professional standards in their field to maintain high levels of professional competence. Standards are used to legitimize educators' knowledge and skills. According to Darling-Hammond (2000), teachers with full certification status are by far the most important determinant of student achievement (p.30). Educators with advanced certificates have increased knowledge and skills that relate to higher student achievement and have a better longevity rate in their field of practice as compared to other educators (Hakel, Koenig, & Elliott, 2008, p.9). Moreover, successful teachers in gifted education programs use strategies commonly cited in the standards and are more confident in their abilities (Siegle & Powell, 2004; Starko & Schack, 1989; Story, 1985). Those with graduate degrees in gifted education understand ways to meet the instructional needs where as teachers with limited training do not meet*

learner's needs (Johnsen, 2012). Students are therefore, ultimately beneficiaries of their teachers' knowledge and skills of the standards and of ways to implement and facilitate a standard based education process.

The task force presented several certificate options:

a. *College Course Work for Certificate*

Educators holding an existing license/certification and wish to add the Teacher of Students Who Are Gifted and Talented certification may do so by completing academic semester credits from a regionally accredited college or university (from the United States) (12 credits: four courses)

b. Delaware Department of Education: 1572 Teacher of Students Who Are Gifted and Talented

- Foundations of Giftedness, including Cultural and Socioeconomic Equity (3 credits)
- Curriculum Design and Instructional Strategies for Gifted Students (3 credits)
- Psychology of Gifted Students (3 credits)
- Creative and Critical Thinking Skills (3 credits)

c. *Alternative Route for Certificate*

Educators holding an existing license/certification and wish to add the Teacher of Students Who Are Gifted and Talented certification may do so by taking and receiving a passing score on the PRAXIS II examination in Gifted Education. (Recommended cut score 154, similar to the state of Iowa)

Recertification:

a. Professional Development

Minimum of 90 clock hours over five year for recertification: 45 hours dedicated to gifted and talented education and 45 hours of general education professional development

A Statewide Advisory Council on Programs for the Gifted and Talented (SACPGT) meets quarterly on matters related to Gifted and Talented education, including the areas related to personnel certification, curriculum, professional development, and student identification and programming. The Council is an advisory body consisting of representatives from Delaware School Districts, Charter Schools, and Institutions of Higher Education. The purpose of the council is to provide leadership, advocacy, and guidance for informed decision making involving programs for the gifted and talented.

Micro-Credentialing

Micro-credentials are an emerging learning design that shows promise for offering educators an on-ramp for identifying and meeting classroom-specific professional learning needs. A few key features define educator micro-credentials. First, they are competency-based, meaning that the educator will need to demonstrate the skill and translate it to learning outcomes for students. Second, they are personalized, and can be accessed in an on-demand schedule. As a personalized learning design, micro-credentials allow educators to focus on a discrete skill related to their professional practice, student needs, or school goals. The DDOE, in consultation with the Professional Standards Board's professional development and associate compensation committee, is currently developing a process to use micro-credentials as another option available to educators to earn clock hours for re-licensure. Organizations such as Educators Rising and the National Education Association currently offer micro-credentials, which target effective pedagogical practices in areas such as cultural competencies on anti-bias instruction and equitable classroom culture. The DDOE will work with DASA, DSEA, and the districts to explore ways to offer professional learning and micro-credentials in a way that will support excellent educators across the state.

School Leader Supports & Development

The DDOE in conjunction with the Governor's office is developing a statewide strategy to support our school leaders in all areas of leadership with a special focus on instructional leadership. Part of this strategy is being developed with engagement from DASA to build a supportive program to support our new administrators with state trained mentors.

The DDOE will provide a series of trainings to support the development of current school leaders. These trainings will apply to key areas of focus which have been identified as areas of growth. The development areas include, but are not limited to -1) Instructional practices to support English Language Learners, 2) Instructional practices to support Student with Disabilities, 3) Developing systems and best practices to accelerate the growth of struggling readers, 4) Instructional practices to support gifted and talented learners and 5) People, Systems and Operations knowledge and skills.

The DDOE will also work with school leader preparation programs so that preparation programs in the state are incorporating these competencies and associated development progressions into their programs. The state will also explore adding these competencies into the program renewal processes as it relates to educator preparation.

5.3 Educator Equity.

A. Definitions. Provide the SEA's different definitions, using distinct criteria, for the following key terms:

Key Term	Statewide Definition (or Statewide Guidelines)
Ineffective teacher*	**Educator Evaluation Summative Ratings:** An ineffective educator has earned an overall unsatisfactory summative rating (either "Ineffective" or "Needs improvement") on his/her most recent overall summative evaluation. The overall summative rating reflects educator performance in five equally weighted components using Delaware's Performance Appraisal System II (DPAS-II) or an equivalent, alternative evaluation system and is aligned with the requirements contained within Delaware statute.
Out-of-field teacher*+	Teachers who do not hold full certification required for a particular class in which they are the teacher of record and have not demonstrated subject-matter competence for the content of the class as outlined in Delaware statute (reference http://delcode.delaware.gov/title14/c012/sc02/index.shtml).
Inexperienced teacher*+	***Rates of First-Year Teachers:*** Most teachers improve considerably during their first year of practice. The prevalence of first-year teachers is one indicator of equity. For the purpose of this metric, "Inexperienced Teachers" have less than a year of experience. ***Rates of Novice Teachers:*** In Delaware, an "Experienced Educator" is defined as an educator who holds a Continuing or Advanced License. In order to earn a continuing license, an educator must have completed four or more years of successful teaching experience. For the purpose of this metric, "Inexperienced Teachers" have less than four years of experience.
Low-income student	Students are categorized as "low-income" if they receive either Temporary Assistance for Needy Families (TANF) or Supplemental Nutritional Assistance Program (SNAP)—jointly referred to as "Direct Certification".
Minority student	Students of color who identify as any race/ethnicity other than white.

*Definitions of these terms must provide useful information about educator equity.
+Definitions of these terms must be consistent with the definitions that a State uses under 34 C.F.R. § 200.37.

Other Key Terms *(optional)*	Statewide Definition
High-need school	A school is classified "high-need" if it is in the top quartile among either elementary or secondary schools in three or more of the following: ▪ Percent low-income students,

Other Key Terms *(optional)*	Statewide Definition
	▪ Percent ELL students, ▪ Percent SWD, ▪ Percent underrepresented minority students, or if the school has more than 90% of their students classified as low-income, ELL, or underrepresented minority.

B. Rates and Differences in Rates. In Appendix B, calculate and provide the statewide rates at which low-income and minority students enrolled in schools receiving funds under Title I, Part A are taught by ineffective, out-of-field, and inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under Title I, Part A using the definitions provided in section 5.3.A. The SEA must calculate the statewide rates using student-level data.

C. Public Reporting. Provide the Web address or URL of, or a direct link to, where the SEA will publish and annually update, consistent with 34 C.F.R. § 299.18(c)(4):

i. The rates and differences in rates calculated in 5.3.B;
ii. The percentage of teachers categorized in each LEA at each effectiveness level established as part of the definition of "ineffective teacher," consistent with applicable State privacy policies;
iii. The percentage of teachers categorized as out-of-field teachers consistent with 34 C.F.R. § 200.37; and
iv. The percentage of teachers categorized as inexperienced teachers consistent with 34 C.F.R. § 200.37.

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A.5. Disproportionate Rates of Access to Educators (*ESEA section 1111(g)(1)(B)):* Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA will use to evaluate and publicly report the progress of the SEA with respect to such description.

The rates and differences in rates calculated in 5.3.B.	http://www.doe.k12.de.us/Page/2520
The percentage of teachers categorized in each LEA at each effectiveness level established as part of the definition of "ineffective teacher," consistent with applicable state privacy policies.	http://www.doe.k12.de.us/domain/186 and http://www.doe.k12.de.us/Page/2520http://www.doe.k12.de.us/Page/2520
The percentage of teachers categorized as out-of-field	http://www.doe.k12.de.us/Page/2520

teachers consistent with 34 C.F.R § 200.37	
The percentage of teachers categorized as inexperienced teachers consistent with 34 C.F.R § 200.37	http://www.doe.k12.de.us/Page/2520

DDOE is committed to improving educational outcomes for all students. "Equitable access to excellent educators" is one of the DDOE's strategic priorities. The DDOE's educator equity plan outlines specific DDOE activities, and provides recommended actions and supports for LEAs to ensure that inexperienced, ineffective, or out-of-field teachers are not disproportionately assigned to students from low-income families or students of color, or that these students are not exposed to significantly higher rates of teacher turnover. The plan not only includes general statewide reporting on the equitable distribution of effective educators, but it also denotes creating measures that DDOE will use to evaluate and publicly report state and/or LEA progress. Given the importance of strong school leadership, the plan also addresses students from low-income families and students of color's access to high-performing school principals.

The DDOE has identified the following data sets for educator equity data reporting and analysis:

- Climate survey with an emphasis on teaching and learning working conditions;
- Ongoing educator evaluation data for all educators;
- Fiscal auditing and management;
- New licensure and educator preparation standards implementation; and
- Ongoing protocols of stakeholder groups.

The DDOE will provide annual public reporting of these data sets. This will include progress reports on the DDOE website with notification to LEAs and stakeholders. The DDOE will engage stakeholders and formally update this plan at least every three years based on new data, new analyses of root causes, and new strategies. This information will also be published on LEA and school profiles (Annual Local Education Agency Report Cards) as required in ESSA.

Beginning in fall 2017, the DDOE will publicly release annual EED reports that track state-, LEA-, and school-level progress toward reducing educator equity gaps. EED reports will include educator effectiveness metrics as outlined in the DDOE Educator Equity Plan. The DDOE released a version of this data to LEAs in fall 2016. These data will be used by LEAs to create their respective LEA equity plans. Over the course of the 2016-2017 school year, stakeholders from across the state will meet to provide feedback on the data reporting structure and components in preparation for a full public release in fall 2017. DDOE would like to highlight that making public reporting decisions with stakeholders will be key to closing educator equity gaps. An example of data that may be misinterpreted is data around inexperienced educators. It is important to consider all data holistically when considering individual metrics. In other words, just because an educator may be newer to the profession does not necessarily mean they are ineffective. The inexperienced data looked at in the aggregate may show patterns that we hope to avoid in the future as we look to retain effective educators at our highest need schools.

The EED may track key leading and lagging indicators of educator effectiveness—pre-service preparation, recruitment, induction and mentoring, educator evaluation outcomes, professional learning opportunities, compensation and career pathways, retention, etc. The compilation of metrics could result in a score/tier for the state and for each LEA and school. Scores could also be used to determine progress toward closing equity gaps and to identify differentiated supports for LEAs and schools. LEAs and schools will also use these data during their comprehensive needs analysis and planning processes.

The DDOE is vetting, refining, and further defining metrics listed below in consultation with stakeholders. During the ongoing consultation process, component weights will be determined and continued alignment with Delaware State Code will be considered.

Metrics (based upon priority equity gaps and stakeholder input) may include:

Student Access to Experienced Educators

- Percentage of students scoring in the bottom quartile of state assessment performance who are taught by novice (inexperienced) educators as compared with students in other quartiles;
- Percentage of novice teachers in high-need schools compared with non-high-need schools;
- Percentage of first-year teachers in high-need schools compared with non-high-need schools.

Student Access to Excellent Educators

- Percentage of educators in tested subjects earning an "Exceeds" rating on the DPASII student growth measure in high-need versus non-high-need schools;
- Average educator evaluation criterion-level ratings for educators in high-need versus non-high-need schools;
- Percentage of educators earning highly effective summative ratings in high-need versus non-high-need schools.

Student Exposure to Exiting Educators

- Total rate of educator turnover, pooled over five years, in high-need versus non-high-need schools;
- Rate of highly effective educator turnover in high-need versus non-high-need schools;
- Total rate of school leader turnover in high-need versus non-high-need schools.

Student and Educator Access to "Positive" Environment

- Percentage of educators reporting their school is a "good place to work and learn" in high-need versus non-high-need schools;
- Gap between average compensation in high-need versus non-high-need schools;
- Other school climate or educator working conditions metric (to be determined).

The following metrics may also be included as part of the EED:

- Percentage of all educators who are new to a district and who are hired by June 15 (recruitment);
- Increase in number of applications for positions in high-need schools (recruitment);
- Percentage of first-year mathematics and ELA teachers rated "Exceeds" on Student Growth Component (recruitment/induction);

- Increase in the percentage of educators agreeing with the following statement: "Provided supports (i.e., instructional coaching, professional learning communities) translate to improvements in instructional practices by teachers" (professional learning);
- Percentage of an LEA's schools in the top quartile for teacher ratings and the lowest quartile for student achievement (evaluation);
- Percentage of an LEA's schools with less than 50% of students proficient and more than 90% of educators rated satisfactory on all observational components (evaluation);
- Percentage of an LEA's experienced educators with a Student Growth Component score lower than the LEA's average novice teacher score (evaluation).

D. Likely Causes of Most Significant Differences. If there is one or more difference in rates in 5.3.B, describe the likely causes (e.g., teacher shortages, working conditions, school leadership, compensation, or other causes), which may vary across districts or schools, of the most significant statewide differences in rates in 5.3.B. The description must include whether those differences in rates reflect gaps between districts, within districts, and within schools.

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D.5. Data and Consultation *(ESEA section 2101(d)(2)(K))*: Describe how the State will use data and ongoing consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A.

Delaware will use cycles of data analysis and technical assistance to aid LEAs in using Title II, Part A funds toward ensuring equitable access to excellent educators.

The state will first provide LEAs with annual school-level data relating to gaps in educator effectiveness, educator retention, educator experience, and out-of-field educators. With technical assistance and support from the state, LEAs will have the opportunity to identify potential root causes for key gap area(s). This identification process may include additional data analysis done at the LEA or state level, as well as interviews, focus groups, and surveys conducted at the LEA or school level. LEAs must solicit stakeholder feedback in the identification of root causes. Following the identification of the root causes, LEAs can select activities supported by Title II, Part A funds to target those root causes. LEAs must also solicit stakeholder feedback when selecting activities. Annual monitoring and technical assistance will require LEAs to revisit equity data, track progress toward equity gap closure in identified area(s), and modify activities supported by Title II, Part A accordingly. Stakeholder is defined as educators, leaders, district office, school boards, parents, and community members. This is not meant to be an all-inclusive list and could include other groups.

The teaching environment includes many complex variables (i.e., demands on scheduling and teacher time, autonomy, professional development opportunities) that together can influence student-learning gains, student perceptions of support and rigor, and teacher effectiveness. A Delaware State Education Association (DSEA) 2009 whitepaper cited the importance of teaching conditions and urged "DOE to partner with Dr. Eric Hirsch and the New Teacher Center to conduct an ongoing teaching and learning conditions survey statewide" as part of its planning. In response, DDOE worked with a coalition of partners (including DSEA, the Delaware Association of School Administrators , the State Board of Education, the Governor's office, etc.) to launch the TELL Delaware survey (www.telldelaware.org) in January 2013. TELL Delaware is an

anonymous, statewide survey of licensed, school-based educators designed to assess teaching conditions at the school, district, and state levels.

School-based licensed educators completed the survey during a five-week period through an anonymous online access code. This was Delaware's first statewide survey about teaching conditions and the first statewide survey where results were reported publicly at school, district, and state levels online.

Fifty-nine percent of Delaware educators responded to the survey, representing 6,153 out of a reported 10,392 school-based licensed educators in Delaware. Nearly 80% of schools (175 out of 225, 78%) met the 50% and minimum of five respondents response rate threshold required to receive an individual school-level data report. Results were published and made available online through the TELL Delaware website.

After the results of the TELL Delaware survey were published, the DDOE conducted a workshop for district leaders on "taking action with TELL DE data" for district leaders. The workshop demonstrated how resources provided by the New Teacher Center could be used to reflect upon the data at the school- and district-level and make any needed changes.

TELL Delaware will be given again in May 2017 and will be given biannually thereafter.

Development of the equity plan included stakeholder engagement with:

- District administrators
- Delaware Principals Advisory Group
- Delaware Talent Cooperative
- Nonprofit partners
- Charter school leaders
- Data Analyst Working Group
- DSEA
- DASA
- DDOE's Directors Council
- Licensure and Certification Committee
- Delaware Workforce Development Board
- Wilmington Education Think Tank
- P-20 Council
- Teaching and Learning Cadre
- Delaware's Congressional Delegation
- LEA Human Resource Directors
- Parent Advocacy Council for Education (PACE)
- Professional Standards Board (PSB)
- Delaware State Board of Education (SBE)

The Excellent Educator Steering Committee is made up of a diverse group of stakeholders (including representatives from all the groups listed above) that will meet monthly. They have met several times over the last 18 months to give feedback for the ESSA plan and for how data will be publically reported on educator equity. In addition to the equity work, the committee will provide ongoing feedback for the DOOE specific to statewide Title IIA activities to include

licensure/certification requirements, providing professional learning, retaining/recruiting excellent educators, mentoring/induction of new educators, and educator evaluation. This committee will examine data and review presentations from DDOE and LEAs in order to provide feedback on how to increase the effectiveness of all programs and initiatives.

E. Identification of Strategies. If there is one or more difference in rates in 5.3.B, provide the SEA's strategies, including timelines and Federal or non-Federal funding sources, that are:

i. Designed to address the likely causes of the most significant differences identified in 5.3.D and

ii. Prioritized to address the most significant differences in the rates provided in 5.3.B, including by prioritizing strategies to support any schools identified for comprehensive or targeted support and improvement under 34 C.F.R. § 200.19 that are contributing to those differences in rates.

Stakeholders, including human resource directors, Teaching and Learning Cadre members, the Excellent Educator Steering Committee, and the Delaware SBE, also identified strategies for addressing significant differences in the rates for which student subgroups are taught by ineffective, out-of-field, and inexperienced teachers. The DDOE is in continued consultation with these stakeholders to identify root causes, formulate effective strategies, and develop a prudent timeline for implementation. The table below outlines previously identified plausible causes and possible strategies to address them. The Educator Equity Plan Steering Committee will continue to provide feedback on these strategies. In addition, DDOE will work in consultation with LEAs to assist with their identification of possible strategies and implementation.

Likely Causes of Most Significant Differences in Rates	Strategies (Including Timeline and Funding Sources)
School leadership, including leadership skills, principal turnover, resource allocation, and school leader autonomy.	Provide training and support in educator evaluation, including supporting administrators in using multiple tools to differentiate supports to each teacher's needs.
Educator preparation, including not preparing educators for success in high-needs schools, too little hands-on experience, and a lack of collaboration between LEAs and IHEs.	Publish scorecards for educator preparation programs, work with IHEs to meet LEA needs, and pursue alternative educator programs that are high quality and targeting high-needs schools.
Recruitment, selection, and staff management practices, including strategic placement, late hiring, contractual hindrances, and difficulty removing ineffective educators.	Continue to provide JoinDelawareSchools.com; improve educator data and analytics, including support for using numerous platforms currently provided, and developing an EED; support school leaders to effectively use educator evaluation systems to target supports to teachers.
Induction and mentoring of new educators, including strategic execution of existing mentoring programs.	Continue to support LEA's improvement of Delaware's Comprehensive Induction program, including performance requirements.

Likely Causes of Most Significant Differences in Rates	Strategies (Including Timeline and Funding Sources)
Low compensation and lack of career pathways.	Work with LEAs to develop teacher leadership pathways, including a statewide pilot.
The immediate need for additional stakeholder input in prioritizing and executing the above strategies.	The Educator Equity Working Group was created to serve as the primary advisors on overall progress and ongoing challenges. This group engages stakeholders to ensure that diverse perspectives are considered.

The Educator Equity Working Group was created to serve as the primary advisors on overall progress and ongoing challenges. This group engages stakeholders to ensure that diverse perspectives are considered.

Many of the specifics of larger supports are provided in previous portions of this section. This chart is only intended to provide a high-level overview. It is in no way comprehensive.

F. Timelines and Interim Targets. If there is one or more difference in rates in 5.3.B, describe the SEA's timelines and interim targets for eliminating all differences in rates.

DDOE is committed to addressing systemic educator equity gaps. Timelines and interim targets were established based on historical data and stakeholder feedback. The long-term goal is to eliminate disproportionate rates of inexperienced, ineffective, and out-of-field educators in Delaware schools by 2030. Interim targets are set at 2025 and align with the 2015 Plan to Ensure Equitable Access to Excellent Educators for All Students. The tables below show baseline equity gaps and disproportionality rates as described in Section 5.3.B, interim targets, and long-term goals.

Targets and Goals to Alleviate Gaps Between Low-Income Students at Title I Schools and Non-Low-Income Students at Non-Title I Schools				
	Share of Courses with Inexperienced Educators		**Share of Courses with Ineffective Educators**	**Share of Courses with Out-of-Field Educators**
	First Year Teachers Gap	***Novice Teachers (0-4 Years) Gap***	***Unsatisfactory (Summative) Gap***	***Out-of-Field Gap***
2017 Baseline	2.40 percentage points	3.70 percentage points	1.90 percentage points	0.10 percentage points
2025 Interim Target	0.96 percentage points	1.48 percentage points	0.76 percentage points	0.04 percentage points
2030 Goal	0.00 percentage points	0.00 percentage points	0.00 percentage points	0.00 percentage points

Targets and Goals to Alleviate Gaps Between Low-Income Students at High-Need Schools and Non-Low-Income Students at Non-High-Need Schools				
	Share of Courses with Inexperienced Educators		**Share of Courses with Ineffective Educators**	**Share of Courses with Out-of-Field Educators**
	First Year Teachers Gap	***Novice Teachers (0-4 Years) Gap***	***Unsatisfactory (Summative) Gap***	***Out-of-Field Gap***
2017 Baseline	3.30 percentage points	7.10 percentage points	5.00 percentage points	3.30 percentage points
2025 Interim Target	1.32 percentage points	2.84 percentage points	2.00 percentage points	1.32 percentage points
2030 Goal	0.00 percentage points	0.00 percentage points	0.00 percentage points	0.00 percentage points

Targets and Goals to Alleviate Gaps Between Students of Color at Title I Schools and White Students at Non-Title I Schools				
	Share of Courses with Inexperienced Educators		**Share of Courses with Ineffective Educators**	**Share of Courses with Out-of-Field Educators**
	First Year Teachers Gap	***Novice Teachers (0-4 Years) Gap***	***Unsatisfactory (Summative) Gap***	***Out-of-Field Gap***
2017 Baseline	2.50 percentage points	4.10 percentage points	2.50 percentage points	1.20 percentage points
2025 Interim Target	1.00 percentage points	1.64 percentage points	1.00 percentage points	0.48 percentage points
2030 Goal	0.00 percentage points	0.00 percentage points	0.00 percentage points	0.00 percentage points

Targets and Goals to Alleviate Gaps Between Students of Color at High-Need Schools and White Students at Non-High-Need Schools				
	Share of Courses with Inexperienced Educators		**Share of Courses with Ineffective Educators**	**Share of Courses with Out-of-Field Educators**
	First Year Teachers Gap	***Novice Teachers (0-4 Years) Gap***	***Unsatisfactory (Summative) Gap***	***Out-of-Field Gap***
2017 Baseline	4.00 percentage points	9.10 percentage points	7.70 percentage points	6.50 percentage points
2025 Interim Target	1.60 percentage points	3.64 percentage points	3.08 percentage points	2.60 percentage points
2030 Goal	0.00 percentage points	0.00 percentage points	0.00 percentage points	0.00 percentage points

Section 6: Supporting All Students

6.1 Well-Rounded and Supportive Education for Students.

Instructions: When addressing the State's strategies below, each SEA must describe how it will use Title IV, Part A funds and funds from other included programs, consistent with allowable uses of fund provided under those programs, to support State-level strategies and LEA use of funds. The strategies and uses of funds must be designed to ensure that all children have a significant opportunity to meet challenging State academic standards and career and technical standards, as applicable, and attain, at a minimum, a regular high school diploma.

The descriptions that an SEA provides must include how, when developing its State strategies, the SEA considered the academic and non-academic needs of the following specific subgroups of students:

- *Low-income students;*
- *Lowest-achieving students;*
- *English learners;*
- *Children with disabilities;*
- *Children and youth in foster care;*
- *Migratory children, including preschool migratory children and migratory children who have dropped out of school;*
- *Homeless children and youths;*
- *Neglected, delinquent, and at-risk students identified under Title I, Part D of the ESEA, including students in juvenile justice facilities;*
- *Immigrant children and youth;*
- *Students in LEAs eligible for grants under the Rural and Low-Income School program under section 5221 of the ESEA; and*
- *American Indian and Alaska Native students.*

A. The State's strategies and how it will support LEAs to support the continuum of a student's education from preschool through grade 12, including transitions from early childhood education to elementary school, elementary school to middle school, middle school to high school, and high school to post-secondary education and careers, in order to support appropriate promotion practices and decrease the risk of students dropping out; and

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A.7. School Transitions *(ESEA section 1111(g)(1)(D))*: Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

The DDOE's vision is, "Every learner ready for success in college, career, and life." This requires a strong focus on rigorous standards and assessments, while also providing a comprehensive support system for students along the continuum of prekindergarten to career.

Data show that student proficiency levels start to decrease at key transition points. Specifically:

- Statewide performance on Smarter mathematics shows that proficiency rates peak at 55% in grade 3 mathematics with a steady decline particularly in grades 6-8 and 11.

- A similar trend occurs in ELA proficiency with students achieving 60% proficiency in grade 5, while middle school and high school hover around the 50% mark. (Refer to http://www.doe.k12.de.us/Page/3014.)
- In 2013, the DDOE released a statewide College-Going Diagnostic detailing the transition rates of students from ninth grade to high school graduation to first and second year of college. The report revealed that only 30% of the state's ninth-grade cohort made it to the second year of college.
- In 2014, the DDOE entered into a statewide data sharing agreement with Delaware's public and private IHEs. Data showed the remediation rate for Delaware students enrolling in college was 44%.
- Historically students of color, SWD, and EL students fall into these patterns at a higher rate than their peers do.

The DDOE will carry out a variety of strategies using multiple funding sources in order to support student transitions and reduce the risk of students dropping out. The DDOE also will develop technical assistance and/or training for LEAs and schools describing which federal funds may be used and how federal funds may be integrated to support student transitions. Additional supports to individual LEAs and schools will be differentiated based on specific needs identified during their comprehensive needs analyses.

DDOE will use funds from a variety of sources to strengthen LEA support of students' transition between early childhood education to elementary school. Sources of funds include, but are not limited to, IDEA; Title IV, Part A; Title I, Part A; and state appropriation funds. Additionally, funding to support student transitions across K-12 and secondary to postsecondary include, but are not limited to, College Access Fund; IDEA; Title IV, Part A; Title I, Part A; Perkins; and private philanthropy funds.

DDOE strategies outlined below are differentiated for each student transition period.

DDOE Strategies to Strengthen LEA Support of Student Transitions from Early Childhood Education to Elementary School

DDOE defines early learning as the learning that occurs starting at birth to third grade. Kindergarten entry in Delaware begins at age five. Delaware's existing early learning system supports children from infancy through the age of five in:

- *Private early learning programs:* privately owned or nonprofit community early learning programs operating under a governance structure outside state or federal government. Funding for these programs may include parent fees, Purchase of Care, Early Childhood Assistance Program (ECAP), Head Start, Early Head Start–Child Care Partnership, and Part B 619.
- *Public early learning programs:* programs operating under the governance of an LEA, which may include funding such as parent fees, Purchase of Care, ECAP, Early Head Start–Child Care Partnership, Part B 619, and Title I funds.
  The Delaware Early Childhood Council promotes development of a comprehensive and coordinated early childhood system, birth to eight years old, which provides the highest-quality services and environments for Delaware's children and their families. The DDOE's Office of Early Learning works on priorities set forth within the Delaware Early Childhood

Council's Strategic Plan, which has four goals, with correlating objectives and strategies, to accomplish this mission and can be found at: http://www.greatstartsdelaware.com/resources/EarlyChildhoodStratPlan.pdf.

Accordingly, DDOE's work supports student transitions from early learning environments to elementary school. While all goals are necessary for a comprehensive early childhood system, the outcomes of Goal 2 and Goal 3 affect the transition from prekindergarten to kindergarten.

Delaware Early Childhood Council's Strategic Plan

Goal 1: A Healthy Start for All Children	**Delaware children will become the healthiest in the nation—physically, emotionally, and behaviorally:** ▪ All children will have high-quality developmental screening and services. ▪ All children will have support for healthy social-emotional development, including access to mental health services. ▪ All children will have family-centered health and preventive care, including oral health, healthy eating and lifestyles, and immunizations. ▪ All families will have access to home visitation services and improved family health practices.
Goal 2: High-Quality Early Childhood Programs and Professionals	**All Delaware children will have access to high-quality early childhood programs and professionals:** ▪ All Delaware early childhood providers will be top-tier Delaware Stars for Early Success (Stars) programs. ▪ All Delaware early childhood providers will facilitate family engagement and support inclusionary practices. ▪ Delaware will have among the nation's most highly skilled and best-supported early childhood workforces. ▪ Delaware's early childhood workforce will be engaged in professional learning that supports continual improvement.
Goal 3: Aligned and Effective Early Learning System, Birth-3rd Grade	**Delaware will create an early learning system that enables all children to arrive at school ready and eager to succeed and that prepares K-12 schools to further enrich children's early learning, guided by the "Readiness Equation:" Successful Children = Ready Families + Ready Early Education + Ready Communities + Ready Schools.** ▪ Family, community, and school engagement in early learning will be supported statewide by Delaware Readiness Teams and by enhanced resources to support school readiness. ▪ Early learning educators and families will have access to data to support their teaching and parenting. ▪ Delaware will have unified learning standards and assessments and will engage early childhood and elementary school teachers in shared programs of teacher preparation and professional learning.
Goal 4: Sustained System Improvement	**Delaware will develop and sustain policies, programs, and partnerships that generate continual improvement in addressing all children's developmental needs.** ▪ Delaware will be among the nation's leaders in implementing best practices in early childhood governance, service integration, and effective and efficient public financing. ▪ The state will implement continual improvement programs for all early childhood services. ▪ The state will regularly review the impacts of agency programs on the overall performance of the early childhood system. ▪ Delaware will lead the nation in the scope and magnitude of community partnership and public commitment to early childhood success.

The DDOE received feedback from community conversations and individual stakeholders that reinforced our top early learning priorities. Stakeholders acknowledged that many factors contribute to a child's healthy development early in life—children's holistic social, emotional, and physical well-being are critical to their success in school and in life. For this reason, DDOE commits to strategies that signal a shift from separate early learning systems and K-12 systems to a statewide PK-12 system.

Feedback from community conversations supports the state's continued investment in existing early learning programmatic approaches, such as Head Start, ECAP, community early learning programs, and IDEA and Part B 619 funded programs, through opportunities afforded by ESSA funds. "Participants emphasize the need for more funding to expand access to early education programs" in order "to enroll all children in high-quality preschool." Several stakeholders

expressed support for continued use of Delaware Stars for Early Success (Stars), DDOE's quality rating and improvement system. Feedback from community conversations and early learning stakeholder groups also reinforces DDOE's priority to link early learning and elementary programs in order to provide consistency, continuity, and high-quality services for students from birth through third grade.

Incorporating stakeholder feedback into our plan, DDOE has identified the following strategies to support the development or expansion of Stars early learning programs and thus the number of at-risk children enrolled in these programs. These strategies, which require LEAs to use Title I, Title II, Title III, and/or Title IV funds, also specifically support families in making the transition from their choice of early learning program to their child's elementary school.

As a result of stakeholder feedback, the DDOE has identified the following strategies to support student transitions between early learning and elementary school:

- Create a resource toolkit to support LEAs with an identified need to create a partnership with existing community early learning programs or to create or expand LEA high-quality early learning programs. The resource toolkit will include:
  - Community assets and needs assessment tools to determine the local area's need for early learning programs.
  - Tools to determine the potential impact of LEA program expansion or creation on the existing early learning landscape.
  - Policy and procedure guidance for programs.
- Offer technical assistance to LEAs and existing community early learning programs as they choose to develop or expand programs, and/or collaborate with existing community early learning programs. Particular topics suggested through feedback include:
  - Allowable uses of Title I, Title II, Title III, and Title IV funds for serving prekindergarten children in socio-economically diverse classrooms.
  - Allowable uses of Title I, Title II, and Title III funds for development of prekindergarten children's literacy skills.
  - Strategies for supporting children and families' successful transitions into kindergarten, such as online resources on how to register for kindergarten.
  - Strategies for implementing Head Start Early Learning Outcomes Framework requirements.
  - Strategies for engaging families and providing access to supports—social, health, nutrition, and mental health services.
  - Ways in which LEAs that use Title I funds can meet the ESSA requirements for collaboration and coordination with local Head Start programs.
  - Ways in which LEAs can partner with existing community early learning programs to implement the Head Start Early Learning Outcomes Framework.
  - Ways in which LEAs and community early learning programs can access and implement assessment tools that appropriate for early learning environments.
  - Ways in which LEAs and community early learning programs successfully share high-quality professional learning opportunities.
  - Coordination of comprehensive services for at-risk children between LEAs, community early learning programs, and community-based organizations across all sectors to improve the efficiency of services to children and families.

DDOE's use of funds must support its educators and administrators through alignment of early learning and K-12 professional learning and educator preparation. DDOE supports all educators of children birth to third grade to increase their understanding of the developmental needs of children with its plan to:

- Work with LEAs and community early learning programs to develop innovative ways of delivering shared professional learning to all professionals across the PK-12 system.
- Create shared professional learning opportunities for teachers, principals, other school leaders, paraprofessionals, community early learning program directors, administrators, and educators to prepare the LEA to meet the needs of all young children on topics such as:
    - Early learning competencies and age-specific, developmentally appropriate practice:
        - Differentiated instruction supporting all domains of learning, including language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development.
        - Integrated curricular practices that allow for experiential learning as part of a well-rounded education.
    - The impact of adverse childhood experiences, trauma-informed practices, and an understanding of how this affects student behavior and academic outcomes.
    - How to build inclusive classroom environments.
    - How to practice the "readiness equation" component of school readiness, including addressing the transition to elementary school.
    - How to support dual language learners using culturally competent teaching practices.

Community feedback articulated a need for coordination between the early learning system and the K-12 system for a smooth transition of assessment data. DDOE will strengthen curriculum and assessment alignment between early learning programs and elementary schools through specific actions verified by feedback from community conversations:

- Develop a shared definition and vision for appropriate classroom practices birth to third grade to inform all efforts undertaken in aligning K-12 with early learning.
- Update alignment between the Delaware Early Learning Foundations (standards for early learning) and state standards for grades K-12.
- Create and/or extend "approaches to learning" and "social and emotional" standards to third grade.
- Support LEAs in the implementation of existing PK-second grade models of developmentally appropriate schedules, curricula, and formative assessment, including assessment of dual language learners prior to transition to kindergarten.
- Develop a plan for a shared, cross-sector database that captures child-level outcome data between early learning and K-12 systems.
- Examine the feasibility of supporting early learning approaches that focus on multi-language learning.

DDOE Strategies to Strengthen LEA Support of Student Transitions from Elementary School to Middle School

Many LEAs have practices and procedures in place to provide students with safe and supportive transitions between schools/grade spans. However, these practices and procedures are not universal. The DDOE will examine current practices in Delaware LEAs and in national literature in order to support all LEAs to engage in effective transition strategies for students.

Stakeholder feedback from the Student and School Supports Discussion identified several strategies to assist students with this transition. Feedback indicated that at-risk students, specifically low-SES students, students of color, students in foster care, homeless students, SWD, ELs, and other at-risk students, would particularly benefit from these strategies.

As a result of stakeholder feedback, the DDOE will develop technical assistance and/or training/ professional learning for LEAs to employ strategies, such as:

- Summer transition academies;
- Increasing middle school career and technical education (CTE) program of study options;
- Student-to-student mentoring;
- Orientation events for students and their families;
- Sharing student-created videos of what to expect at the new school;
- Advisory programs/periods to teach skills;
- Summer student home visits by school staff;
- School visits to the new school during the last year in the current school;
- Teaching students about new expectations in the next school setting during the final year in the current school;
- Open house events for prospective students;
- Continuing native language immersion opportunities when available and considering late-entry additions of newly arrived ELs in middle school immersion continuation models; and
- Supporting adolescent ELs.

DDOE Strategies to Strengthen LEA Support of Student Transitions from Middle and High School to Postsecondary Education and Careers

In 2013, the DDOE released a statewide College-Going Diagnostic detailing the transition rates of students from ninth grade to high school graduation to first and second year of college. The report revealed that:

- Only 30% of the state's ninth grade cohort made it to the second year of college.
- The state's remediation rate for those enrolling in college was 44%.

The DDOE has developed a comprehensive action plan to combat these statistics and provide all students access to rigorous state academic standards, advanced placement (AP) and dual enrollment courses, and meaningful career experiences through Delaware's Pathways to Promise program. The action plan also includes meaningful assessment benchmarks (statewide testing of all 10th and 11th grade students using the PSAT and SAT assessments) and systematic supports and incentives for LEAs to provide all students a structured transition between high school and postsecondary education.

The DDOE will continue to provide the comprehensive action plan supports listed below. Many of these supports were specifically developed to support successful postsecondary transition for at-risk student populations.

- Strategies to increase participation and success in college-level courses (AP and dual enrollment):
  - Provide funding for exam fees for students who are low income to remove barriers;
  - Provide statewide access to high-quality professional learning for AP instructors;
  - Partner with colleges to provide increased access to dual enrollment courses through reduced tuition and transparent admission standards;
  - Report high school and LEA participation and success rates by subgroup in college-level courses;
  - Use College Board's AP potential tool to increase awareness and access to advanced courses.
- Strategies and systemic structures and supports for high school to postsecondary transition, such as:
  - Facilitate state-level campaigns for college application and Free Application for Federal Student Aid (FAFSA) completion;
  - Promote local development of programming to support targeted groups of students and a schoolwide college- and career-ready culture;
  - Provide communication tools to increase awareness and knowledge of college requirements and options for parents and students.
- Strategies to increase the number of students graduating with meaningful work-based learning experiences (based on the Delaware Pathways Strategic Plan):
  - Build a comprehensive system of career preparation that aligns with the state and regional economies;
  - Scale and sustain meaningful work-based learning experiences for students in grades 7-14;
  - Integrate education and workforce development efforts and data systems;
  - Coordinate financial support for Delaware Pathways Strategic Plan;
  - Engage employers, educators, and service providers to support Delaware Pathways.
- Strategies to eliminate remediation for all Delaware high school graduates:
  - Strengthen rigor of ELA and mathematics courses in K-12 to prepare students for college coursework through increased state standards alignment and professional learning for educators;
  - Develop high school intervention models to support students indicating need for remediation;
  - Develop common benchmarks for placement into entry-level college courses statewide;
  - Implement P-20 Council recommendations for the elimination of remediation;
  - Report high school and LEA college remediation rates by subgroup.
- Strategies to improve access and participation in rigorous academic standards through:
  - Supporting local innovation and deep professional learning for educators;
  - Monitoring alignment to Delaware state standards through use of 14 DE Admin. Code 502;

    - Implementing collaborative feedback loops between the SEA and LEAs to strengthen implementation of Delaware state standards;
    - Providing targeted professional learning to coaches and LEA leaders to support implementation of Delaware state standards.
- Strategies to increase high school graduation rates of ELs and former ELs (to be included in the English Learner Strategic Plan):
    - Increase the career preparation of ELs and former ELs by developing career pathways in secondary schools that incorporate EL supports as needed.
    - Develop a system of supports for newcomer ELs, entering Delaware for the first time as a high school student.
    - Develop practices for ELs to fulfill the world language graduation requirement by demonstrating proficiency in their native language.
    - Develop a toolkit of dropout prevention resources specific to ELs for school counselors.
    - Develop partnerships between international students attending local IHEs and secondary ELs to promote high school graduation and college attendance.
    - Connect ELs and former ELs with postsecondary work and college opportunities, e.g., high school co-op experiences, Delaware SEED scholarship, DREAMers—individuals who meet the general requirements of the Development, Relief, and Education for Alien Minors (DREAM) Act.
    - Award a Certificate of Multiliteracy to ELs who have demonstrated a high level of proficiency in their native language in addition to English.
    - Leverage the state's new Teacher Academy CTE pathway to develop a linguistically diverse teacher pipeline among current and former ELs.
- Strategies to reduce the risk of SWD dropping out of high school through the Delaware Transition Services project:
    - Improving the preparation of middle school students for high school and exploration of postsecondary education/training and career options by developing a statewide, four-course sequence that will provide appropriate college/career transitions starting in middle school and offered to all Delaware youth with disabilities.
    - Providing professional learning opportunities for all educators and partners serving SWD:
        - Partnering with the DSEA to provide four courses on meeting the needs of diverse learners including SWD; and
        - Collaborating with the Delaware Department of Labor; Division of Vocational Rehabilitation (DVR); and Department of Health and Social Services, Division of Developmental Disabilities Services (DDDS) to provide biannually a three-day intensive training on "Developing Customized Work-Based Learning and Jobs to Students and Adults with Disabilities."
    - Ensuring interagency collaboration—partner with DVR and DDDS to carry out:
        - Early Start to Supported Employment (ESSE) – ESSE is intended to create a seamless transition for students with moderate and significant disabilities leaving school and entering the adult workforce. The primary goal of the ESSE is paid work with post-school supports in place before the student leaves school. At least three agencies along with the student and family must work closely together for this seamless transition to supported employment to be effective.

- Pathways to Employment – a program through a 1915(i) home and community-based services (HCBS) State Plan Amendment (SPA). The interagency program expands choices and opportunities for persons with disabilities seeking to enter the job market. The program offers individually tailored employment support services to persons with visual impairments, physical disabilities, intellectual disabilities, and autism spectrum disorder—including Asperger syndrome. Pathways supports middle and high school students and persons under age 25 meeting the eligibility criteria.
- Project SEARCH – Uses a combination of classroom instruction coupled with workplace internships to prepare individuals with developmental and intellectual disabilities for competitive employment.
- A state interagency team that consistently participates in annual National Technical Assistance Center on Transition (NTACT) activities. Delaware is currently in a long-term technical assistance agreement with NTACT through 2019.
- The DDOE co-facilitates the Delaware State Transition Council with DVR and DDDS. During State Transition Council meetings, stakeholders are provided an opportunity to give input to current and future Delaware transition initiatives.

B. The State's strategies and how it will support LEAs to provide equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority students, English learners, children with disabilities, or low-income students are underrepresented. Such subjects could include English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, or physical education.

14 DE Admin. Code 503 outlines required courses and course opportunities for all students, and 14 DE Admin. Code 505 outlines graduation requirements for all high school students. However, these regulations do not guarantee that all students will have equitable access to the broad range of courses offered within a school.

The DDOE will use a variety of funding sources to develop technical assistance, resources, and training/professional learning modules that promote equitable access to a well-rounded curriculum for all students.

Many LEAs have practices and procedures in place to provide equitable access to a well-rounded education and rigorous coursework in subjects in which female students, students of color, ELs, SWD, or low-SES students are underrepresented. However, these practices and procedures are not universal. The DDOE will examine current practices in Delaware LEAs and in national literature in order to encourage all LEAs to engage in effective access strategies for students.

The DDOE will also work collaboratively with LEAs and other agencies to develop technical assistance and training/professional learning supports identified by stakeholders. Stakeholder feedback from the Student and School Supports Discussion Group identified several strategies to assist students' access to a well-rounded curriculum. Feedback indicated that at-risk students, specifically low-income students, students of color, SWD, students in foster care, homeless students, and ELs, would particularly benefit from the strategies listed below:

- Developing partnerships between the DDOE, LEAs, and mental and physical health programs that promote equitable access to quality programs and supports aligned to student needs, including but not limited to:

    - Access to counseling and social workers for children and families;
    - Rigorous training and credentialing in teacher preparation programs to help new teachers work with students across all needs—low-income students, SWD, EL students, students in foster care, homeless students, students who have experienced trauma, etc.;
    - Access to healthy meals beyond the school day.
- Training and other supports to help educators better understand students from different backgrounds, individual student needs, and cultural ways of learning.
    - Provide recommendations to schools on the use of bilingual staff members and parent liaisons instead of internet translation sites for correspondence with parents.
    - Establish bilingual parent liaisons in schools with high EL student populations to facilitate communication.
    - Clarify to LEAs/schools the requirements and non-requirements for EL, immigrant, and refugee student enrollment to facilitate entrance into schools.
- Developing parent resources to support student transitions.
- Technical assistance to LEAs for providing robust, whole school, extended day programs/clubs.

Additional technical assistance and training/professional learning topics may also include:

- Analyzing data to determine equitable access issues;
- Creating master schedules that do not create access barriers for subgroups of students;
- Course selection counseling to encourage underrepresented students to enroll in courses that align with STEM and more liberal arts realms;
- Strategic school counseling to provide equitable student access to the full curriculum.

The DDOE will continue to refine its technical assistance to LEAs and professional learning in meeting the unique need of ELs:

- Leverage multiple learning designs to provide ongoing professional learning on meeting the needs of ELs, including dual language learners, SWD, and those identified as gifted and talented.
- Provide content professional learning that integrates evidence-based practices to support ELs.
- Provide specialized professional learning opportunities for EL teachers on the integration of English Language Development Standards and the college- and career-ready standards.
- Provide school counselors with focused training on interpreting international transcripts and protocols for the enrollment of immigrant students, including Students with Interrupted Formal Education (SIFE).

The DDOE will also continue to provide the following technical assistance and training/professional learning supports for SWD:

- *Standards-Based IEP Initiative* – LEAs receive professional learning and coaching in developing IEPs that provide meaningful access to the general education curriculum for SWD.
- *ACCESS Project* – Offers professional learning and coaching in the Universal Design for Learning (UDL) framework. This framework reduces barriers in instruction, provides appropriate accommodations and supports, and allows for high-achievement expectations for all students, including SWD.

- *Delaware Accessible Instructional Materials (AIM) Center* – The Delaware AIM Center assists schools in meeting their obligations to students with qualifying print disabilities by: 1) helping school personnel to understand who qualifies for AIM and how to determine which formats best meet a student's needs, and 2) providing instructional content in accessible formats. Schools can order the materials they need from the AIM website. Materials, in appropriate formats, are then delivered to students at no charge to the LEA or family.
- *Delaware Early Literacy Initiative* – Provides early literacy supports to SWD in grades K-3 that enhances literacy skills for all students. Delaware's SSIP is a six-year effort to develop, implement, and scale-up the supports and resources available to SWD in Delaware. As part of SSIP, Delaware established the Delaware K-3 Early Literacy Initiative to begin with Cohort I in the 2016-2017 school year. The purpose of the initiative is to provide targeted professional learning, technical assistance, and coaching to elementary schools to support teachers in identifying root causes of individual student skill gaps, matching the student's specific area of need to targeted instructional strategies and/or interventions, and utilizing progress monitoring data to guide instruction. The SSIP was designed in collaboration with the SSIP Advisory Council, the state's stakeholder committee comprised of teachers, specialists, administrators, parents, and advocacy groups. The SSIP Advisory Council analyzed state achievement data and identified the following as the SSIP's State Identified Measureable Result: Increase the literacy proficiency of SWD in K-third grade as measured by a decrease in the percentage of third grade SWD scoring below proficiency on Delaware's statewide assessment.

If an SEA intends to use Title IV, Part A funds or funds from other included programs for the activities that follow, the description must address how the State strategies below support the State-level strategies in 6.1.A and B.

C. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to improve school conditions for student learning, including activities that create safe, healthy, and affirming school environments inclusive of all students to reduce

i. Incidents of bullying and harassment;
ii. The overuse of discipline practices that remove students from the classroom; and
iii. The use of aversive behavioral interventions that compromise student health and safety?

☒Yes. If yes, provide a description below.
☐ No.

March 13, 2017 Revised Template Question

A.6. School Conditions (*ESEA section 1111(g)(1)(C)):* Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.

The DDOE will use a variety of funding sources to develop technical assistance, resources, and training/professional learning modules that promote safe, healthy, and affirming school environments.

Stakeholder feedback from a variety of sources (Student and School Supports Discussion Group, Governor's Advisory Committee, and surveys) recommended strategies to support this work. As a result of stakeholder feedback, the DDOE will:

- Partner with the Delaware Positive Behavior Support Project (DE-PBS) to provide professional learning, coaching, and technical assistance to build the capacity of the LEA Coaches (DE-PBS Cadre), LEA leadership teams, and school-based teams and team leaders to create safe and caring learning environments that promote the social-emotional and academic development of all children.
- Collaborate with the Delaware PBS Project to promote the use of the Delaware School Climate Survey within all LEAs. Provide professional learning and coaching to LEAs on using survey results to conduct needs assessments and climate program development/evaluations relating to safe, healthy, and affirming school environments.
- Collaborate with private entities and community-based organizations to promote anti-bullying awareness within local communities, and support school staff training in evidenced-based prevention/intervention programming within LEAs.
- Provide statewide professional learning and training sessions on Restorative Practices, which are designed as an alternative to suspension practice and as a strategy to foster a positive school climate. Support LEAs in the schoolwide training of all teachers on conducting restorative circles.
- Create an LEA learning collaborative with Casey Family Programs and the Delaware Office of the Child Advocate to promote the adoption of and provide professional learning on trauma-informed/compassionate schools model of school management to address unique behavioral needs of students experiencing childhood trauma.
- Collaborate with teacher preparation programs in IHEs to create credit-bearing courses specifically on trauma-informed practices as a classroom management tool.
- Provide ongoing professional learning and technical assistance to LEAs on current state law (14 Del. C. §702) and regulation (14 DE Admin. Code 610) that bans the use of corporal punishment and limits the use of physical restraint to LEA staff trained in de-escalation techniques and nonviolent, physical restraint techniques, primarily focusing on non-punitive classroom management and de-escalation techniques.
- Collaborate with the Delaware Department of Justice to create an online training on bullying reporting for students and parents.
- Collaborate with the University of Delaware's Center for Disabilities Studies to create and deliver professional learning on reviewing the behavior of a SWD and assessing as to whether or not it is a manifestation of the student's disability.
- Collaborate with the Delaware Association of School Psychologists (DASP) to create and deliver professional learning on conducting a functional behavioral analysis and creating behavior intervention plans for students with or without a disability in order to address student misbehavior through non-punitive methods.
- Create and deliver professional learning for teaching staff on implementing UDL strategies as a classroom management tool.
- Expand public access to data on student disciplinary action that results in student removal from the regular classroom setting for one day or more.

- Develop data tables within the confines of the Federal Educational Records Privacy Act of 1974 (FERPA) that disaggregate student disciplinary removal rates by sex, race, grade level, EL, and SWD for each LEA and school.
- Collaborate with community-based organizations and other state agencies to contract with an outside vendor to conduct a statewide educator conference on social-emotional learning as it relates to decreasing incidents of student misbehavior and bullying/harassment issues.
- Convene a stakeholder group of students, educators, content experts, and community-based organizations to review and recommend content and delivery modifications to current state-mandated, nonacademic supports training on bullying prevention for LEAs.
- Increase the general welfare and safety of Delaware students by providing training and technical assistance to LEA Human Resource Administrators on lawfully and effectively conducting educator licensure investigations related to the mistreatment of students or youth in general as outlined in 14 Del. C. §1218 and 14 DE Admin. C. §1514.

D. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to effectively use technology to improve the academic achievement and digital literacy of all students?

☒ Yes. If yes, provide a description below.

☐ No.

In early 2015, the Delaware Senate Concurrent Resolution No. 22 of the 148th General Assembly directed that a Task Force be formed to conduct a study on educational technology and update the state educational technology plan to make certain that all Delaware students have access to modern and effective educational technologies that enhance learning and promote college and career readiness.

Recent studies suggest that the three biggest barriers to technology adoption are the lack of leadership support, lack of financial support for training and infrastructure, and lack of quality professional learning. Based on these research findings, the Task Force addressed the following statewide foci for the plan: infrastructure and leadership, teaching and learning, and assistive technology for SWD.

The Educational Technology Report can be found at http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/Domain/366/State_Educational_Technology_Report_FINAL_03_30_2016.pdf

This plan was designed to ensure that all children have a significant opportunity to meet the challenging state academic standards, with training specifically designed to meet the academic and nonacademic needs of specific subgroups outlined in 6.1. Significant time and effort has been placed into the development of Delaware's statewide learning management system (LMS) to ensure access to rigorous content for all learners, including SWD and ELs. Our online professional learning portal for teachers was specifically designed to ensure access and outcomes for all students. The DDOE will use funding from a variety of sources to provide the following supports, which the task force considered critical for the effective use of technology to improve the academic achievement and digital literacy of all students as outlined in 6.1:

- *eLearning Delaware: Online Professional Learning* – eLearning Delaware is using the Schoology Learning Management System integrated with the DDOE's Professional

Development Management System (PDMS) for registration and tracking purposes to provide online professional learning, mandatory trainings, and technical assistance to Delaware educators. eLearning Delaware offers a variety of online trainings for educators through both facilitator-led and on-demand, self-paced courses. Mandatory trainings are self-paced and successful completion of a quiz or assurance is required for awarding of credit. Mentoring activities are delivered through the eLearning Delaware platform. A micro-credentials pilot is being conducted with Appoquinimink and Indian River School Districts.

- *Blended Learning in K-12 Classrooms* – As of 2016-2017, 30 LEAs (179 schools with 108,000-plus students) use the Schoology Learning Management System providing online and blended learning opportunities to their K-12 students. The LEAs provide local support to educators and students. In addition, the Schoology Champions Cadre is a state-level group designed to build capacity in the LEAs.
- *Task Force on State Educational Technology Report* – The Task Force on State Educational Technology Report serves as the Delaware Strategic Plan for K-12 educational technology. The report is organized around three priorities—infrastructure and leadership, teaching and learning, and assistive technology. The plan lays out eight goals followed by 20 strategies, 27 strategic recommendations, and 12 budget recommendations.
- *International Society for Technology in Education (ISTE) Standards* – The DDOE has formally adopted the ISTE Standards for Teachers and ISTE Standards for Administrators. Currently, the DDOE is moving toward adopting the ISTE Standards for Students and the ISTE Standards for Coaches.
- *Internet Safety: iSAFE* – To adhere to federal law, an Internet Safety Curriculum needs to be taught in every school. The DDOE, through the Delaware Center for Educational Technology (DCET), provides the iSAFE curriculum to all schools for their use at no cost—if schools choose to use it. The DDOE is currently working on delivering the Internet Safety Curriculum through Schoology.
- *Collaboration/Information Dissemination* – The DDOE, through the DCET, meets monthly with educational technology stakeholders. The two main stakeholder groups are the *Digital Learning Cadre*, which is comprised of LEA instructional technology coaches, and *TechMACC*, which is comprised of the LEA technology coordinators.
- *Bandwidth/Infrastructure* – The Department of Technology and Information (DTI), a state agency, operates the K-12 broadband network. In addition, DTI files e-rate applications on behalf of the schools for broadband connectivity and works with the LEAs to file applications for e-rate category two services.
  The Partners in Technology (ParTech) program places refurbished computers in our schools to increase access to technology. The Technology Block Grant is a funding stream to the LEAs for the purchase and maintenance of technology.
- *Open Educational Resources (OER)* – The DDOE recognizes the need and a desire for a thoroughly vetted repository of quality open educational resources aligned with Delaware standards in every discipline/subject and at every level. As such, it has developed the *Delaware OER Strategy* to establish a process for providing these materials to Delaware educators.

The DDOE is a member of Open Up Resources (formerly K-12 OER Collaborative—http://openupresources.org/) and #GoOpen. The DDOE is also working toward the creation of a Delaware OER Repository to share resources among educators.

- *Online Assessment Systems* – The DDOE is committed to the Smarter Assessments and the use of the Smarter Balanced Digital Library. The Digital Library is an online collection of high-quality instructional and professional learning resources contributed by educators for educators. These resources help educators implement the formative assessment process to improve teaching and learning. The Digital Library is in use across the state.

E. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to engage parents, families, and communities?

☒ Yes. If yes, provide a description below.

☐No.

Evidence supports that gaps in educational opportunity and achievement will only be fully remedied when those closest to low-income students—parents, families, and communities—are meaningfully engaged by their teachers, schools, and districts. Therefore, the DDOE intends to use funds from a variety of federal and state sources to promote high-impact parent, family, and community engagement that is collaborative, culturally competent, trauma-informed, and focused on supporting the whole child academically, socially, and emotionally.

The DDOE recognizes that the current definitions of parent, family, and community engagement are limited and do not take into account cultural variations and perceptions of the family's role in their child's academic success. Research findings from the National Center for Family & Community Connections with Schools suggest that teachers, parents, and students have little understanding of each other's interests in children and schools. To create a shared vision, the DDOE will engage key stakeholders in conversation to develop a statewide definition and common language around parent, family, and community engagement.

Research also demonstrates that overall family well-being is strongly correlated to children's school readiness. Many of our students arrive at school having experienced a lack of access to basic needs and resources, or some other form of trauma. The DDOE is committed to working with LEAs to identify social service and mental health supports in students' communities and provide best practice guidance for establishing community partnerships that will promote academic achievement for all students.

Feedback from stakeholders participating in the Student and School Supports Discussion Group highlighted the following areas where the DDOE can support effective parent, family, and community engagement:

- Support LEA/school and community organization partnerships to meet students' unique needs;
- Support school-based programs to serve children and their families, such as certificate programs, wellness centers, food banks, laundromats, computer labs, and physical and mental health services coordinators;
- Provide the DDOE community outreach support and encourage LEAs and schools to employ community outreach coordinators;
- Support for LEAs and schools to conduct home visitations;

- Support opportunities for students to engage in community service.

A particular focus of the DDOE state plan is to support a continuum of services in LEAs and schools. These efforts will include collaborating with other organizations that serve children and their families. Strategies include:

- Defining a common language around parent, family, and community engagement, making sure to identify how it is the same/different based upon developmental stages/grade spans.
- Developing and promoting a statewide definition of parent and family engagement by convening SEA and LEA experts and by engaging key community partners.
- Promoting cultural competency and trauma-informed practice among teachers and administrators.
- Conducting a department-wide inventory of parent and family engagement across state and federal programs—who does what (both requirements for compliance and value-adds for quality) to identify gaps and opportunities for collaboration.
- Establishing processes, project teams, and best practices for coordinating and integrating technical assistance, guidance, and trainings across state and federal programs.
- Developing a webpage for the DDOE website that specifically targets the parent, family, and community audience, and one that provides them a central, user-friendly place to access the information they need, in plain language, and fully accessible.
- Updating LEA school planning, consolidated grant application, monitoring, and guidance with a focus on integrating state and federal programs.
- Establishing uniform, compliance-based, federal- and state-required parental notifications in plain language for LEAs to use statewide when communicating with parents.
- Developing evidence-based technical assistance and guidance through a trauma-informed and culturally competent lens.
- Developing best practice guides for effective and meaningful communication between educators, administrators, and parents, including culturally competent, trauma-informed language, and useful tools.

6.2 Program-Specific Requirements.

A. Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies

i. Describe the process and criteria that the SEA will use to waive the 40 percent schoolwide poverty threshold under section 1114(a)(1)(B) of the ESEA that an LEA submits on behalf of a school, including how the SEA will ensure that the schoolwide program will best serve the needs of the lowest-achieving students in the school.

Delaware is an EdFlex state and has had a process in place for waiving the 40% schoolwide requirement for a number of years. Due to this process and the fact that an increasing number of schools now meet the 40% threshold, all Title I schools in Delaware have been operating under the schoolwide model since the 2014-2015 school year. Fewer than 5% of all Title I schools were using the Targeted Assistance model from 2011 through 2014. As of the 2016-2017 school year, fewer than 10% of Delaware's Title I schools are operating a schoolwide model with an EdFlex waiver.

The DDOE plans to continue its process as previously used under EdFlex. The steps that DDOE staff will take include:

- Title I staff will inform the LEA staff during annual technical assistance that they can seek a waiver to operate as a schoolwide school.
- Title I staff will provide information to the LEA staff about the advantages of a schoolwide program.
- Title I staff will provide information to LEA staff about the requirements of a schoolwide program.
- Interested LEAs will be required to submit a letter to the DDOE Secretary of Education requesting the waiver and ensuring compliance with the schoolwide requirements. Title I staff will provide a template letter that can be used for this process. The letter must be sent from the district superintendent or, in the case of a charter school, the charter chief/head of school.
- The request will be reviewed by Title I staff and a recommendation will be made to the Associate Secretary that supervises the Title I office.
- The Associate Secretary will review the recommendation from Title I staff and ask any clarifying questions as needed.
- The Associate Secretary will make a recommendation to the DDOE Secretary.
- The Secretary will make the final decision on waiver approval based on the recommendation from the Associate Secretary.
  - If the Secretary approves the request, he/she will send a letter to the LEA indicating that the waiver has been approved. The letter will include the requirements of a schoolwide program. The letter will also indicate that the waiver request can be revoked at the discretion of the Secretary for ongoing issues of noncompliance with schoolwide requirements. To date, no schools have had their waiver revoked.
  - If the Secretary fails to approve the request, he/she will send a letter to the LEA indicating the reason for non-approval. To date, no schools have been denied a waiver.
- Title I staff will provide resources in the form of template documents, guidance documents, and other technical assistance to support the LEA and school as needed as it implements the requirements of the schoolwide program in the first year.
  As part of the regular monitoring cycle, Title I staff will provide program compliance feedback and technical assistance to the LEA and school.

B. Title I, Part C: Education of Migratory Children.

i. Describe how the SEA and its local operating agencies, which may include LEAs, will establish and implement a system for the proper identification and recruitment of eligible migratory children on a statewide basis, including the identification and recruitment of preschool migratory children and migratory children who have dropped out of school, and how the SEA will verify and document the number of eligible migratory children aged 3 through 21 residing in the State on an annual basis.

The Delaware Title I, C Migrant Education Program provides a State Agricultural Work Survey for inclusion in LEA registration packets as a preliminary screening tool for migrant students. All LEAs are required to submit all completed agricultural work surveys to the DDOE Migrant Education Program office where the identification and recruitment process

continues. The DDOE reviews all surveys and contacts the families to determine if a face-to-face interview is needed for enrollment purposes. In addition to school-based identification and recruitment, the DDOE Migrant Education Program office identifies migrant dropouts and out-of-school youth through recruitment activities in migrant labor camps, housing projects, and on-site visits to agribusinesses. Delaware is a member of the Identification and Recruitment Rapid Response Consortium (IRRC) and participates in interstate collaboration with neighboring states to conduct coordinated sweeps for migrant workers during peak migrant season. Through the work of this consortium, Delaware is revising its State Migrant Identification and Recruitment Plan.

The State Migrant Recruiter conducts individual interviews and completes the National Certificate of Eligibility (NCOE) for each family as required. The State Migrant Program Manager reviews each NCOE to verify migrant eligibility and documentation of all migrant data elements.

The State Agricultural Work Survey is available in multiple languages and is posted on the DDOE Title I, C webpage. The State Migrant Education Program also distributes the State Agricultural Work Survey to the district superintendents and charter school chiefs for inclusion in enrollment procedures.

In addition to the State Agricultural Work Survey screening tool, the State Migrant Education Program conducts local and community-based identification and recruitment activities through networking with area partners and agencies such as the Philadelphia, Pennsylvania Mexican Consulate; the Maryland Guatemalan Consulate; the Migrant and Seasonal Farmworker Council; Migrant Clinician's Network; and the Delaware Fruit and Vegetable Growers Association. Recruitment efforts extend to migrant labor camps, poultry processing plants, mushroom farms, nurseries, orchards, and dairies. Each fall, the September 1 count is established to determine which migrant students are resident in the state, the number of 2-year-olds turning 3-years old, and out-of-school youth.

ii. Describe how the SEA and its local operating agencies, which may include LEAs, will identify the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school.

March 13, 2017 Revised Template Question

B.2. Promote Coordination of Services (*ESEA section 1304(b)(3)*): Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

During the identification and recruitment process, the State Migrant Education Program determines through preliminary assessment migrant students' educational needs, such as homelessness, over-age for grade, retention, interrupted education, SWD status, and eligibility for Priority for Service (PFS). The state office provides LEAs written notification of migrant students who are PFS-eligible to assist campuses with developing goals and strategies to address their needs.

The DDOE Migrant Education Program office conducts a home-based tutoring program for migrant PFS students that operates throughout the regular academic year and collaborates with the LEAs. The PFS home-based tutoring program provides a triangulated approach from the home, school, and migrant tutors to increase migrant students' academic success.

iii. Describe how the SEA and its local operating agencies, which may include LEAs, will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, are addressed through the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs.

The identification and recruitment of migrant dropouts and out-of-school youth occurs year-round, and the DDOE Migrant Education Program office visits migrant labor camps and agribusinesses as a part of the DDOE Migrant Education Program's identification and recruitment plan. Intra-agency coordination with the DDOE's Adult Basic Education and McKinney-Vento programs provide additional routes through which migrant dropouts are identified and recruited. Through the migrant summer school programs, migrant out-of-school youth and dropouts have the opportunity to enroll in migrant summer school where they can receive instruction in literacy.

iv. Describe how the State and its local operating agencies, which may include LEAs, will use funds received under Title I, Part C to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year (i.e., through use of the Migrant Student Information Exchange (MSIX), among other vehicles).

The New Generation System is the state-based migrant data system used in Delaware. The New Generation System uploads nightly to the Migrant Student Information Exchange (MSIX) to transfer school records and the required migrant minimum data elements in a timely manner. The MSIX Data Quality Initiative Grant will be used within the 2016-2017 academic year to provide intensive data-related training to the state program director, recruiter, and data specialist.

The DDOE is a member of two migrant Consortium Incentive Grants, the Identification and Rapid Response (IRRC) and Migrant Reading Achievement: Comprehensive Online Reading Education (MiraCORE). The DDOE interstate collaboration coordinates migrant services through activities under both grants. Two migrant summer schools use the MiraCORE online literacy program to improve the literacy skills of developing and emerging readers. Migrant tutors also use this system during home-based tutoring sessions.

Through the IRRC technical assistance visits, the DDOE collaborates with interstate recruitment teams to enroll additional migrant students during on-site technical assistance visits. The Migrant and Seasonal Farmworker Council partners with the State Migrant Education Program on identification and recruitment, health, health screening, immunizations, and pesticide safety training.

v. Describe the unique educational needs of the State's migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, based on the State's most recent comprehensive needs assessment.

March 13, 2017 Revised Template Question

B.1. Supporting Needs of Migratory Children *(ESEA section 1304(b)(1))*: Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:

i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;

ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;

iii. The integration of services available under Title I, Part C with services provided by those other programs; and

iv. Measurable program objectives and outcomes.

The DDOE Migrant Education Program (MEP) completes the following four-stage process in the continuous improvement cycle to ensure that the unique needs of the state's migratory students are met. This process includes (1) a comprehensive needs assessment completed by an independent agency that captures the current needs of migratory students; (2) a service delivery plan that is based on the needs identified in comprehensive needs assessment; (3) implementation of the program services needed to assist students and their families; and (4) a program evaluation to determine if the objectives of the services were met. The last stage thus informs the first stage in the next cycle.

The educational needs of migratory students are assessed in the comprehensive needs assessment. These needs are then used to determine measurable program objectives and outcomes. The MEP objectives and outcomes are reviewed annually. Currently, Delaware's Migrant Education Program (MEP) State Delivery Plan evaluates the effectiveness of the program by the quantity of services provided to meet the needs of migratory children and their families, i.e. the number of migratory children participating in summer schools, the number of students receiving Priority for Service (PFS) academic tutoring, number of health/hygiene bags provided to migrant families, and the attendance of migratory families at the Migrant Parent Advisory Council (PAC) meetings.

According to the 2014 Comprehensive Needs Assessment, the identified areas of need for instructional services include:

- Providing after-school services;
- Dropout identification and tutorial services;
- Preschool and early childhood services; and
- General Education Development (GED®) programming for out-of-school youth.

The 2014 Comprehensive Needs Assessment also identified areas for support services:

- Access to technology;

- Interpretation and translation services; and
- Academic and career counseling.

Strategies and partnerships to address the areas identified within the 2014 Comprehensive Needs Assessment include:

- The DDOE Migrant Education program office is establishing a partnership with the Adult Basic Education Office for early identification of migrant dropouts and coordination with available Spanish and English GED® programs.
- Early childhood and preschool services provided through subgrants to migrant summer schools.
- The State Migrant Education Program has purchased technology for use by migrant tutors with the home-based tutoring program for instructional purposes and technology education.

The DDOE realizes the need for stronger measurable program objectives and outcomes that focus on the academic impact of the MEP services for migratory students. Therefore, the DDOE is currently implementing the first stage in our continuous improvement cycle for this upcoming year. This stage will identify new statewide measurable program objectives and outcomes for migratory children based on the findings of the needs assessment as well as input from stakeholders. Delaware will have an updated MEP Service Delivery Plan in the fall of 2017.

PLANNING WITH LOCAL, STATE AND FEDERAL PROGRAMS

During the second phase of the improvement process, DDOE's Migrant Education Program State Delivery plan is based on the results of the comprehensive needs assessment and input from stakeholders with services designed in collaboration with a wide variety of local, state and federal programs as outlined below:

The Delaware Migrant Education Program office has built strong collaboration with other federal programs within the DDOE and with local and state programs in order to meet the needs of migrant children. Details of joint planning and integration of services are provided below.

TITLE III:

- The Delaware Title I, C Migrant Education Program Director also serves as the Title III English Language Acquisition Program Director and facilitates the coordination between those two programs within the state agency and across districts.
- The Delaware Home Language Survey is included in the countywide summer school registration packets and migrant families are required to complete the form for each student. Students who indicate a language other than English is spoken at home and who have not been previously identified as an English learner, are provided the WIDA W-APT or WIDA MODEL diagnostic assessment to determine English learner eligibility.
- During the regular school year, the MEP director and MEP data specialist review the state's English learner database to determine if newly enrolled migrant students have been administered the English language proficiency diagnostic screener. The district/charter is contacted if there is no placement test given to migrant students within the first 30 days of enrollment.

- During the regular school year, the state recruiter collects preliminary information related to the migrant student's language needs during the eligibility interview with the family. This information is then provided to the enrolling district's ESL Coordinator who schedules the placement exam.
- The migrant summer school sites employ local district ESL teachers who are knowledgeable about the identification of English learners and who are trained to administer the diagnostic assessments.
- English language instruction is included as a part of the instructional services provided by the migrant summer schools. Migrant students with low levels of English proficiency are paired with bilingual teachers and/or paraprofessionals.
- The migrant summer schools are required as a part of their contract to employ bilingual staff members who are able to communicate with migrant students who are English learners and their parents. Delaware's most frequently spoken languages other than English are Spanish and Haitian-Creole and migrant summer schools employ speakers of those languages to facilitate communication.
- During Migrant Parent Advisory Council meetings, the director presents information to migrant parents related to English language acquisition, stages of language development, responsibility of districts to provide language instruction programs, and related information.

MCKINNEY-VENTO HOMELESS ACT

- The state migrant recruiter communicates with the McKinney-Vento DDOE program director when a migrant family is homeless to facilitate the start of program services. The migrant recruiter provides firsthand knowledge of a family's living arrangements obtained during the interview process to the homeless program director.
- The state migrant recruiter contacts the district appointed homeless staff member to alert them that a migrant family is also homeless so that local services may begin.
- The state migrant recruiter makes referrals to a local health center that engages in case management for the homeless population. Through the state migrant recruiter's membership on the board of this agency, the Delaware MEP is able to ensure the homeless migrant families are provided services.

DROPOUT MIGRATORY CHILDREN

- **Adult Basic Education Program**

  The state MEP director coordinates with the state Adult Basic Education Program office to direct migrant out of school youth and dropouts to the GED programs offered in English and Spanish and for the locations and hours adult ESL community classes are offered throughout Delaware.
- **High School Credit Recovery**

  The state MEP coordinates with the James H. Groves Adult High School for migratory students who wish to receive their high school diploma, GED, or attend ESL programs.

For migrant students who are interested in attending, the state migrant recruiter facilitates the enrollment of the student into the program.

- **Drop-out Detection**

  The state MEP data specialist monitors the DDOE data systems and alerts the migrant program director of any change in status for migrant students enrolled in districts. If a migrant student has dropped out of school, the migrant office contacts the student to determine what additional instructional and support services are needed.

PRESCHOOL MIGRATORY CHILDREN

- **Parents as Teachers/Delaware Early Childhood Center**

There is no Migrant Head Start agency in Delaware; however, there is a New Directions Early Head Start and Parents as Teachers agency to whom the migrant program refers migrant preschool students ages 3-4. The state recruiter completes the referral form provided by PAT and the agency appoints a bilingual parent educator. After the appointment is made, the recruiter helps to facilitate the initial meeting between the parent educator and the family.

- **Migrant Summer School Program**

Two migrant summer schools provide services to preschool migratory children through a seven-week program. For this age group, the program focuses on preschool and kindergarten readiness skills and references the Delaware preschool readiness checklist. One summer school program provides services onsite and the other program contracts with a local preschool agency due to licensure requirements.

STATE COORDINATION WITH DISTRICT/CHARTER SCHOOLS

- The majority of district ESL Coordinators serve as the migrant contact for their districts and information related to migrant students is communicated to the coordinators throughout the school year. For Priority for Service (PFS) migrant students who are receiving homebased tutoring, the ESL Coordinators help to facilitate the communication between the teachers and the migrant tutor.

MIGRANT HEALTH CARE SERVICES

- The state MEP is a member of the Migrant and Seasonal Agricultural Worker Council and coordinates with this agency for the healthcare needs of migrant students and families. The MSAW is comprised of multiple healthcare agencies. The MEP program office meets monthly with the MSAW members to discuss the needs of incoming migrant families. The MSAW provides health services at a local office and through a mobile van located near the agribusinesses that employ migrant workers. The migrant summer schools schedule the mobile health van visits to their sites in order to make health care available to migrant families.

INTERSTATE COLLABORATION

- During the Identification and Recruitment Rapid Response Consortium (IRRC) recruitment team visit to Delaware, the Migrant and Seasonal Agricultural Worker Council members coordinate with the state MEP and the interstate team to identify new migrant families and provide health related services.

- The Migrant Literacy CORE Consortium provides an online literacy program that is used by the migrant summer school staff for developing and emergent readers. The program provides bilingual literacy instruction and individualized learning plans for the migrant students enrolled in summer schools. This is a regular planned method of instruction that the migrant summer schools include each year.

EVALUATION

The state MEP conducts a program evaluation of the migrant summer schools each year in a cycle of continuous improvement for the delivery of services. Feedback obtained from the Migrant Parent Advisory Council and the analysis of migrant data have led to programmatic changes:

- The migrant summer programs have been extended from six weeks to seven weeks.
- Additional nutrition is provided to migrant students attending summer school
- Multiple bilingual program staff are employed at summer school sites
- Health/hygiene bags are provided to all migrant families not just out of school youth.
- Migrant PAC meetings meet in the evenings instead of weekends

Delaware has experienced growth in the migrant education program with increases in student enrollment during both the regular school year and summer school. Because of the increase in regular school year migrant students, a new Comprehensive Needs Assessment and Service Delivery Plan are under development that will include measurable performance objectives for the regular school year.

The comprehensive needs assessment will address the evaluation of joint planning and the integration of services between local, state and federal programs, and will be reflected in the state's updated MEP Service Delivery Plan.

vi. Describe the current measurable program objectives and outcomes for Title I, Part C, and the strategies the SEA will pursue on a statewide basis to achieve such objectives and outcomes consistent with section 1304(b)(1)(D) of the ESEA.

March 13, 2017 Revised Template Question

B.1. Supporting Needs of Migratory Children *(ESEA section 1304(b)(1))*: Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:

i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;

ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;

iii. The integration of services available under Title I, Part C with services provided by those other programs; and

iv. Measurable program objectives and outcomes.

Based upon feedback obtained from the Migrant Parent Advisory Council meetings, the DDOE will focus on the below, specific, current measurable program objectives and strategies. The migrant summer school directors and migrant summer school staff have provided additional recommendations that have informed the DDOE's plan.

- Increase the attendance of Kent and Sussex County out-of-school migrant youth and dropouts in instructional services during the summer season by providing busing and enrollment costs.
- The strategy includes offering site/school-based ESL or Adult Basic Education evening classes twice weekly to accommodate the work schedules of the migrant youth.
- Increase the percentage of Kent and Sussex County migrant children ages 3-5 enrolled in curriculum-driven preschool programs during the summer season.
- The strategies include educating parents about the importance of preschool for the development of school readiness, the location and availability of summer programs, and providing migrant parents bilingual assistance to complete registration documents for preschool programs.
- Increase reading proficiency of migrant emergent and struggling readers during the summer instructional program.
- Strategies include providing consistent instructional programs using I-Ready online adaptive diagnostic reading program. This program is used within the migrant summer schools to conduct a diagnostic analysis of migrant student literacy needs across seven areas of literacy. The DDOE is a member of the Migrant Literacy Net Consortium and uses the MiraCORE online literacy system to create a student growth plan for each migrant student. To measure the increases in reading proficiency, a baseline literacy level is established at the beginning of summer school for each migrant student, with interim and summative growth measures collected at the end of the season.
- The dropout prevention strategy is to increase the percentage of migrant parents and students who receive essential information about school attendance policies and high school graduation requirements and the benefits of obtaining a diploma.

vii. Describe how the SEA will ensure there is consultation with parents of migratory children, including parent advisory councils, at both the State and local level, in the planning and operation of Title I, Part C programs that span not less than one school year in duration, consistent with section 1304(c)(3) of the ESEA.

The DDOE has a State Migrant Parent Advisory Council with elected officers who meet at least three times annually to provide input and feedback into the focus and services of the state's program. The State Migrant Parent Advisory Council meetings are conducted on weekends to accommodate the schedules of migrant parents and on-site childcare is provided. Agendas are published and meeting minutes are maintained. The State Migrant Parent Advisory Council officers serve limited terms of office and new officers are installed at the end of the term of office.

The DDOE Migrant Education Program office encourages migrant parent participation through emails, phone calls, and flyers sent in advance of the meetings. In addition, the migrant summer schools conduct a joint family day at the beginning of the season. The Delaware Migrant Family Day event is a combined county-wide migrant summer school

effort that allows for a greater impact to the migrant community. At the close of migrant summer school, each county program conducts individual parent conferences to review the academic achievement of migrant students and provide recommendations for continued learning.

viii. Describe the SEA's priorities for use of Title I, Part C funds, specifically related to the needs of migratory children with "priority for services" under section 1304(d) of the ESEA, including:
   1. The measures and sources of data the SEA, and if applicable, its local operating agencies, which may include LEAs, will use to identify those migratory children who are a priority for services; and
   2. When and how the SEA will communicate those determinations to all local operating agencies, which may include LEAs, in the State.

March 13, 2017 Revised Template Question

B.3. Use of Funds *(ESEA section 1304(b)(4))*: Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.

The PFS determinations are data-driven decisions generated by the New Generation System migrant database. The criteria for determination of PFS eligibility are based on the following indicators:

- Interrupted education;
- Homelessness;
- Over age for grade;
- Retention at one or more grade levels;
- Failure to meet state achievement test targets;
- EL status;
- Special education/disability.

PFS students receive in-home tutoring through a state-contracted service and/or school-based technical assistance with counselors and teachers. The DDOE Migrant Education Program office notifies districts and charters of migrant students' PFS status. Migrant PFS students receive in-home tutoring throughout the school year.

C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

i. Describe the SEA's plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

March 13, 2017 Revised Template Question

C.1. Transitions Between Correctional Facilities and Local Programs *(ESEA section 1414(a)(1)(B))*: Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

The DDOE in coordination with LEAs and the Department of Services for Children, Youth, and Their Families (DSCYF) will develop a Memorandum of Understanding (MOU) to Support Youth Transition into Secure-Care Educational Facilities and their Reentry into Locally Operated Education Programs. The MOU shall address the following:

- The entities involved and the purpose to include providing criteria to guide decisions for a seamless transition regarding a youth's educational placement within a secure-care facility and reenrollment process and timeline for successful reentry into locally operated programs, and ensuring ongoing academic engagement of the youth between the two entities.
- Common definitions of terms to provide clarity and mutual understanding regarding key objectives, milestones, and timelines as part of the student transition process between entities.
- Establishing criteria for determining a student's educational pathway prior to and during secure-care placement and once he/she leaves a secure-care setting. Criteria shall include evaluating the student's educational progress prior to and while in secure care, conducting goals and interests inventory upon arrival to secure-care and prior to release to the locally operated education program, reviewing current ongoing supports and those that may be needed beyond secure care, time/calendar considerations, and safety considerations.
- Outlining the transition process expectations between entities to include:
  - Secure-care notification procedures to local program regarding student placement within the secure-care environment;
  - Enrollment maintenance in local program while attending secure-care facility;
  - Timelines for requesting records, conducting intake, progress update meetings, and discharge meetings;
  - Required attendees at student meetings;
  - Required documentation to include in student meetings.
- Reenrollment processes into the local program including the emphasis on transitioning a student back to his/her regular school program directly from secure care instead of through an alternative discipline program, as appropriate.
- Post-discharge/transition to local program follow-up procedures, responsibilities, and timelines.

The DDOE will conduct professional learning sessions to a combined audience of LEAs and DSCYF representatives with a focus on the MOU requirements and responsibilities of each agency; FAQs that guardians may have regarding education within a secure-care facility and the transition process; and outside transitional services and supports that will help Neglected & Delinquent (N&D) youth to reenter school and/or find employment after being released from secure care. Technical assistance regarding the transition of youth between secure-care facilities and local programs will be provided as needed at the request of any of the participating agencies.

In addition to the MOU requirements, the DDOE will continue to serve as a liaison between the secure-care transition coordinators and LEA representatives helping to facilitate dialogue between both entities through coordinated monthly meetings in which secure-care student needs and transition processes are discussed and evaluated. Furthermore, the application process for N&D funds will require the inclusion of transition services and strategies that the providing agency will utilize for its students leaving secure care and returning to an LEA, postsecondary institution, or CTE program. Such services may include the following:

- Work-for-Pay initiatives;

- Apprenticeship programming;
- High school course replacement programs through colleges or other institutional settings;
- Support services including student and adult transition mentor, individual and family counseling, psychological services, tutoring, and financial aid services;
- Alternative programming.

ii. Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the program in improving the academic, career, and technical skills of children in the program, including the knowledge and skills needed to earn a regular high school diploma and make a successful transition to postsecondary education, career and technical education, or employment.

March 13, 2017 Revised Template Question

C.2. Program Objectives and Outcomes *(ESEA section 1414(a)(2)(A))*: Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.

The overarching goal of the program is to provide both support and educational services to children and youth who have been placed in a local or state secure-care institution. This includes providing supplemental services to this population to promote student success at meeting the state's rigorous academic and career-technical standards and becoming productive members of society without recidivating back into a juvenile or adult secure-care setting. The program objectives and outcomes established to assess the effectiveness in improving the academic, career, and technical skills of youth served in secure care include:

- Increase in transitions from the secure-care facility to an LEA, IHE, CTE program, or employment for a specified period without placement back into the secure-care facility.
- Increase in transitions directly to an LEA, IHE, or CTE program without prior placement in a discipline alternative program.
- Improved educational outcomes for LEA youth served by secure-care facilities as measured by the Delaware state assessment, secure-care and LEA classroom assessments, LEA grades upon reentry, attendance rate, graduation rate, and discipline rate. N&D subgrant recipients shall include details of their assessment plans in the application for funds.
    - Increase in raw score of mathematics and ELA portions of Delaware state assessment for students attending a secure-care setting for a specified period prior to the assessment being administered.
    - Academic growth as measured by score increases in posttest assessments of students being served in the secure-care facility as compared to pretest administrations upon entry.
    - Increase in academic course grades at various marking periods compared to course grades prior to secure-care entry.
    - Increase in daily attendance rate of students upon returning to a regular school setting as compared to previously specified period prior to entry into secure-care facility.
- Decreased dropout rates of students who were served in a secure-care facility and transitioned back to their LEA or other educational program.

- Increased secure-care agency teaching, administrative, and support staff attendance at DDOE-sponsored professional learning and technical assistance activities focused on academic achievement and CTE programs.
- Increased placement rates in LEA career and technical programming, apprenticeship programming, or employment based on 6- and 12-month follow-up periods from the date of release from secure care.
  - Evidence of monthly Educational Placement Team (EPT) meetings for each student while in secure care that include attendance by representatives of the secure-care education team and the student's LEA to discuss academic progress, future transition to LEA, and postsecondary goals.
  - Evidence of Delaware Student Success Plan for each student which documents the student's five-year plan, including one year beyond high school, which sets postsecondary goals for a student based on academic and career interests. The student's plan includes a program of study based on the academic courses, electives, and extracurricular opportunities needed in preparation for immediate entry into the workforce and postsecondary education. The plan also includes the support services necessary for the student to graduate from high school.
  - Evidence of transition document created 30 to 45 days prior to discharge from secure care for each student that summarizes his/her immediate academic progress and goals as they relate to graduation requirements and postsecondary education, career technical education, or employment goals.
  - Increase in percentage of college applications completed by 11th and 12th grade secure-care students as compared to previous year's percentage based on enrollment.

D. Title III, Part A: Language Instruction for English Leaners and Immigrant Students.

i. Describe the SEA's standardized entrance and exit procedures for English learners consistent with section 3113(b)(2) of the ESEA. These procedures must include valid and reliable, objective criteria that are applied consistently across the State. At a minimum, the standardized exit criteria must:

1. Include a score of proficient on the State's annual English language proficiency assessment;
2. Be the same criteria used for exiting students from the English learner subgroup for Title I reporting and accountability purposes; and
3. Not include performance on an academic content assessment.

March 13, 2017 Revised Template Question

E.1. Entrance and Exit Procedures *(ESEA section 3113(b)(2)):* Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.

Standardized Entrance Procedures:

The DDOE has clearly defined entrance criteria and is refining its statewide programmatic procedures for identifying ELs from kindergarten through grade 12.

Step 1: Delaware Home-Language Survey

- Upon enrollment of any student, the school administers the statewide home-language survey.
- Based on the results of the statewide home-language survey, the school initiates the standardized identification screening process.

Step 2: Standardized Identification Screening Process

- A staff member completes a record review process for any student whose native language is not English using the record review protocol.
- The school implements the EL identification process if the record review process suggests the student may not be proficient in English.

Step 3: Administer W-APT, Kindergarten MODEL assessment or Delaware Alternative EL Identification Protocol

- Within 25 days of enrollment, the school uses the statewide identification criteria as determined by DDOE-approved WIDA language proficiency assessments to confirm a student's classification as an EL.
  - An oral proficiency level below 5.5 on the WIDA MODEL in the first semester of kindergarten; or
  - A composite proficiency level below 5.0 on the W-APT, WIDA Screener, or WIDA MODEL.
  - A statewide focus group of special education coordinators and EL specialists is currently exploring entrance criteria for ELs with severe cognitive disabilities who are unable to participate meaningfully in these assessments with accommodations.

As a result of feedback collected from ESL Coordinators, the Delaware Home-Language Survey was revised for completion accuracy and additional information is included for both public school staff and parents to explain the purpose and intended use of the Home-Language Survey. The form will be translated by the DDOE into Delaware's top five languages other than English. The revised final Home-Language Survey will be included in the 2017-2018 student enrollment required documents.

Prekindergarten – During the spring semester, participating district-sponsored early childhood programs administer the WIDA speaking and listening domain diagnostic screeners to those students who they have determined through the Early Childhood Observation Protocol are potential ELs. The diagnostic screener is used to determine English proficiency and EL status prior to transition to a kindergarten program. Prekindergarten students who do not meet the WIDA speaking and listening domain cut scores are determined to be ELs based on their combined oral speaking and listening scores, not a composite proficiency level score that includes reading and writing due to the typically absent or low levels of literacy at this age/grade level.

Standardized Exit Procedures

Feedback from ESL Coordinator meetings has indicated that the previously required minimum proficiency levels in the literacy domains (reading/writing) constituted a barrier to EL students' timely exit from the program. Additional information obtained in technical assistance sessions with WIDA researchers has also confirmed that this additional requirement for minimum proficiency levels in literacy will not be needed based on the enhanced rigor of the revised WIDA

ACCESS for ELs 2.0 assessment. As a result, the DDOE will discontinue the previous requirement as a part of the exit criteria.

Exit Criteria on WIDA Assessments

- ACCESS for ELs 2.0
  - A student will be considered to have attained English proficiency with an ACCESS for ELs 2.0 composite proficiency level of 4.7 or higher. The ACCESS for ELs 2.0 must be administered yearly.
- Alternate ACCESS for ELs – Alternate ACCESS for ELs is an ELP assessment for ELs in grades 1-12 who have significant cognitive disabilities and take the alternate content assessment (see https://www.wida.us/assessment/alternateaccess.aspx for information).
  - A student can be eligible for exit with an Alternate ACCESS proficiency level of A3 Engaging or higher.

The DDOE receives its WIDA ACCESS for ELs 2.0 state score reports during the summer months and eligible students must be transitioned before or during the first 30 days of fall enrollment.

Performance on a state content assessment is not included as part of the criteria or procedure for exiting ELs.

March 13, 2017 Revised Template Question

E.2 SEA Support for English Learner Progress *(ESEA section 3113(b)(6))*: Describe how the SEA will assist eligible entities in meeting:

i. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and

ii. The challenging State academic standards.

The DDOE engaged with stakeholders through English Learner Strategic Plan Guiding Coalition community feedback sessions and online surveys to develop a comprehensive statewide EL Strategic Plan. As a result, the SEA will develop a systematic support structure to assist all eligible entities in meeting the state-designed long-term goals, measurements of interim progress, and challenging state academic standards. The systematic support structure will include the development of a recognition program for LEAs that achieve significant growth for ELs. The SEA will continue to refine EL education and supports through the intentional analysis of data. DDOE is committed to measuring content knowledge as well as English language proficiency for our EL students.

March 13, 2017 Revised Template Question

E.3. Monitoring and Technical Assistance *(ESEA section 3113(b)(8))*: Describe:

i. How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and

The DDOE will monitor all LEAs at a minimum once every five years. Additional needs-based monitoring frequency will be based on the results of program analyses, financial risk assessment, single-state audit determinations, performance measured by the statewide accountability system and captured by the report card, educator equity data, and/or additional data provided by the LEA.

The criteria for additional monitoring may be determined from an analysis of Title III subgrantees' ELP growth data.

Monitoring efforts will be coordinated by one office within the SEA and will be a consolidated effort of the programs included for monitoring. The Title III program manager will conduct site-based monitoring of Title III/Title III Immigrant subgrantee programs using the established monitoring protocols. Protocols include the effective educational approach processes for EL identification, annual assessment of ELP, program model of services provided to EL students, staffing and resources, exit of EL students from services, two-year monitoring of exited students, EL program evaluation, parent/family engagement, and budget/expenditures. This process will be used to maximize DDOE and LEA staff time and resources. By having a consolidated approach, this will enable the DDOE to determine if specific targeted assistance may be needed. In addition, targeted assistance can be provided to an LEA that may not need assistance in every area evaluated for monitoring.

ii. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

As part of the continuous improvement cycle, the DDOE will provide technical assistance and guidance to LEAs to assist in completing a comprehensive needs assessment, which will be required as part of the consolidated grant application process. The DDOE will support LEAs in identifying and prioritizing the greatest Title III needs and in planning long-term and short-term implementation strategies. The DDOE may monitor implementation of targeted Title III strategies through the year and provide evidence-based best practices, supporting resources, on-demand guidance, and technical assistance documents to support effective execution and implementation to improve EL student outcomes. The DDOE will assist LEAs with alignment of appropriate interventions for long-term EL students and the coordination of services to address the needs of the whole child. The DDOE may provide technical assistance to LEAs by monitoring and tracking longitudinal student achievement data of ELs and former ELs through early learning, elementary, middle, and high schools.

March 13, 2017 Revised Template Section and Question

F. Title IV, Part A: Student Support and Academic Enrichment Grants

F.1. Use of Funds *(ESEA section 4103(c)(2)(A)):* Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.

Title IV, Part A state administration funds will be used to provide technical assistance and training and capacity building for LEA comprehensive needs assessment, planning, and plan implementation. Initial support needs will be determined through LEA plan activities and LEA input. In future years monitoring results will also be used to inform LEA technical assistance and training provided. State administration funds may also be used carry out monitoring related to Title IV, Part A programs.

F.2. Awarding Subgrants *(ESEA section 4103(c)(2)(B))*: Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

Pursuant to ESEA section 4105(a) (2), DDOE will ensure each LEA receives a minimum of $10,000 for Title IV. DDOE will use the following steps:

1. Determine the LEA allocation amounts without the $10,000 minimum threshold in a manner bearing the same relationship as the Title I allocations.
2. Determine the number of LEAs that do not meet the threshold and multiply that by $10,000. These funds will be withheld from the amount that will be redistributed to LEAs that met the threshold.
3. Allocate $10,000 to each of the LEAs that did not meet the threshold and proportionally reduce the initial Title I based allocations that are $10,000 or more. If any of the LEAs' allocations is less than $10,000 as a result of the calculated amount, then increase to $10,000. Another proportionate reduction occurs for the remaining LEAs with 10,000 or more until each LEA gets at least $10,000.

E. Title IV, Part B: 21st Century Community Learning Centers.

i. Describe how the SEA will use its Title IV, Part B, and other Federal funds to support State-level strategies that are consistent with the strategies identified in 6.1.A above.

March 13, 2017 Revised Template Question

G.1. Use of Funds *(ESEA section 4203(a)(2))*: Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities.

The DDOE uses trainings, competitive application rubrics, and monitoring to support state-level strategies in its Title IV, Part B 21st Century Community Learning Centers (21st CCLC) programs. 21st CCLC programs incorporate "youth development practices," which give opportunities for all students to build supportive relationships, including low-SES students, students of color, students in foster care, homeless students, SWD, ELs, and other at-risk students. The DDOE helps 21st CCLC programs increase both school attendance and academic achievement of participating students.

The DDOE uses a staggered approach to monitoring and other technical assistance procedures. The DDOE monitors each subgrantee site through three site observations per year. The DDOE conducts two to three self-assessment meetings with each subgrantee after the subgrantee has completed a self-assessment. The DDOE requires each subgrantee to complete an annual continuation plan, including summary information from the previous year and plans for the coming year with an annual budget to know projected spending. In addition, the DDOE calls for each subgrantee that is not on the state's financial system to complete quarterly financial reports. In addition, the DDOE collects quarterly enrollment, attendance, and family engagement reports from each subgrantee.

The state's annual competitive 21st CCLC application includes priority points, which are given to applications that reflect opportunities for families to actively and meaningfully engage in their children's education (a component of this may include family member and caregiver literacy programs). Specific scored sections of the competitive subgrant include "youth development practices," where applicants describe how the program will support all students and give opportunities for them to belong and build supportive relationships. There is also a scored section in the competitive subgrant for detailed objectives and activities that will increase both school attendance and academic achievement of participating students.

The DDOE offers professional learning, through in-person sessions and online through the 21st CCLC "You for Youth" website to 21st CCLC staff on the topics of project-based learning, STEM, family engagement, literacy, college and career readiness, civic learning and engagement, and drug and alcohol prevention.

It is a requirement that 21st CCLC subgrantees answer prompts in the online national 21st CCLC grantees database around time spent on these and other topics.

ii. Describe the SEA's processes, procedures, and priorities used to award subgrants consistent with the strategies identified above in 6.1.A. above and to the extent permitted under applicable law and regulations.

March 13, 2017 Revised Template Question

G.2. Awarding Subgrants *(ESEA section 4203(a)(4)):* Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.

The state's annual competitive 21st CCLC application includes priority points, which are given to applications that reflect opportunities for families to actively and meaningfully engage in their children's education—a component of this may include family member and caregiver literacy programs. Specific scored sections of the competitive subgrant include "youth development practices," where applicants describe how the program will support all students and give opportunities for them to belong and build supportive relationships. There is also a scored section in the competitive subgrant for detailed objectives and activities that will increase both school attendance and academic achievement of participating students. Independent reviewers using a rubric score applications. Those applicants who answer these sections well receive higher scores and are more likely to be funded.

DDOE ensures proposed community learning centers target their activities to students' academic needs through responses on the 21st CCLC application and successive continuation plans outlined in the state's Goal 1, which is to "improve school attendance and increase academic achievement of participating students in one or more academic areas." The proposed community learning centers must develop several SMART (Specific, Measurable, Attainable, Realistic, and Time Bound) objectives describing what will be accomplished during the period of the subgrant that will help the program reach this goal. They must also identify and track performance indicators, including the number of participants who improve attendance and classroom performance; and/or who decrease disciplinary action or other negative behaviors; the number of participants who improve in class participation during school and homework completion; and the number of participants who improve on classroom grades and state assessments in English Language Arts and Mathematics. Proposed community learning centers must identify, track, and report data to measure progress, including attendance records, discipline records, teacher surveys including class participation and homework completion, State Assessments in English Language Arts and Mathematics, classroom grades in English Language Arts and Mathematics. Proposed community learning centers must also identify several activities that will help the program reach the goal and

objectives, ultimately leading to improved attendance and academic achievement. These activities must describe the targeted population, the number and length of sessions, and the staff responsible.

DDOE manages statewide competitions and awards subgrants to eligible entities. For 21st CCLC, "eligible entity" means a local educational agency, community-based organization, another public or private entity, or, ideally, a consortium of two or more of such agencies, organizations, or entities. DDOE gives priority to applications that are jointly submitted by a local educational agency and a community-based organization or other public or private entity. Consistent with this definition of eligible entities, faith-based organizations are eligible to participate in the 21st Century Community Learning Centers program. Subgrant awards are for 21st CCLC programs for a period of 3 to 5 years. Subgrantees must primarily serve students who attend schools that are eligible as Title I schoolwide programs (40% or higher poverty level, based on the Expanded Poverty definition). Subgrantees must offer opportunities for families to actively and meaningfully engage in their children's education. (A component of this may include family member and caregiver literacy programs.) Subgrantees are required to submit a "Sustainability Plan" describing how the community learning center will continue after 21st Century funding ends.

Each grant application was evaluated against the following criteria: Executive Summary; Collaboration and Partnerships; Program Management; Program Design; Program Delivery; Evaluation Plan; and Fiscal Management, Budget, and Sustainability.

DDOE implements a rigorous peer review process by soliciting Delaware-based peer reviewers with expertise in education and afterschool programs who are not employed by DDOE. DDOE trains the peer reviewers on how to use the detailed rubric to assign scores to each response of the application. Each application was read and scored using the rubric by three independent reviewers. The reviewer's scores were averaged. Each application required 80% of 225 possible points (or 180 points) to be considered for funding. Priority and Deduction points were added to applications meeting the 180 point threshold. The applications meeting the 180 point threshold were then ranked according to score, including priority and deduction points and available funds were distributed by awarding each grant in order the requested amount until either all applications meeting the 180 point threshold were funded or until there were no funds remaining. In the latter case, some applications meeting the 180 point threshold may not have been funded.

F. Title V, Part B, Subpart 2: Rural and Low-Income School Program.

i. Provide the SEA's specific measurable program objectives and outcomes related to activities under the Rural and Low-Income School Program, if applicable.

March 13, 2017 Revised Template Question

H.1. Outcomes and Objectives *(ESEA section 5223(b)(1))*: Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.

Not applicable in Delaware.

March 13, 2017 Revised Template Question

H.2. Technical Assistance *(ESEA section 5223(b)(3))*: Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.

Not applicable in Delaware.

G. McKinney-Vento Act.

i. Consistent with section 722(g)(1)(B) of the McKinney-Vento Act, describe the procedures the SEA will use to identify homeless children and youths in the State and assess their needs.

March 13, 2017 Revised Template Question

I.1. Student Identification *(722(g)(1)(B) of the McKinney-Vento Act)*: Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs. Click here to enter text.

Homeless children and youth are identified in the statewide pupil accounting system, eSchoolPLUS. Once a student is identified as McKinney-Vento-eligible at the LEA level, the liaison enters the information on the DDOE Homeless page in the student's account. Both their eligibility status and the services they receive are recorded electronically. This allows both the DDOE and the LEA to access real-time homeless data on an as-needed basis.

In order to facilitate LEA identification of homeless children and youth, the DDOE will provide training and technical assistance to both new and veteran liaisons. A liaison committee will be formed to facilitate the creation of valuable training tools. These items will include recorded webinars focused on the liaison's role in identifying youth, a guide for registrars, all-staff training, and data entry. Additional trainings may be added based on input from the field and the liaison committee. Trainings will be housed in the DDOE online professional learning platform—PDMS and Schoology.

This committee will also be tasked with the creation of a liaison manual. It will contain statewide forms and information about McKinney-Vento-related topics. One section will be dedicated to the identification of the student and family needs as well as suggestions for the best ways to assist with those needs.

ii. Describe the SEA's programs for school personnel (including liaisons designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Act, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youths, including such children and youths who are runaway and homeless youths.

March 13, 2017 Revised Template Question

I.3. Support for School Personnel *(722(g)(1)(D) of the McKinney-Vento Act)*: Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.

Specific trainings focus on heightening the awareness of school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel).

Also, homeless children and youth are identified in Delaware's statewide data system, eSchoolPLUS. Once a student is identified as McKinney-Vento-eligible at the LEA level, the liaison enters the information on the DDOE Homeless page in the student's account. Both the student's eligibility status and the services they receive are recorded. This allows the DDOE and the LEA to access real-time homeless data on an as-needed basis.

In order to facilitate LEA identification of homeless children and youth, the DDOE will provide training and technical assistance to both new and veteran liaisons. A liaison committee will be formed to facilitate the creation of valuable training tools. These items will include a library of recorded webinars focused on the liaison's role in identifying homeless and runaway homeless youth, a guide for registrars, all staff training, and data entry. Additional trainings may be added based on input from the field and the liaison committee. Trainings will be housed in the DDOE online professional learning platform—PDMS and Schoology.

This committee will also be tasked with creating a liaison manual. It will contain statewide forms and information about McKinney-Vento-related topics. One section will be dedicated to the identification of the student and family needs as well as suggestions for the best ways to assist with those needs.

iii. Describe the SEA's procedures to ensure that disputes regarding the educational placement of homeless children and youths are promptly resolved.

March 13, 2017 Revised Template Question

I.2. Dispute Resolution *(722(g)(1)(C) of the McKinney-Vento Act)*: Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.

The dispute resolution process is identified in 14 DE Admin. Code 901 .

iv. Describe the SEA's procedures to ensure that that youths described in section 725(2) of the McKinney-Vento Act and youths separated from the public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youths described in this paragraph from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies.

March 13, 2017 Revised Template Question

I.6. Policies to Remove Barriers (*722(g)(1)(I) of the McKinney-Vento Act)*: Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

The SEA and LEAs in the state have developed policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the state, including barriers to enrollment and retention due

to outstanding fees or fines, or absences. Additional policy review and revisions will need to be addressed with training, technical assistance, and collaboration. The homeless education monitoring checklist includes sections on demonstrating that LEA policies for homeless students are complete and in place. Successes and challenges will be identified during monitoring. Challenges will be remedied through required LEA actions and DDOE technical assistance so that barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the state, including barriers to enrollment and retention due to outstanding fees or fines, or absences are fully addressed and removed completely.

A liaison committee will draft a sample LEA policy for awarding credit to prior coursework. The DDOE will review graduation data for homeless students. State regulations will be reviewed and may be amended to include homeless students in a way similar to students in DSCYF custody. Specific training will be developed and made available for specific roles in the school.

v. Describe the SEA's procedures to ensure that homeless children and youths:
   1. Have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;
   2. Who meet the relevant eligibility criteria, do not face barriers to accessing academic and extracurricular activities; and
   3. Who meet the relevant eligibility criteria, are able to participate in Federal, State, and local nutrition programs.

March 13, 2017 Revised Template Question

I.4. Access to Services *(722(g)(1)(F) of the McKinney-Vento Act)*: Describe procedures that ensure that:

i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;

ii. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and

iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.

These items will need to be addressed with training, technical assistance, and collaboration. Successes and challenges will be identified during monitoring. Challenges will be remedied through required LEA actions and DDOE technical assistance. Collaboration with the Early Childhood and Head Start programs, transportation, and child nutrition is underway. The Child Nutrition office receives a list from the homeless liaisons at the schools. Any child identified as homeless automatically qualifies to receive free meals at school. The DDOE will continue to collaborate with early childhood, specifically with Head Start, to ensure homeless children are appropriately identified and have access to public preschool programs in the state. This will be done through training of LEA Homeless Liaisons, training at the

LEA level for those staff who enroll students and general training for all LEA staff of the requirements for homeless education for preschoolers, including appropriate identification, services, and access to public preschool programs. The training materials provided by NAHECY will be used. Meetings to inform early childhood and Head Start programs will be held to make sure they understand the access that homeless preschool students must be given. LEA monitoring indicators include demonstration of trainings held and number of preschool students served. The Homeless state coordinator meets regularly with representatives from the Office of Early Learning to coordinate services, problem solve, share relevant data and discuss ways to increase access to preschool for homeless youth. LEAs also collect sibling information in the best interest meetings and refer any preschool age children to the appropriate local services.

Homeless youth and youths separated from public schools are afforded equal access to appropriate secondary education and support services, including removing barriers that prevent them from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school. A liaison committee will draft a sample LEA policy for awarding credit to prior coursework. The DDOE will review graduation data for homeless students. State and LEA policies reflect this requirement. Training for LEA staff will include this secondary education and support services topic. Monitoring of LEA homeless education includes indicators on awarding credit for prior coursework and the number of homeless students in secondary education. The new statewide best interest form includes a specific section in which attendees will discuss the student's ability to earn credits and graduate on time. This will be taken into consideration when making the best interest determination recognizing that school stability increases a student's chance for success. Homeless children and youth are able to access the credit recovery systems that are currently in place in all Delaware LEAs and transportation will be provided if necessary. Delaware Regulation 505 allows schools to transfer all course credits from another school and apply them towards graduation. This regulation also allows for additional ways in which students can be awarded credit such as through volunteer service, college courses, distance learning courses, tutoring programs etc. All of these increase any student's ability to earn credits toward graduation, including those experiencing homeless. If such opportunities are deemed necessary the liaison will ensure that any potential barriers will not impede the student's ability to participate.

Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs. LEA training is explicit regarding full participation and removing barriers to accessing academic and extracurricular activities. Monitoring of LEA homeless education includes indicators regarding full participation, including LEA examples of services provided to homeless students for academic and extracurricular activities. Online training for coaches and activity advisors includes information about homelessness, barriers the students face and the importance of ensuring full participation. Transportation will be provided to the students who participate. The Delaware Interscholastic Athletic Association (DIAA) has a policy for

homeless students and the SEA will continue to collaborate with DIAA to ensure that rules do not create barriers for homeless youth.

vi. Describe the SEA's strategies to address problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays and retention, consistent with sections 722(g)(1)(H) and (I) of the McKinney-Vento Act.

March 13, 2017 Revised Template Question

I.5. Strategies to Address Other Problems (722(g)(1)(H) of the McKinney-Vento Act): Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by:

i. requirements of immunization and other required health records;
ii. residency requirements;
iii. lack of birth certificates, school records, or other documentation;
iv. guardianship issues; or
v. uniform or dress code requirements.

These items will need to be addressed with training, technical assistance, and collaboration. Successes and challenges will be identified during monitoring. Challenges will be remedied through required LEA actions and DDOE technical assistance. Community wellness resources will be put into a statewide directory. Title I resources may be used for uniforms or other clothing to meet dress code requirements.

Enrollment challenges are discovered through monitoring. This also will improve through consistent statewide training opportunities. The DDOE will develop specific training and will make the training available for specific roles at the SEA, LEA, and in the schools, which will include, among other things, strategies to address problems resulting from enrollment delays and retention with respect to the education of homeless children and youth.

Part of the LEA training will include Immediate Enrollment requirements that outline that enrollment must be immediate and not be delayed due to missing immunizations or other health records, residency requirements, lack of birth certificate, school records, or other documentation, and guardianship issues. LEA Homeless Liaisons have developed community resource lists that help with most of these missing items after the students are enrolled and attending school.

Delaware has statewide medical records and the nurse will review them, identify any needs and assist them with any pending medical concerns.

LEAs have developed school enrollment forms that include information about the youth's living situation. If the form indicates that the youth may be experiencing homelessness, the LEA or building level liaison is notified. It is their responsibility to assess the youth's circumstances and determine what, if any, additional information is needed.

While training includes a section on guardianship that indicates that schools may not delay enrollment due to a lack of legal guardianship, Delaware also has a relative caregiver form that establishes the responsibilities of caregivers and includes their contact information. In the case of unaccompanied homeless youth, the local liaison will help them choose and enroll in

school, inform them of their rights to transportation and appeal and ensure they are enrolled in school immediately.

LEAs are utilizing Title I funds, clothing closet donations, and local funds to ensure that students who are experiencing homelessness are not facing interruptions to their education due to lack of proper clothing or uniforms.

March 13, 2017 Revised Template Question

I.7. Assistance from Counselors *(722(g)(1)(K))*: A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

Delaware adopted the American School Counselor Association (ASCA) National Model to guide the delivery of school counseling services. This model requires the use of data to drive delivery of services that promote academic, social/emotional and career success for all students. Each school is responsible for using their data to develop a plan that meets the needs of all of their students in addition to providing targeted supports to student groups, including homeless students.

In order to assist school counselors in meeting their students' college and career needs, the DDOE provides them with targeted resources and support. Some of the specific supports available to students experiencing homelessness include:

- Career Cruising – Starting in sixth grade, all students have access to their own Career Cruising account. Through guided lessons, students use the online tools to build self-awareness, explore postsecondary options, and create a plan to achieve success. School counselors can use the tool to run reports to provide targeted assistance to students.
- College Application Week – With support from the DDOE, school counselors in all Delaware high schools hold College Application Week activities. The purpose is to promote a college going culture and provide every senior the opportunity to apply to college. All students are given time and support in school to complete applications.
- Parchment – DDOE contracts with Parchment to provide students an easy way to electronically request, send, and track their transcripts. This service is offered free of charge to the students and schools.
- Professional Learning – DDOE provides and promotes professional learning opportunities that support a school counselor's role in college and career readiness. Topics include areas such as resource reviews, best practices, current initiatives, and career and technical education.
- SAT – All Delaware students are provided the school-day SAT free of charge during 11th grade. Counselors are also provided with test and college application fee waivers. Due to the automatic eligibility of McKinney-Vento students to receive free lunch, they are also automatically eligible to receive these waivers to reduce their financial burden.
- Scholarship Compendium – Each year, the DDOE provides all seniors with a book of scholarships. This book contains a senior timeline, college selection guide and application information for numerous state and national scholarships. This resource is also available online. School counselors use this tool to help advise and guide students.

- Website – DDOE maintains the DEGoesToCollege website that is full of resources for school counselors, students, and families. This ensures that counselors have access to up-to-date resources at all times.

Consolidated State Plan Assurances

Instructions: Each SEA submitting a consolidated State plan must review the assurances below and demonstrate agreement by selecting the boxes provided.

☒ **Coordination.** The SEA must assure that it coordinated its plans for administering the included programs, other programs authorized under the ESEA, as amended by the ESSA, and the Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act, the Carl D. Perkins Career and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the Head Start Act, the Child Care and Development Block Grant Act of 1990, the Education Sciences Reform Act of 2002, the Education Technical Assistance Act of 2002, the National Assessment of Educational Progress Authorization Act, and the Adult Education and Family Literacy Act.

☒ **Challenging academic standards and academic assessments.** The SEA must assure that the State will meet the standards and assessments requirements of sections 1111(b)(1)(A)-(F) and 1111(b)(2) of the ESEA and applicable regulations.

☒ **State support and improvement for low performing schools.** The SEA must assure that it will approve, monitor, and periodically review LEA comprehensive support and improvement plans consistent with requirements in section 1111(d)(1)(B)(v) and (vi) of the ESEA and 34 C.F.R. § 200.21(e).

☒ **Participation by private school children and teachers.** The SEA must assure that it will meet the requirements of sections 1117 and 8501 of the ESEA regarding the participation of private school children and teachers.

☒ **Appropriate identification of children with disabilities.** The SEA must assure that it has policies and procedures in effect regarding the appropriate identification of children with disabilities consistent with the child find and evaluation requirements in section 612(a)(3) and (a)(7) of the IDEA, respectively.

☒ **Ensuring equitable access to Federal programs.** The SEA must assure that, consistent with section 427 of the General Education Provisions Act (GEPA), it described the steps the SEA will take to ensure equitable access to and participation in the included programs for students, teachers and other program beneficiaries with special needs as addressed in sections described below (e.g., 4.3 State Support and Improvement for Low-performing Schools, 5.3 Educator Equity).

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APPENDIX TABLE OF CONTENTS

APPENDIX LETTER	PAGE NUMBER	DOCUMENT TITLE
A		Measurements of Interim Progress
B		Educator Equity Differences in Rates Tables
C		Educator Equity Extension Plan and Differences in Rates Tables

APPENDIX A: MEASUREMENTS OF INTERIM PROGRESS

Instructions: Each SEA must include the measurements of interim progress for academic achievement, graduation rates, and English language proficiency consistent with the long-term goals described in Section 1 for all students and separately for each subgroup of students (except that measurements of interim progress for English language proficiency must only be described for English learners), consistent with the State's minimum number of students. For academic achievement and graduation rates, the State's measurements of interim progress require greater rates of improvement for subgroups of students that are lower-achieving or graduating at lower rates, respectively.

A. Academic Achievement

2017-2030 Combined SBAC and SAT Statewide Intermittent and Long-Term Goals: 50% Reduction Model										
						Targets				
ContentArea	Demographic	2016	Difference	Reduction Goal	Baseline	2019	2022	2025	2028	2030
ELA	African American	36.19	63.81	31.91	36.19	43.03	49.86	56.70	63.54	68.10
ELA	All Students	52.09	47.91	23.96	52.09	57.22	62.36	67.49	72.62	76.05
ELA	American Indian	56.90	43.10	21.55	56.90	61.52	66.14	70.75	75.37	78.45
ELA	Asian	76.92	23.08	11.54	76.92	79.39	81.87	84.34	86.81	88.46
ELA	ELL	15.14	84.86	42.43	15.14	24.23	33.32	42.42	51.51	57.57
ELA	Hawaiian/Pacific Islander	50.00	50.00	25.00	50.00	55.36	60.71	66.07	69.64	75.00
ELA	Hispanic	40.69	59.31	29.66	40.69	47.04	53.40	59.75	66.11	70.35
ELA	Low-Income	35.60	64.40	32.20	35.60	42.50	49.40	56.30	63.20	67.80
ELA	Multiracial	55.34	44.66	22.33	55.34	60.13	64.91	69.70	74.48	77.67
ELA	Students with Disability	13.48	86.52	43.26	13.48	22.75	32.02	41.29	50.56	56.74
ELA	White	64.43	35.57	17.79	64.43	68.24	72.05	75.86	79.67	82.22
MATH	African American	23.39	76.61	38.31	23.39	31.60	39.81	48.01	56.22	61.70
MATH	All Students	40.49	59.51	29.76	40.49	46.87	53.24	59.62	65.99	70.25
MATH	American Indian	40.74	59.26	29.63	40.74	47.09	53.44	59.79	66.14	70.37
MATH	Asian	73.40	26.60	13.30	73.40	76.25	79.10	81.95	84.80	86.70
MATH	ELL	18.10	81.90	40.95	18.10	26.88	35.65	44.43	50.28	59.05
MATH	Hawaiian/Pacific Islander	42.86	57.14	28.57	42.86	48.98	55.10	61.23	67.35	71.43
MATH	Hispanic	29.73	70.27	35.14	29.73	37.26	44.79	52.32	59.85	64.87
MATH	Low-Income	25.42	74.58	37.29	25.42	33.41	41.40	49.39	57.38	62.71
MATH	Multiracial	42.55	57.45	28.73	42.55	48.71	54.86	61.02	67.17	71.28
MATH	Students with Disability	10.36	89.64	44.82	10.36	19.96	29.57	39.17	48.78	55.18
MATH	White	52.87	47.13	23.57	52.87	57.92	62.97	68.02	73.07	76.44

B. Graduation Rates

4-Year Graduation Rate Statewide Intermittent and Long-Term Goals: 50% Reduction Model									
Class of 2015									
			Reduction		Targets				
Demographic	2015	Difference	Goal	Baseline	2019	2022	2025	2028	2030
All Students	84.3%	15.7%	7.9%	84.3%	86.39%	87.96%	89.53%	91.10%	92.15%
African American	81.1%	18.9%	9.5%	81.1%	83.62%	85.51%	87.40%	89.29%	90.55%
American Indian or Alaska Native	65.8%	34.2%	17.1%	65.8%	70.36%	73.78%	77.20%	80.62%	82.90%
Asian or Native Hawaiian/Other Pacific Islander	93.7%	6.3%	3.2%	93.7%	94.54%	95.17%	95.80%	96.43%	96.85%
Children with disabilities*	63.7%	36.3%	18.2%	63.7%	68.54%	72.17%	75.80%	79.43%	81.85%
Economically disadvantaged students*	73.7%	26.3%	13.2%	73.7%	77.21%	79.84%	82.47%	85.10%	86.85%
English learners	68.7%	31.3%	15.7%	68.7%	72.87%	76.00%	79.13%	82.26%	84.35%
Hispanic or Latino	79.8%	20.2%	10.1%	79.8%	82.49%	84.51%	86.53%	88.55%	89.90%
White	87.0%	13.0%	6.5%	87.0%	88.73%	90.03%	91.33%	92.63%	93.50%

5-Year Graduation Rate Statewide Intermittent and Long-Term Goals: 50% Reduction Model									
Class of 2014									
			Reduction		Targets				
Demographic	2015	Difference	Goal	Baseline	2019	2022	2025	2028	2030
All students	85.8%	14.2%	7.1%	85.8%	87.69%	89.11%	90.53%	91.95%	92.90%
African American	82.2%	17.8%	8.9%	82.2%	84.57%	86.35%	88.13%	89.91%	91.10%
American Indian or Alaska Native	94.7%	5.3%	2.7%	94.7%	95.41%	95.94%	96.47%	97.00%	97.35%
Asian or Native Hawaiian/Other Pacific Islander	94.0%	6.0%	3.0%	94.0%	94.80%	95.40%	96.00%	96.60%	97.00%
Children with disabilities*	67.6%	32.4%	16.2%	67.6%	71.92%	75.16%	78.40%	81.64%	83.80%
Economically disadvantaged students*	79.9%	20.1%	10.1%	79.9%	82.58%	84.59%	86.60%	88.61%	89.95%
English learners	78.8%	21.2%	10.6%	78.8%	81.63%	83.75%	85.87%	87.99%	89.40%
Hispanic or Latino	82.8%	17.2%	8.6%	82.8%	85.09%	86.81%	88.53%	90.25%	91.40%
White	88.1%	11.9%	6.0%	88.1%	89.69%	90.88%	92.07%	93.26%	94.05%

6-Year Graduation Rate Statewide Intermittent and Long-Term Goals: 50% Reduction Model									
Class of 2014									
			Reduction		Targets				
Demographic	2016	Difference	Goal	Baseline	2019	2022	2025	2028	2030
All Students	86.0%	14.0%	7.0%	85.97%	87.47%	88.98%	90.48%	91.98%	92.99%
African American	82.4%	17.6%	8.8%	82.39%	84.28%	86.16%	88.05%	89.94%	91.19%
American Indian or Alaska Native	94.7%	5.3%	2.6%	94.74%	95.30%	95.87%	96.43%	96.99%	97.37%
Asian or Native Hawaiian/Other Pacific Islander	94.0%	6.0%	3.0%	93.99%	94.63%	95.28%	95.92%	96.57%	97.00%
Children with disabilities*	68.2%	31.8%	15.9%	68.16%	71.57%	74.98%	78.39%	81.81%	84.08%
Economically disadvantaged students*	80.0%	20.0%	10.0%	80.04%	82.18%	84.32%	86.46%	88.59%	90.02%
English learners	78.8%	21.2%	10.6%	78.79%	81.06%	83.34%	85.61%	87.88%	89.40%
Hispanic or Latino	82.8%	17.2%	8.6%	82.80%	84.64%	86.49%	88.33%	90.17%	91.40%
White	88.2%	11.8%	5.9%	88.17%	89.44%	90.71%	91.97%	93.24%	94.09%

C. English Language Proficiency

Percent of Students Meeting Growth Target Based on Longitudinal ACCESS 2.0 Data

2017 (Baseline)	2020	2023	2026	2028	2030
41.3	49.6	57.8	66.1	71.6	77.1

Index – Average Percent of Growth Target Attained Based on Longitudinal ACCESS 2.0 Data

2017 (Baseline)	2020	2023	2026	2028	2030
67.9	74.8	81.8	88.7	93.4	98.0

APPENDIX B: EDUCATOR EQUITY DIFFERENCES IN RATES

Instructions: Each SEA must complete the appropriate table(s) below. Each SEA calculating and reporting student-level data must complete, at a minimum, the table under the header "Differences in Rates Calculated Using Student-Level Data".

DIFFERENCES IN RATES CALCULATED USING STUDENT-LEVEL DATA

All percentages represent the share of educators meeting that given definition.

STUDENT GROUPS	Rate at which students are taught by an **ineffective** teacher	Differences between rates	Rate at which students are taught by an **out-of-field** teacher	Differences between rates	Rate at which students are taught by an **inexperienced** teacher (First Year)	Differences between rates	Rate at which students are taught by an **inexperienced - novice** teacher (first four years of teaching	Differences between rates
Low-income students enrolled in schools receiving funds under Title I, Part A	3.0%	1.9%	10.7%	0.1%	3.8%	2.4%	13.9%	3.7%
Non-low-income students enrolled in schools not receiving funds under Title I, Part A	1.1%		10.6%		1.4%		10.2%	
Minority students enrolled in schools receiving funds under Title I, Part A	3.6%	2.5%	11.8%	3.3%	3.9%	2.5%	14.3%	4.1%
Non-minority students enrolled in schools not receiving funds under Title I, Part A	1.1%		10.6%		1.4%		10.2%	

If the SEA has defined other optional key terms, it must complete the table below.

STUDENT GROUPS	Rate at which students are taught by an **ineffective** teacher	Differences between rates	Rate at which students are taught by an **out-of-field** teacher	Differences between rates	Rate at which students are taught by an **inexperienced** teacher	Differences between rates	Rate at which students are taught by an **inexperienced - novice** teacher (first four years of teaching	Differences between rates
Low-income students enrolled in "high-need" schools	6.1%	5.0%	13.3%	3.3%	5.4%	3.3%	17.4%	7.1%
Non-low-income students enrolled in schools not designated "high need"	1.1%		10.0%		2.1%		10.3%	
Minority students enrolled in "high-need" schools	8.8%	7.7%	16.2%	6.5%	6.0%	4.0%	19.2%	9.1%
Non-minority students enrolled in schools not designated "high need"	1.1%		9.7%		2.0%		10.1%	

APPENDIX C: EDUCATOR EQUITY EXTENSION

Instructions: If an SEA requests an extension for calculating and reporting student-level educator equity data under 34 C.F.R. § 299.13(d)(3), it must: (1) provide a detailed plan and timeline addressing the steps it will take to calculate and report, as expeditiously as possible but no later than three years from the date it submits its initial consolidated State plan, the data required under 34 C.F.R. § 299.18(c)(3)(i) at the student level and (2) complete the tables below.

DIFFERENCES IN RATES CALCULATED USING DATA OTHER THAN STUDENT-LEVEL DATA

STUDENT GROUPS	Rate at which students are taught by an **ineffective** teacher	Differences between rates	Rate at which students are taught by an **out-of-field** teacher	Differences between rates	Rate at which students are taught by an **inexperienced** teacher	Differences between rates
Low-income students	Box A: enter rate as a percentage	Enter value of (Box A) – (Box B)	Box E: enter rate as a percentage	Enter value of (Box E) – (Box F)	Box I: enter rate as a percentage	Enter value of (Box I) – (Box J)
Non-low-income students	Box B: enter rate as a percentage		Box F: enter rate as a percentage		Box J: enter rate as a percentage	
Minority students	Box C: enter rate as a percentage	Enter value of (Box C) – (Box D)	Box G: enter rate as a percentage	Enter value of (Box G) – (Box H)	Box K: enter rate as a percentage	Enter value of (Box K) – (Box L)
Non-minority students	Box D: enter rate as a percentage		Box H: enter rate as a percentage		Box L: enter rate as a percentage	

N/A

If the SEA has defined other optional key terms, it must complete the table below.

STUDENT GROUPS	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 1	Differences between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 2	Differences between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 3	Differences between rates
Low-income students	Box A: enter rate as a percentage	Enter value of (Box A) – (Box B)	Box E: enter rate as a percentage	Enter value of (Box E) – (Box F)	Box I: enter rate as a percentage	Enter value of (Box I) – (Box J)
Non-low-income students	Box B: enter rate as a percentage		Box F: enter rate as a percentage		Box J: enter rate as a percentage	
Minority students	Box C: enter rate as a percentage	Enter value of (Box C) – (Box D)	Box G: enter rate as a percentage	Enter value of (Box G) – (Box H)	Box K: enter rate as a percentage	Enter value of (Box K) – (Box L)
Non-minority students	Box D: enter rate as a percentage		Box H: enter rate as a percentage		Box L: enter rate as a percentage	

N/A

APPENDIX D: GEPA ASSURANCE LANGUAGE

GEPA 427

The Delaware Department of Education adheres to Section 427 of the General Education Provisions Act (GEPA). In carrying out its educational mission, the Delaware Department of Education will ensure to the fullest extent possible equitable access to, participation in, and appropriate educational opportunities for individuals served. Federally funded activities, programs, and services will be accessible to all teachers, students and program beneficiaries. The DDOE ensures equal access and participation to all persons regardless of their race, color, ethnicity, religion, national origin, age, citizenship status, disability, gender or sexual orientation in its education programs, services, and/or activities.

For state-level activities as well as all other activities supported by federal assistance through our electronic grant application, DDOE will fully enforce all federal and state laws and regulations designed to ensure equitable access to all program beneficiaries and to overcome barriers to equitable participation. The DDOE will hold LEAs accountable for ensuring equal access and providing reasonable and appropriate accommodations to meet the needs of a diverse group of students, staff, community members and other participants.

Steps taken to ensure equitable access may include, but are not limited to;

- printing materials in multiple languages;
- offering multi-lingual services for participants and others as needed and appropriate;
- responsiveness to cultural differences;
- fostering a positive school climate through restorative practices;
- conducting outreach efforts and target marketing to those not likely to participate;
- providing assistive technology devices to translate/make accessible grant and program materials for participants requiring such accommodations;
- using technologies to convey content of program materials;
- using materials that include strategies for addressing the needs of all participants;
- pre-program gender and cultural awareness training for participants;
- development and/or acquisition and dissemination of culturally relevant and sensitive curriculum and informational materials; and
- use of transportation services that include handicapped accommodations.