



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

June 7, 2022

The Honorable Mark Holodick
Secretary of Education
Delaware Department of Education
401 Federal Street, Suite Two
Dover, DE 19901-3639

Dear Secretary Holodick:

I am writing in response to Delaware's request on March 23, 2022, to the U.S. Department of Education (Department) to amend its approved consolidated State plan under the Elementary and Secondary Education Act of 1965 (ESEA), using the COVID-19 State Plan Addendum (Addendum). Delaware requests these amendments to account for one-year changes in the 2021-2022 school year due to extraordinary circumstances related to the COVID-19 pandemic and in response to the waivers the Department granted Delaware from the accountability requirements of the ESEA for the 2019-2020 and 2020-2021 school years and the assessment requirements for the 2019-2020 school year.

Specifically, Delaware requested the short-term amendments to:

- Shift forward long-term goals for academic achievement by two years.
- Replace student growth as its the Other Academic indicator for elementary and secondary schools that are not high schools with proficiency in science and social studies, which were previously School Quality or Student Success (SQSS) indicators.
- Use chronic absenteeism as a SQSS indicator for elementary and secondary schools that are not high schools.
- Run its system of annual meaningful differentiation but not report an overall summative rating for schools. Rather, Delaware will report performance data for each indicator and school designations.
- Revise the weighting of the Other Academic and SQSS indicators in its system of annual meaningful differentiation for its elementary and middle schools.
- Identify schools for targeted support and improvement due to consistently underperforming subgroups (TSI) using data from the 2021-2022 school year and modified accountability data from the 2017-2018 and 2018-2019 school years, excluding student growth data.
- Omit the 2019-2020 and 2020-2021 school years from the number of years in which a school must meet the statewide exit criteria and adjust the timeline accordingly, for comprehensive support and improvement (CSI) and additional targeted support and improvement (ATSI) schools.
- Revise the exit criteria for CSI and ATSI schools to require that a school (1) demonstrate increased student and student subgroup outcomes on the statewide mathematics and reading/language arts assessments from the 2020-2021 to 2023-2024 school years and, for schools identified in the 2017-2018 school year, ensure that the school or student subgroup does

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not show regress from the point of identification. Schools may also present additional evidence of increased student success in the form of a portfolio.

I am approving Delaware’s changes to its ESEA consolidated State plan. This letter and Delaware’s approved Addendum for the 2021-2022 school year will be posted on the Department’s website along with the currently approved version of Delaware’s ESEA consolidated State plan (available at: <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/>). Because I am approving changes through the Addendum that are not limited to the 2021-2022 school year (e.g., shifted school identification timeline and modified exit criteria), Delaware must submit an updated ESEA consolidated State plan that incorporates those approved changes at a later date.

Please be aware that approval of this amendment to Delaware’s consolidated State plan is not a determination that all the information and data included in the amended State plan comply with Federal civil rights requirements, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and requirements under the Individuals with Disabilities Education Act. It is Delaware’s responsibility to comply with these civil rights requirements.

I know that you are doing all in your power to support your districts and schools to ensure the health and well-being of students and educators. Thank you for your dedication to this effort. If you have any questions, please contact my staff at OESE.TitleI-a@ed.gov.

Sincerely,

/s/

James F. Lane, Ed. D.
Senior Advisor, Office of the Secretary
Delegated the Authority to Perform the
Functions and Duties of the Assistant Secretary
Office of Elementary and Secondary Education

cc: Chantel Janiszewski, Accountability and Performance Management, DDOE