

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](#).

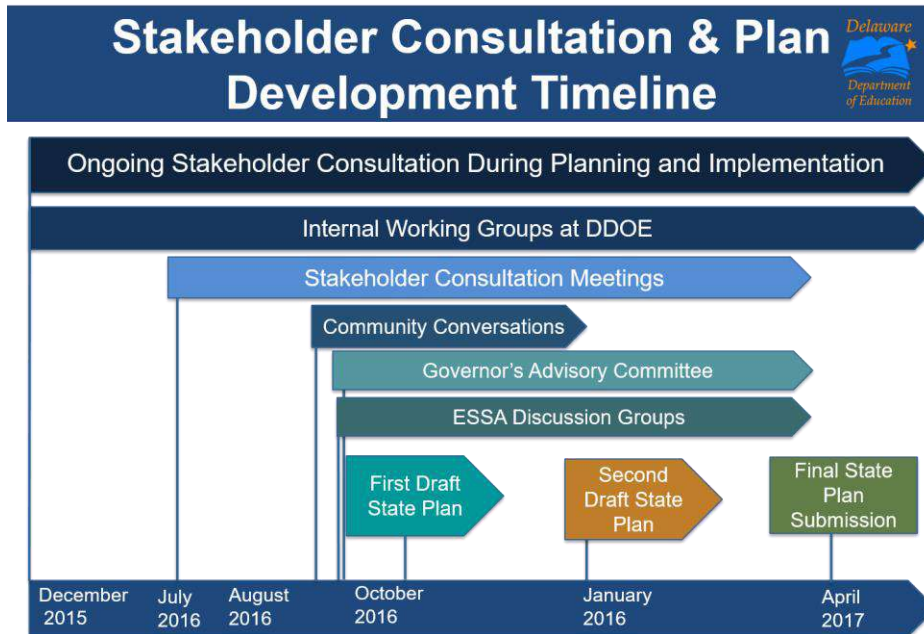
On October 31, 2016, the first draft of the state plan was posted on the ESSA website for public comment. On November 1, 2016, a press release announced several opportunities for stakeholders to share feedback and ideas for the state plan. See press release [here](#).

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
 - ◆ Debora Stevens – Delaware State Education Association, Director of Instructional Advocacy
 - ◆ Kendall Massett – Executive Director, Delaware Charter School Network
 - ◆ Eileen DeGregoriis – 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,

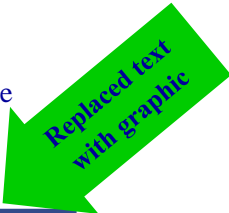
Measures of School Success and Public Reporting, Long-Term Goals, and Measures of Interim Progress. More than 180 surveys were completed.

- 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 highlighted in yellow throughout this plan draft.

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:
<p>Surveys, community discussions, and various stakeholder groups:</p> <ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ 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
<p>Measures of School Success and Public Reporting discussion group and local education agency ESL coordinators:</p> <ul style="list-style-type: none"> ▪ Include former ELs in academic achievement accountability for four years 	<ul style="list-style-type: none"> ▪ 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.

DDOE Continuous Improvement Model (ESSA)



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.