Delaware

Department of Education

DEPARTMENT OF EDUCATION

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October 31, 2016

Dear community members and other education stakeholders:

Today the Delaware Department of Education is sharing draft components of the state's Every Student Succeeds Act (ESSA) plan. We welcome your feedback on these initial ideas, which follow the guidance we have received from the U.S. Department of Education to date and are informed by the input we have received from you at our September community conversations, discussion groups and through online surveys last month.

As you will see when you review these documents, our collective work is far from over. Many decisions and much work remain. While we still are waiting for federal guidance to inform some sections, for others, we recognize we need more community discussions before determining the best path forward for our state. Throughout, we have noted feedback we have received to date. This initial iteration allows us to ask important questions of our community before proposing policy decisions in a second draft to be released in December. The draft plan components shared today also include placeholder figures, data that will need to be updated in the coming months as we target a final plan submission on March 6, 2017.

We appreciate your assistance and feedback as we continue to develop our Delaware plan. There are several opportunities for you to share your ideas. We will host a second series of community conversations across the state in November and December. More online surveys also will be posted later this fall. Our two ESSA Discussion Groups also continue to meet as does the Governor's ESSA Advisory Committee. You can find information about all of these opportunities on our ESSA web site, www.doe.k12.de.us/ESSA. Feedback and questions also can be sent to ESSAStatePlan@doe.k12.de.us.

Thank you for your continued input, support and collaboration on the development of our State Plan. Together we can provide our students education and related services they need to be well prepared for success in college, career and in life.

Sincerely,

Steven H Godowsky

Steven H. Godowsky
Secretary of Education

Instructions: Each SEA must describe its ambitious long-term goals, including how it established its ambitious long-term goals for academic achievement, graduation rates, and English language proficiency, including its State-determined timeline for attaining such goals consistent with the requirements in §200.13 and section 1111(c)(2) of the ESEA, for all students and separately for each subgroup of students, consistent with the State's minimum number of students, such that the State's measurements of interim progress require greater rates of improvement for subgroups of students that are lower-achieving.

In the tables below, provide the starting point (year) and long term goal (year) for academic achievement and graduation rates by subgroup (add or delete rows as necessary). If the tables do not accommodate this information, an SEA may create a new table or text box. For English language proficiency, use the text box to describe the long term goals or create a new table, as necessary.

Note that in Appendix A, each SEA will include the measurements of interim progress for academic achievement, graduation rates, and English language proficiency.

A. **Academic Achievement**.
  i. **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for academic achievement.

> **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:**
> - Safe and healthy environments conducive to learning
> - Engaged and informed families, schools, districts, communities, and other agencies
> - Equitable access to excellent educators
> - High quality early learning opportunities
> - Rigorous standards, instruction, and assessments
>
> The Delaware DOE (DDOE), with the input of its stakeholders, will identify which academic and non-academic indicators will be included in its accountability system, and will subsequently establish "ambitious State-designed long-term goals" with measures of interim progress for all students and subgroups of students. Stakeholder feedback will also inform the weight of individual indicators in the accountability system, recognizing the academic indicators, such as proficiency and graduation rates, by law must count more as an aggregate than the non-academic indicators.
>
> As stated in its June 30, 2015 ESEA Flexibility Waiver, the goal of Delaware's plan is to decrease the percentage of non-proficient students by 50% in each subgroup by the end of the

2017 school year, thereby reducing the achievement gaps. Under ESSA, we have an opportunity to revisit this approach.

The DDOE continues to seek stakeholder feedback regarding the timelines for interim and long-term goals, as well as whether we should keep the existing methodology for calculating long-term targets.

- *What should we consider as the appropriate timeframe for interim and long-term goals?*
- *Should we keep our existing methodology as described above for setting these goals or consider a different approach?*

The tables below provide the starting point (2014-2015) for academic achievement by subgroup by grade level in ELA and Mathematics. The starting point is 2014-2015 as this was the first year that Smarter Balanced was implemented in Delaware. The tables begin with a summary of academic achievement in ELA and Mathematics for all Delaware students in 2014-2015 and continue by grade level for each tested grade, 3-8 and 11. As 2014-2015 is the starting point, Smarter Balanced is the statewide assessment by which academic achievement is measured for each of these grade levels.

All Students Table

Subgroups	ELA Starting Point (2014-2015)	ELA Long Term Goal (Year)	Mathematics Starting Point (2014-2015)	Mathematics Long Term Goal (Year)
All students	50.4%		36.0%	
Economically disadvantaged students	34.12%		23.75%	
Children with disabilities	18.28%		14.05%	
English learners	14.66%		15.43%	
African American	35.79%		21.91%	
American Indian or Alaska Native	57.56%		39.80%	
Asian	77.14%		70.75%	
Native Hawaiian/Other Pacific Islander	51.35%		37.83%	
Hispanic or Latino	39.08%		28.60%	
White	61.67%		49.30%	

Grade 3 Table

	ELA	ELA	Mathematics	Mathematics

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Subgroups	Starting Point (2014-2015)	Long Term Goal (Year)	Starting Point (2014-2015)	Long Term Goal (Year)
All students	53.75%		52.84%	
Economically disadvantaged students	37.11%		36.37%	
Children with disabilities	24.56%		24.20%	
English learners	22.34%		25.42%	
African American	39.16%		35.83%	
American Indian or Alaska Native	78.95%		68.42%	
Asian	77.25%		80.21%	
Native Hawaiian/Other Pacific Islander	50.00%		50.00%	
Hispanic or Latino	40.47%		41.33%	
White	65.71%		66.09%	

Grade 4 Table

Subgroups	ELA Starting Point (2014-2015)	ELA Long Term Goal (Year)	Mathematics Starting Point (2014-2015)	Mathematics Long Term Goal (Year)
All students	52.96%		46.37%	
Economically disadvantaged students	36.91%		31.44%	
Children with disabilities	21.23%		18.38%	
English learners	14.19%		16.27%	
African American	37.73%		29.51%	
American Indian or Alaska Native	62.50%		52.50%	
Asian	78.93%		76.32%	
Native Hawaiian/Other Pacific Islander	53.85%		53.85%	

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Hispanic or Latino	39.24%		35.92%	
White	66.12%		59.05%	

Grade 5 Table

Subgroups	ELA Starting Point (2014-2015)	ELA Long Term Goal (Year)	Mathematics Starting Point (2014-2015)	Mathematics Long Term Goal (Year)
All students	54.81%		38.08%	
Economically disadvantaged students	38.35%		22.62%	
Children with disabilities	19.77%		13.68%	
English learners	8.81%		8.07%	
African American	38.87%		21.62%	
American Indian or Alaska Native	58.54%		34.15%	
Asian	80.21%		73.33%	
Native Hawaiian/Other Pacific Islander	72.73%		45.45%	
Hispanic or Latino	43.45%		26.94%	
White	66.80%		49.80%	

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Grade 6 Table

Subgroups	ELA Starting Point (2014-2015)	ELA Long Term Goal (Year)	Mathematics Starting Point (2014-2015)	Mathematics Long Term Goal (Year)
All students	47.35%		34.07%	
Economically disadvantaged students	29.88%		17.98%	
Children with disabilities	14.20%		9.34%	
English learners	6.86%		6.69%	
African American	32.98%		17.79%	
American Indian or Alaska Native	52.83%		37.74%	
Asian	79.72%		68.82%	
Native Hawaiian/Other Pacific Islander	20.00%		10.00%	
Hispanic or Latino	36.30%		22.68%	
White	57.98%		45.87%	

Grade 7 Table

Subgroups	ELA Starting Point (2014-2015)	ELA Long Term Goal (Year)	Mathematics Starting Point (2014-2015)	Mathematics Long Term Goal (Year)
All students	49.36%		36.50%	
Economically disadvantaged students	31.34%		20.14%	
Children with disabilities	14.52%		10.59%	
English learners	9.18%		5.64%	
African American	32.65%		19.59%	
American Indian or Alaska Native	47.17%		28.30%	

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Asian	78.24%		70.80%	
Native Hawaiian/Other Pacific Islander	33.33%		33.33%	
Hispanic or Latino	37.34%		25.57%	
White	62.26%		48.91%	

Grade 8 Table

Subgroups	ELA Starting Point (2014-2015)	ELA Long Term Goal (Year)	Mathematics Starting Point (2014-2015)	Mathematics Long Term Goal (Year)
All students	48.21%		34.69%	
Economically disadvantaged students	29.72%		17.76%	
Children with disabilities	15.68%		10.79%	
English learners	8.00%		10.11%	
African American	32.68%		17.04%	
American Indian or Alaska Native	58.54%		39.02%	
Asian	78.93%		70.62%	
Native Hawaiian/Other Pacific Islander	44.44%		22.22%	
Hispanic or Latino	37.82%		25.58%	
White	59.23%		46.53%	

Grade 11 Table (*based on Smarter Balanced assessment data)

Subgroups	ELA Starting Point (2014-15)	ELA Long Term Goal (Year)	Mathematics Starting Point (2014-15)	Mathematics Long Term Goal (Year)
All students	47.02%		21.72%	
Economically disadvantaged students	33.89%		9.79%	
Children with disabilities	16.56%		7.94%	
English learners	15.58%		8.28%	
African American	36.97%		10.51%	
American Indian or Alaska Native	50.00%		23.68%	
Asian	64.84%		51.29%	
Native Hawaiian/Other Pacific Islander	77.78%		33.33%	
Hispanic or Latino	38.39%		13.00%	
White	53.33%		28.02%	

B. Graduation Rate.

i. **Description.** Describe how the SEA established its ambitious long terms goals and measurements of interim progress for the four-year adjusted cohort graduation rate and, if applicable, the extended-year adjusted cohort graduation rate. Add additional tables as necessary.

DDOE, with the input of its stakeholders, will work together to establish ambitious long term goals with measurements of interim progress for all students and subgroups for the 4-year adjusted cohort graduation rates as well as extended-year adjusted cohort graduation rates. Based on stakeholder feedback received to date, there is interest in continuing to calculate and report both 5- and 6-year adjusted cohort graduation rates.

The DDOE continues to seek stakeholder feedback regarding how best to establish ambitious long-term goals and interim measurements of progress for the 4-year and extended-year adjusted cohort graduation rates as well as whether we should keep the existing methodology for calculating long-term targets.

- *What should we consider as the ambitious yet achievable long-term goals for graduation rates?*
- *Should we keep our existing methodology as described above for setting these goals or consider a different approach?*

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

ii. If the State has an extended-year rate or rates, indicate the length of the cohort (*i.e.*, 5-year, 6-year, 7-year):

> The DDOE currently calculates and reports 5-year and 6-year adjusted cohort graduation rates. Based on stakeholder feedback received to date, there is interest in continuing to calculate and report both 5- and 6-year adjusted cohort graduation rates.
>
> *DDOE continues to seek stakeholder feedback regarding how best to establish ambitious long-term goals and interim measurements of progress for the extended-year adjusted cohort graduation rates as well as whether we should keep the existing methodology for calculating long-term targets.*
> - *What should we consider as the ambitious yet achievable interim and long-term goals for extended graduation rates (5- and 6-year)?*

5-Year Adjusted Cohort Graduation Rate		
Subgroup	Starting Point (2013-2014)	Long Term Goal (Year)
All students	85.8%	TBD
Economically disadvantaged students	79.9%	TBD
Children with disabilities	67.6%	TBD
English learners	78.8%	TBD

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African American	82.2%	TBD
American Indian or Alaska Native	94.7%	TBD
Asian or Native Hawaiian/Other Pacific Islander	94.0% - Asian	TBD
Hispanic or Latino	82.8%	TBD
White	88.1%	TBD

6-Year Adjusted Cohort Graduation Rate		
Subgroup	**Starting Point (2012-2013)**	**Long Term Goal (Year)**
All students	81.4%	TBD
Economically disadvantaged students	69.1%	TBD
Children with disabilities	63.8%	TBD
English learners	74.9%	TBD
African American	77.6%	TBD
American Indian or Alaska Native	80.6%	TBD
Asian or Native Hawaiian/Other Pacific Islander	90.1% - Asian	TBD
Hispanic or Latino	78.8%	TBD
White	83.7%	TBD

C. **English Language Proficiency.**

   i. **Description.** Describe how the SEA established its ambitious long terms goals and measurements of interim progress for progress in achieving English language proficiency and provide an explanation of the uniform procedure and student-level characteristics, if any, used to set the long terms goals and measurements of interim progress.

   In 2008-09, the DDOE revised its Title III accountability model to establish its long-term goals and measurements of interim progress for English learners. The revised model became effective in the

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2010-11 academic year and was applied uniformly statewide for the K-12 EL student population. Student-level characteristics were not included in the model.

For AMAO I/English language proficiency, student growth was determined by a .5 Composite Proficiency Level increase annually as demonstrated on the annual ACCESS for ELs 2.0 summative assessment. In 2010, the baseline for AMAO I/Growth was set statewide at 60%. The short-term goal for the percentage of EL students who would meet that .5 Composite Proficiency Level growth increased by 2% annually. In 2011, the English language proficiency growth goal was 62%, in 2012, 64%, etc. By 2016, the schedule required that 72% of all EL students would achieve the .5 growth gain. The DDOE long-term goal was for 80% of all EL students to demonstrate a .5 Composite Proficiency Level annual increase by 2020.

For AMAO II/English language attainment, the target was determined by a student achieving a Tier C/5.0 Composite Proficiency Level score on the annual WIDA ACCESS for ELs 2.0 summative assessment. In 2010, the baseline for AMAO II/Attainment was set statewide at 17.5%. The short-term goal for the percentage of EL students who would meet that Tier C/Level 5.0 attainment was projected to increase by 1.5% annually. In 2011, the English language proficiency attainment goal was 18.8%, in 2012, 20.0%, etc. By 2016, the schedule required that 25% of all EL students would achieve the Tier C/Level 5.0 attainment target. The DDOE long-term goal was for 30% of all EL students to meet the Tier C/Level 5.0 attainment target by 2020.

The DDOE is exploring a metric that will include student-level characteristics to better reflect the varied nature of EL students. Factors such as when the EL student begins formal education in the state, the initial level of English proficiency upon enrollment, and prior educational experience are being considered. The DDOE is reviewing data and data models in conjunction with WIDA, the CCSSO EL SCASS, and neighboring mid-Atlantic states to determine a new growth measurement and the short and long term interim progress measures.

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2.1 Timely and Meaningful Consultation.

Instructions: Each SEA must engage in timely and meaningful consultation with stakeholders in developing its consolidated State plan, consistent with §§ 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; and the public.

A. **Public Notice**. Provide evidence of the public notice that the SEA provided in compliance with the requirements under §200.21(b)(1)-(3), of the SEA's processes and procedures for developing and adopting its consolidated State plan.

> Overview
>
> In March of 2016, the Delaware Department of Education (DDOE) established an internal ESSA working group of more than 50 staff to review the contents of the new law and to understand the changes in policy and regulations. These efforts provided important insight into Delaware's program strengths and readiness for implementing ESSA. Furthermore, these efforts helped to identify areas of opportunity and need. This work set the stage for the DDOE to plan for effective, focused, and meaningful stakeholder consultation, which was used to inform the State Plan.
>
> The DDOE considers education stakeholders to be a vital component in drafting and implementing the State Plan. Stakeholder consultation was carried out in multiple ways:
> - Time was scheduled at more than 25 existing stakeholder group meetings 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, Delaware School Boards Association, PTA, District Superintendents and Charter Leaders. A complete list of these consultation meetings is included as an Appendix.
> - Two rounds of Community Conversations were held throughout the state. The focus of round 1 was to gather feedback to inform the State Plan. One hundred and seven community members participated in 4 conversations throughout the state. Round 2 focused on collecting feedback on the first draft of the State Plan. X community members participated in 5 conversations through the state.

- 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:
    - Teri Quinn Gray - President of the State Board of Education
    - Deb 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
    - Rhonda 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
    - LaShonda Wooten   - Educator at Shortlidge Elementary School, Red Clay Consolidated School District
    - Janine Clark - 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; 2016-17 Howard High School Teacher of the Year
    - Susan Bunting - Superintendent, Indian River School District
    - Laurisa Schutt - Executive Director, Teach for America; Board Member, Leading Youth Through Empowerment
    - Cheryl Carey - Counselor, Philip C. Showell Elementary, Indian River; 2015-16 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

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- The DDOE established two technical working groups to engage stakeholders. 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 is comprised of 27 nominated members.
- The DDOE established an ESSA state plan email account (ESSAStatePlan@doe.k12.de.us) to share information and collect feedback.
- Four surveys were made available on the ESSA website to address four topic areas of the plan needing stakeholder consultation: Support for All Students, Supporting Excellent Educators, School Support and Improvement, and Measures of School Success and Public Reporting. More than 400 surveys were completed.

Public Notice

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

In partnership with the Governor's office, the DDOE first publicly announced opportunities for stakeholders to provide feedback to inform the State Plan through Community Conversations and online surveys on August 30, 2016. See press release here.

The DDOE made an additional public announcement on September 7, 2016 that included the ESSA website (http://www.doe.k12.de.us/ESSA) and email address (ESSAStatePlan@doe.k12.de.us) for collecting questions and feedback. The ESSA website provides a timeline for stakeholder engagement activities, plan development and implementation. See press release here.

The first draft of the state plan was posted on the ESSA website for public comment on October 31, 2016. Public comment period was announced on November 1, 2016 with this press release:

The second draft of the state plan was posted on the ESSA website for public comment on December 31, 2016. Public comment period was announced on December 31, 2016 with this press release:

B. **Outreach and Input**. For each of the four components of the consolidated State plan listed below, describe how the SEA:

i. Conducted outreach to and solicited input from the individuals and entities listed above 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 the consolidated State plan by making the plan available for public comment for a period of not less than 30 days prior to submission to the Department for review and approval.

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ii. Took into account the consultation and public comment, including 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.
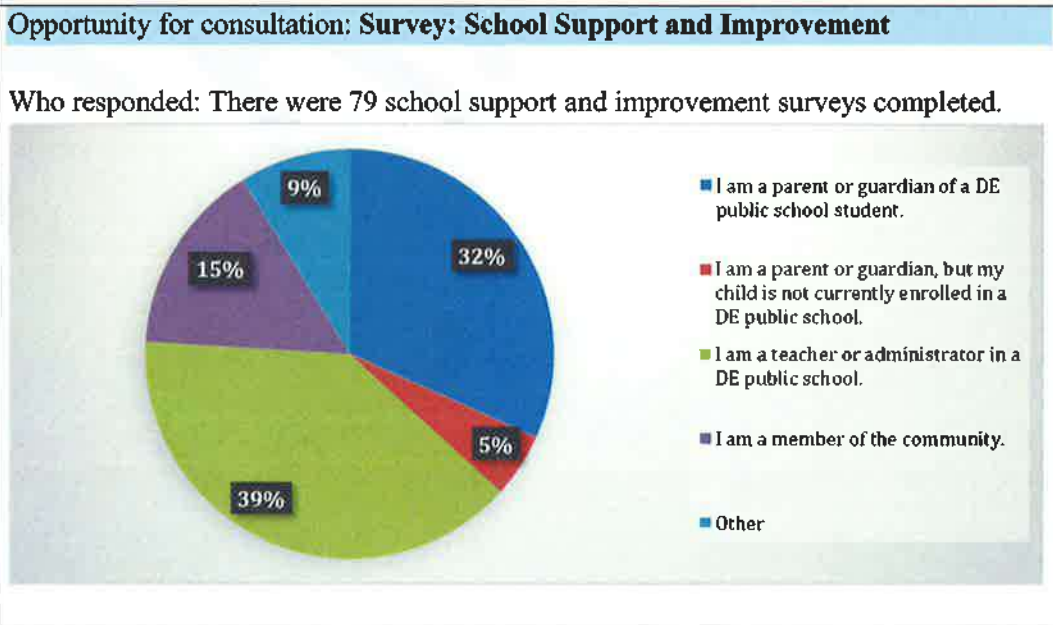
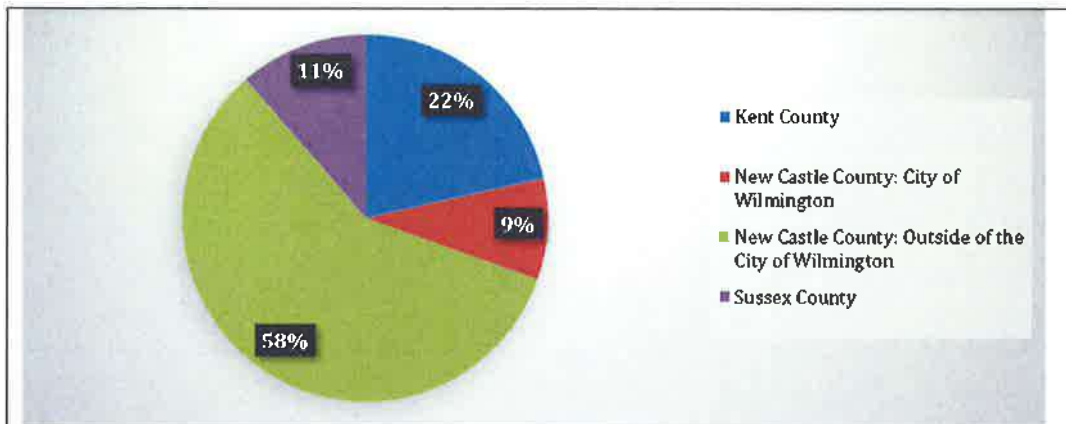a. Challenging Academic Standards and Academic Assessments

In August 2010, the DDOE brought to the State Board of Education new standards in ELA and math that aligned to college- and career-ready expectations. A significant statewide process for feedback on the state standards was developed at that time. Upon the adoption of the revised standards in ELA and math, the Department worked with two consortia – PARCC and Smarter Balanced – to determine which of these assessments was best for Delaware's standards and the context of the Delaware system. As a result of stakeholder feedback, it was determined that the computer adaptive nature of Smarter Balanced was better aligned with Delaware's infrastructure and system.

Next Generation Science Standards

The Next Generation Science Standards were adopted in 2013 following the review and feedback from Delaware educators during the standards development phase. The Delaware Science Coalition and the DDOE then carried out a series of regional community based meetings to provide a venue for public comment on the standards prior to adoption. Since that time the DDOE has engaged with the Delaware Science Coalition to carry out the implementation plan for the standards with a focus on curriculum and resources, assessment, and professional development.

b. Accountability and Support for Schools

Opportunity for consultation: **Survey: School Support and Improvement**

Who responded: There were 79 school support and improvement surveys completed.

- I am a parent or guardian of a DE public school student.
- I am a parent or guardian, but my child is not currently enrolled in a DE public school.
- I am a teacher or administrator in a DE public school.
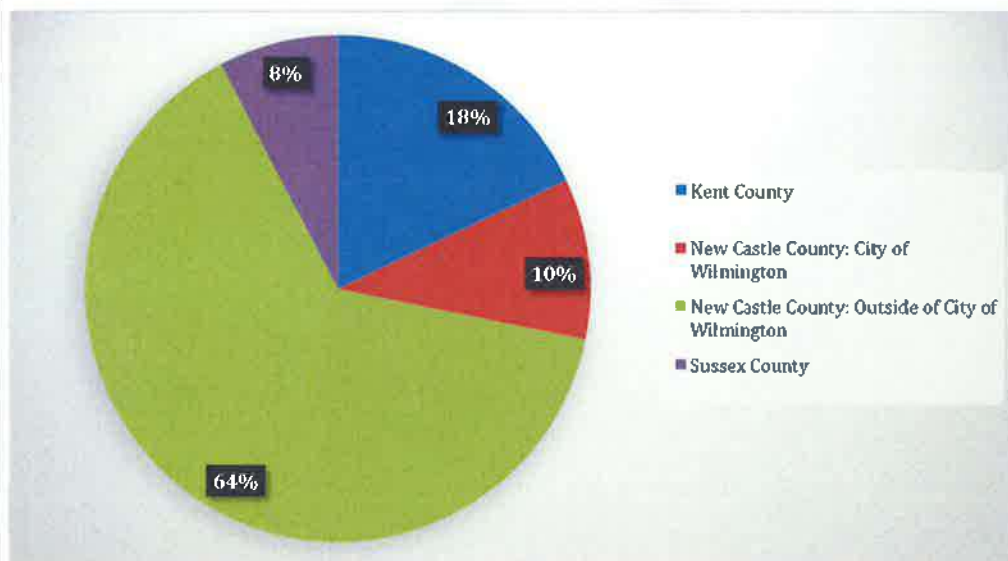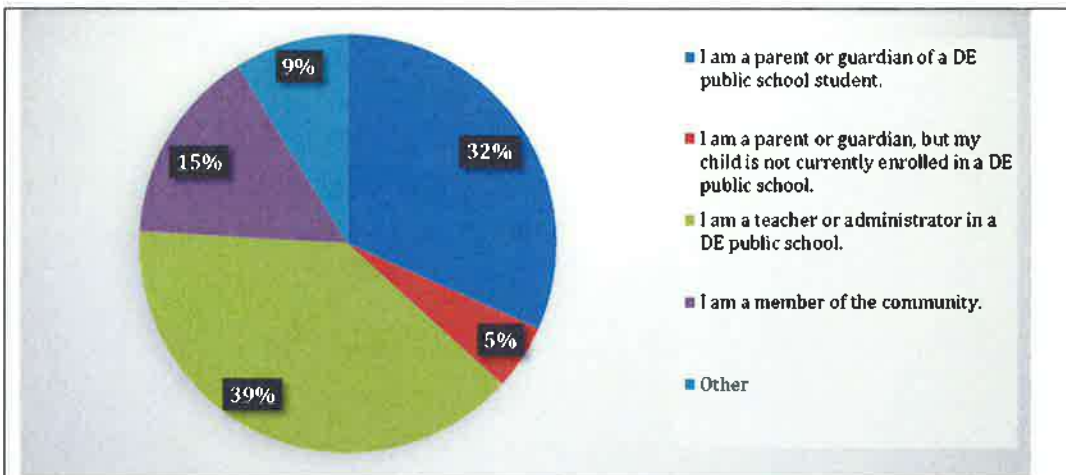- I am a member of the community.
- Other

What we heard:

- 87% of respondents thought all schools under improvement status should have to meet the same achievement criteria, as opposed to the criteria being customized for each school.
- 67% of respondents indicated that the state should provide funding support for homeless student services.
- 56% of respondents would like to see funding and/or professional development for summer programs for incoming freshmen between 8th and 9th grades to ease the transition to high school and reduce the risk of students dropping out.
- 46% of respondents would like the state to support district and charter school collaboration with other [non-school district] early learning programs and resources in the state.
- 42% of survey respondents indicated schools should be allowed two years to be in the bottom 5% or fail to graduate more than one-third of its students before being identified as a Comprehensive Support and Improvement school.

Opportunity for consultation: **Survey: Measures of School Success and Public Reporting**

Who responded: There were 79 measures of school success and public reporting surveys completed.

Legend:
- I am a parent or guardian of a DE public school student.
- I am a parent or guardian, but my child is not currently enrolled in a DE public school.
- I am a teacher or administrator in a DE public school.
- I am a member of the community.
- Other

Values: 32%, 5%, 39%, 15%, 9%

Legend:
- Kent County
- New Castle County: City of Wilmington
- New Castle County: Outside of City of Wilmington
- Sussex County

Values: 18%, 10%, 64%, 8%

What we heard:

- For determining school success in elementary and middle schools, parents, teachers and administrators alike favored both student growth and proficiency to determine school success.
- Respondents were more likely to suggest measures of school climate and safety as an important middle school measure of success.
- Respondents across all roles were increasingly interested in college and career measures to determine school success in high schools.

Between July 2014 and October 2015, a group of education stakeholders from across the state, known as the Accountability Framework Working Group (AFWG), worked together to develop and recommend a new, multiple measure accountability system, called the Delaware School Success Framework (DSSF), which was approved by the State Board of Education and became operational in the 2015-2016 school year. The AFWG was comprised of school and district leaders from across the state, a parent

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representative, a teacher representative and a representative from the State Board of Education. The development of the DSSF was aided by vast public input on what Delaware residents wanted to see in a new accountability system. Delaware was the first state in the nation to survey its residents for their perspectives on how best to measure school performance. In addition to receiving feedback through four public Town Halls, the Department of Education received over 6,000 responses on a statewide accountability survey. Responses from that survey directly influenced the recommendations of the AFWG and the resulting measures included in the accountability system. With the exception of the English Language Proficiency indicator, the DSSF indicators align well with the indicators required under ESSA, albeit Delaware is taking this opportunity to make refinements to its accountability system under the flexibility of the new federal law.

Opportunity for consultation: Round 1 Community Conversations

Who responded: See **Appendix** for Community Conversation participants and discussion topics.

What we heard:
- Participants most commonly identified the following as the most important indicators of student [academic] readiness for the next level:
  o Social and emotional skills
  o Basic skills
  o Multiple assessment types
  o Demonstration of skills (i.e. portfolios, performance tasks, etc.)
  o Student progress and growth towards proficiency
  o Career, technical and work-related skills
  o Progress toward individual education plan and goals
  o Student grades
- Indicators of school quality considered most important can be broken into two large categories: school characteristics and student outcomes.
  o School characteristics: school climate; characteristics of teachers, staff and leaders; curricula and programs; parent and community engagement
  o Student outcomes: academic improvement and growth; proficiency and achievement benchmarks; postsecondary and career placement; outcomes by student subgroup; graduation and promotion rates

Opportunity for consultation: Discussion Groups

Who responded: Appointed discussion group members.

What we heard: To be updated for 2nd draft.

> Opportunity for consultation: **Governor's Advisory Committee**
>
> Who responded: Appointed committee members.
>
> What we heard: To be updated for 2nd draft.
>
> Opportunity for consultation: **Consultation Meetings**
> See **Appendix** for summary chart of consultation meetings and topics discussed.
>
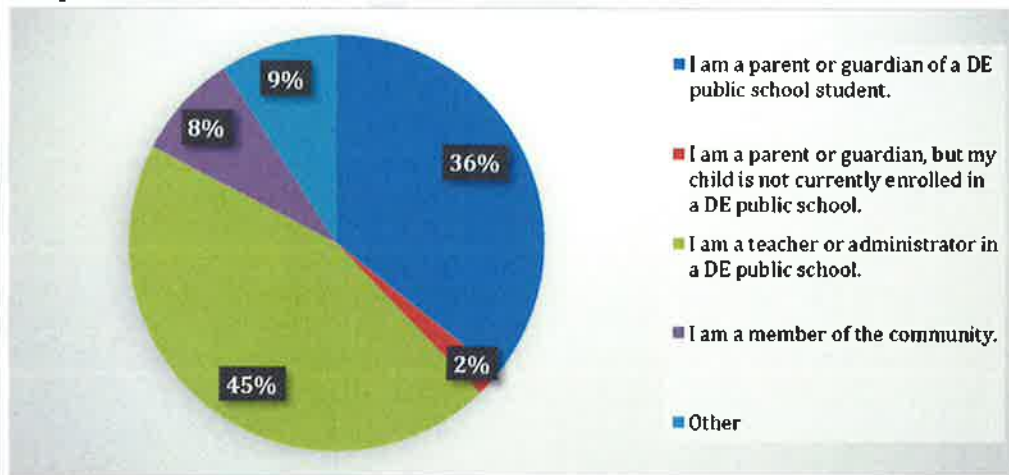> Opportunity for consultation: **Round 2 Community Conversations**
>
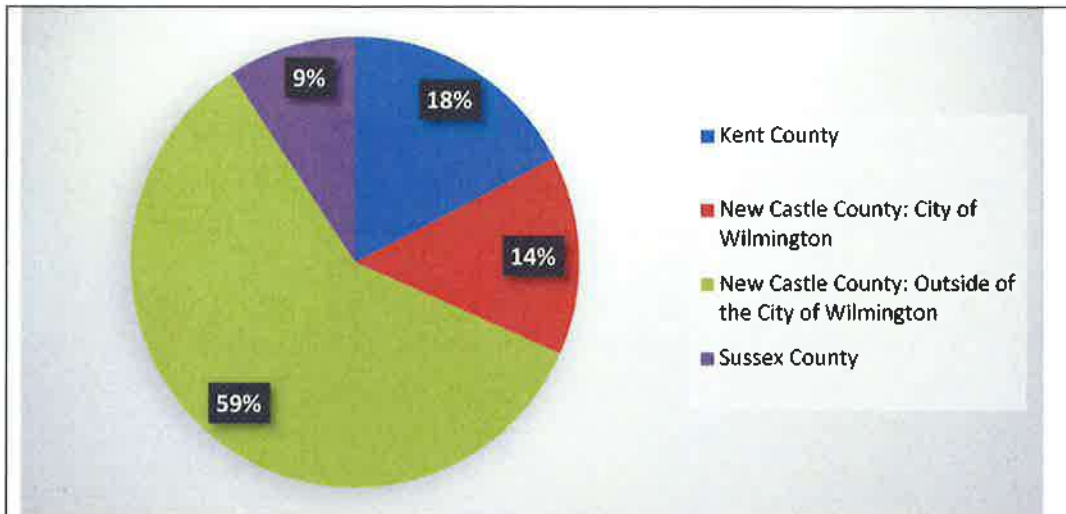> Who responded: To be updated for 2nd draft.
>
> What we heard: To be updated for 2nd draft.

c. Supporting Excellent Educators

> Opportunity for consultation: **Survey: Supporting Excellent Educators for All Students**
>
> Who responded: There were 98 supporting excellent educators for all surveys completed.
>
>
>
> - I am a parent or guardian of a DE public school student.
> - I am a parent or guardian, but my child is not currently enrolled in a DE public school.
> - I am a teacher or administrator in a DE public school.
> - I am a member of the community.
> - Other

What we heard:
- 36 respondents ranked School Leader Professional Learning as being the most promising and second most promising of the options for improving and retaining Delaware's best leaders.
- Raising starting salaries was the strategy respondents thought would help Delaware keep effective educators in the classroom.
- Respondents preferred funding flexibility over culture surveys as the most promising strategy to improve school climate.

Opportunity for consultation: Round 1 Community Conversations

Who responded: See **Appendix** for Community Conversation participants and discussion topics.

What we heard:
- Strategies considered most important for educator compensation: ensure that educator compensation is competitive across school districts and neighboring states; determine salaries based on multiple factors; increase educator salaries overall
- Strategies identified as most important for recruiting and retaining effective educators: support quality professional development; offer strong mentoring and coaching; create positive school climates; redesign teacher evaluation; ensure smaller class sizes; develop marketing campaign; develop residency programs
- Participants most commonly identified the following strategies as most important for equitable distribution of strong teachers: offer incentives for teachers in high needs schools; provide educational and social supports

Opportunity for consultation: Governor's Advisory Committee

Who responded: Appointed committee members.

What we heard: To be updated for 2nd draft.

Opportunity for consultation: **Consultation Meetings**

See **Appendix** for summary chart of consultation meetings and topics discussed.

Opportunity for consultation: **Round 2 Community Conversations**

Who responded: To be updated for 2nd draft.

What we heard: To be updated for 2nd draft.

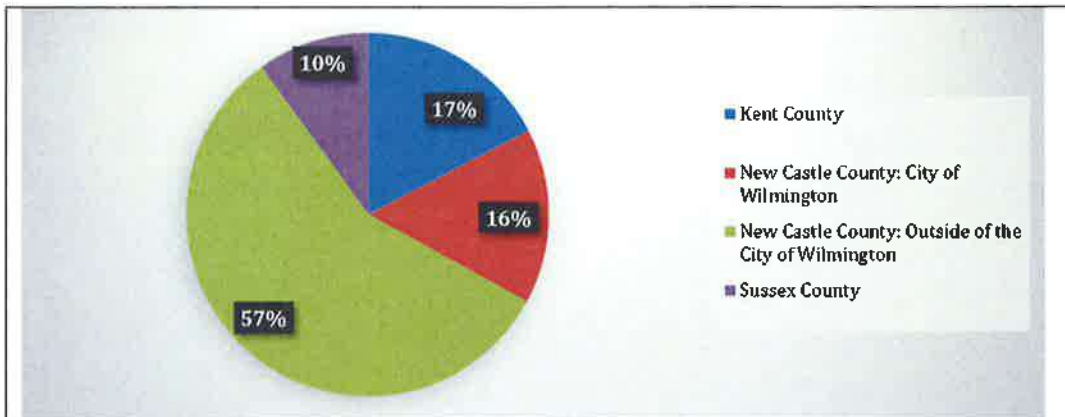Opportunity for consultation: **Excellent Educators for All (Equity Plan) Drafting**
See **Appendix X** for a list of stakeholders involved in providing feedback on the Equity Plan.

d. Supporting All Students

Opportunity for consultation: **Survey: Support for All Students**

Who responded: There were 161 support for all students surveys completed.

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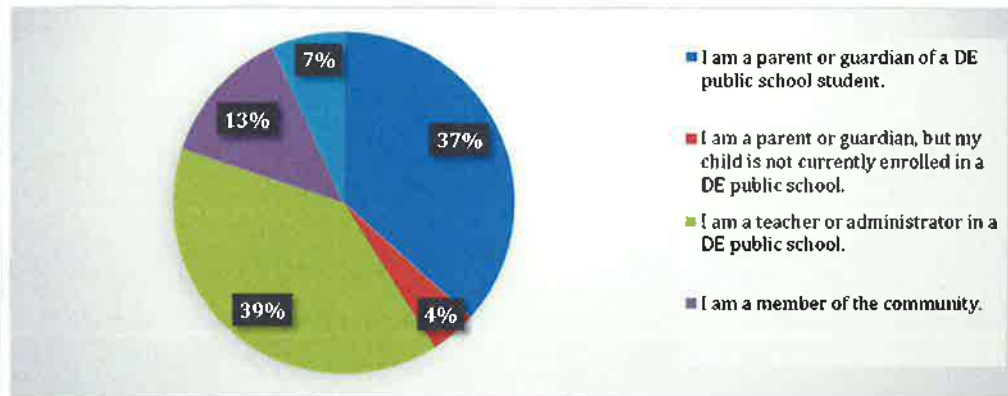
What we heard:

- More than half of respondents thought the State, districts and charter schools should use several strategies to reduce the use of suspensions, expulsions and other disciplinary practices that remove students from the classroom; promote practices that build healthy school communities and decrease the likelihood of inappropriate and harmful student behaviors (64%); work with parents/guardians and educator teams to develop Individual Behavior Support Plans for students with frequent discipline problems (55%); implement school programs that promote and reward positive student behaviors (53%).
- To better support the social/emotional needs of students, 60% of respondents were in favor of providing educators training on how to identify students' social and emotional needs and develop school-based programs, practices and/or interventions to specifically address these needs.
- For strategies the State, districts and schools should use to continue to reduce incidents of bullying and harassment, respondents were in favor of several strategies: establish regular check--ins/check-outs with students who have been bullied (60%); establish regular check-ins with students who have engaged in bullying including setting behavior expectations and monitoring student behaviors (57%); and implement practices that build healthy school communities, decrease the likelihood of inappropriate student behaviors and restore positive relationships(51%).

Opportunity for consultation: **Round 1 Community Conversations**

Who responded: See **Appendix** for Community Conversation participants and discussion topics.

What we heard:

- Participants most commonly identified the following strategies as the most important in supporting English Learners (ELs); supporting students experiencing trauma: provide funding based on EL and low-income student enrollment; support behavioral and mental health services; offer educator

training on trauma-informed practices; impose fewer sanctions and provide more support; encourage family and community engagement
- Participants most commonly identified the following strategies as the most important for improving achievement in low-performing schools: provide equitable and flexible state funding; offer resources on best practices; place less emphasis on test scores, focus on teacher preparation, recruitment and retention; allow educator flexibility; support professional development and mentorship; use needs assessments; improve school climate and positive behavioral supports; ensure smaller class sizes
- The strategies deemed most important in designing or improving early learning were the following: increase funding and access, encourage parent engagement, support quality early educators, improve early education and K-3 alignment; increase special education screenings and supports; ensure quality accreditation and oversight; prioritize social and emotional learning; start children early

Opportunity for consultation: Discussion Groups

Who responded: Appointed discussion group members.

What we heard: To be updated for 2nd draft.

Opportunity for consultation: Governor's Advisory Committee

Who responded: Appointed committee members.

What we heard: To be updated for 2nd draft.

Opportunity for consultation: Consultation Meetings

See **Appendix** for summary chart of consultation meetings and topics discussed.

Opportunity for consultation: Round 2 Community Conversations

Who responded: To be updated for 2nd draft.

What we heard: To be updated for 2nd draft.

Opportunity for consultation: EL Strategic Plan Steering Committee and Guiding Coalition

The EL Strategic Plan Steering Committee and Guiding Coalition have provided feedback during stakeholder engagement related to the development of the plan. The Delaware English Language Learner Teachers and Advocates (DELLTA) teacher organization, the

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DDOE Adult Basic Education Program, Delaware Hispanic Commission, Latin American Community Center, University of Delaware, Delaware Technical Community College, and Delaware State University have also informed the development and revisions to the EL Strategic Plan. A series of county-wide town-hall meetings will be used to solicit input from the community at large which will also inform the plan.

For the state's ESSA Title III plan, DELLTA, district/charter ESL Coordinators, and accountability teams will provide input into the development of entrance/exit criteria, inclusion of former ELs and recently-arrived ELs, and the long and short-term growth measures.

Delaware's State Systemic Improvement Plan (SSIP) is a six-year effort to develop, implement, and scale-up the supports and resources available to students with disabilities in Delaware. The Delaware SSIP is meant to improve student performance and achievement. It falls under Indicator #17 of the federal Individuals with Disabilities Education Act (IDEA), which requires all states to have in place a State Performance Plan as part of their Annual Performance Report in order to evaluate the requirements and purposes of IDEA and describe how the state will improve results for students with disabilities.

As part of SSIP, Delaware established the Delaware K-3 Early Literacy Initiative in 2014 to provide targeted professional learning, technical assistance and coaching to elementary schools to support struggling learners. This Initiative provides supports and resources to teachers on how to identify root causes of individual student skill gaps as well as how to match a student's specific area of need to literacy-focused instructional strategies and/or interventions. Educators receive ongoing support and learn to evaluate and problem solve for students based on progress monitoring data.

The state's SSIP plan was designed with the SSIP Advisory Council, the state's stakeholder committee comprised of leaders in education, business, and non-profits focused on enhancing outcomes for students with disabilities. In setting the baseline and measureable targets for the Early Learning Initiative, the DDOE held conversations with the SSIP Advisory Council and community organizations to determine: 1) which students to include in the target data; 2) how to address change in statewide assessments occurring for FFY 2014 data; 3) which measures to use in establishing the target data; and 4) the rigor for change anticipated over the 5-year period.

Additionally, at the request of the Delaware General Assembly and through the collaborative engagement of stakeholders and school administrators, a special education strategic plan is also being created. Expected to be completed in January 2017, this plan will provide a review of the present systems of special education and offer comprehensive recommendations to improve the outcomes of students with disabilities.

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2.2 Coordination.

Instructions: Each SEA must coordinate its plans for administering the included programs and other programs, consistent with §299.15 (b). The programs must include the following: other programs authorized under the ESEA, as amended by the ESSA; the Individuals with Disabilities Education Act; 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.

A. **Plan Coordination.** Describe how the SEA is coordinating its plans for administering the programs under this consolidated application and the programs listed above.

> The DDOE offers a consolidated application for the following programs:
>
> - Title I, Part A
> - Title II, Part A
> - Title III, English Learner
> - Title III, Immigrant
> - Title IV
> - CTE Perkins Secondary
> - IDEA 611
> - IDEA 619
>
> The DDOE will utilize a streamlined, consolidated, and continuous improvement planning process, driven by Local Education Agency (LEA) needs and supported by performance, as measured by the statewide accountability system, to support LEA planning with DDOE supports.
>
> To support the SEA coordination for administration of the plans, the DDOE proposes to:
>
> - Identify and communicate internal deadlines and expectations to all staff;
> - Coordinate internal trainings and manage processes that encourage cross functional program collaboration;
> - Consolidate plan review efforts to reduce duplicative information and providing internal training to calibrate and unify DDOE guidance;
> - Revise and enhance technical assistance tools, both internally and externally to provided LEAs assistance for application completion;
> - Provide and coordinate monthly program managers meetings, where programs can share innovative practices and identify areas for cross function continuous improvement;
> - Continuous engagement with LEA representatives from across the state for feedback and improvement purposes; and
> - Consolidate and coordinate monitoring efforts across programs to reduce program redundancies and promote comprehensive outcomes.

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Section 3: CHALLENGING STATE ACADEMIC STANDARDS AND ACADEMIC ASSESSMENTS

3.1 Challenging State Academic Standards.

Instructions: Each SEA must provide evidence that it has adopted challenging State academic standards, including challenging academic content standards and aligned academic achievement standards; as applicable, alternate academic achievement standards; and English language proficiency standards, in compliance with section 1111(b)(1) of the ESEA. Note: In general, the evidence referenced here will be provided through the Department's peer review process; consequently, a State is required to submit evidence for section 3.1, only if it has made changes to its standards after the peer review process.

A. **Challenging Academic Content Standards and Aligned Academic Achievement Standards.** Provide evidence at such time and in such manner specified by the Secretary that the State has adopted challenging academic content standards and aligned academic achievement standards in the required subjects and grades consistent with section 1111(b)(1)(A)-(D) of the ESSA.

B. **Alternate Academic Achievement Standards.** If the State has adopted alternate academic achievement standards for students with the most significant cognitive disabilities, provide evidence at such time and in such manner specified by the Secretary that those standards meet the requirements of section 1111(b)(1)(E) of the ESSA.

C. **English Language Proficiency Standards.** Provide evidence at such time and in such manner specified by the Secretary that the State has adopted English language proficiency standards that meet the following requirements:

   i. Are derived from the four recognized domains of speaking, listening, reading, and writing;
   ii. Address the different proficiency levels of English learners; and
   iii. Align with the State's challenging academic standards.

3.2 Academic Assessments.

Instructions: Each SEA must identify its high-quality student academic assessments consistent with section 1111(b)(2) of the Act. Note: In general, the evidence referenced here will be provided through the Department's peer review process; consequently, a State is required to submit evidence for section 3.2.B only if it has changed its high-quality student academic assessments after the peer review process.

A. **Student Academic Assessments.** Identify the student academic assessments that the State is implementing under section 1111(b)(2) of the ESEA, including the following:

   i. High-quality student academic assessments in mathematics, reading or language arts, and science consistent with the requirements under section 1111(b)(2)(B);

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DDOE administers the following high-quality student academic assessments at the state level in reading/language arts, mathematics, and science:

- The Smarter Balanced Assessment Consortium (SBAC) assessments in ELA and mathematics in grades 3-8.
- Beginning with the 2015-16 school year, the SAT School Day, including a writing component, was administered and will continue to be administered to all high school juniors.
- The Delaware Comprehensive Assessment System (DCAS) Science Assessment, first administered in spring of 2011 for students in grades 5, 8 and in grade 10.
- The Delaware Comprehensive Assessment System Alternate assessment (DCAS-Alt1) for ELA and mathematics in grades 3-8, 10 and 11.
- The Delaware Comprehensive Assessment System Alternate assessment (DCAS-Alt1) for Science in grades 5, 8, and 10.

Delaware is currently in the process of developing a new assessment in science to measure science proficiency.

ii. Any assessments used under the exception for advanced middle school mathematics under section 1111(b)(2)(C)(iii) of the Act;

At the local level, districts and schools provide content appropriate to the student level. Advanced math students identified at the local level may take the End of Course Algebra II and/or the End of Course Integrated Math II high school courses.

At the completion of these courses, students may then take part in the associated End of Math assessment (s). These End of Course math courses are optional, however, students participating are still required to take part in the grade 8 State Mathematics assessment, Smarter Balanced.

iii. Alternate assessments aligned with the challenging State academic standards and alternate academic achievement standards for students with the most significant cognitive disabilities;

The purpose of the DCAS–Alt1 is to maximize access to the general education curriculum for students with significant intellectual disabilities, ensure that all students with disabilities are included in Delaware's statewide assessment and accountability programs, and direct instruction in the classroom by providing important pedagogical expectations and data that guide classroom decisions. The DCAS–Alt1 is only for those students with documented significant intellectual disabilities and adaptive behavior deficits who require extensive support across multiple settings (such as home, school, and community).

The DCAS–Alt1 is designed to measure the performance of a small subpopulation of students with significant intellectual disabilities against the Delaware Extensions to the Delaware state standards. The assessment is given to approximately 1,200 students with

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significant intellectual disabilities in Reading and Mathematics (grades 3-8, 10 and 11) and Science (grades 5, 8 and 10). The assessment was designed to assist educators, parents, and related service providers with determining the level of academic skill the students have attained up to the point of assessment.

The Delaware Comprehensive Assessment System Alternate (DCAS-Alt1) assessment is the alternate assessment for students with the most significant cognitive disabilities in the following areas:
- The Delaware Comprehensive Assessment System Alternate assessment (DCAS-Alt1) for ELA and mathematics in grades 3-8, 10 and 11.
- The Delaware Comprehensive Assessment System Alternate assessment (DCAS-Alt1) for Science in grades 5, 8, and 10.
- The Delaware Communication Portfolio Summary (DCPS) for DCAS-Alt1 students with severe communication needs.

Delaware is currently completing and beginning implementation of the DCPS. The DCPS is designed for students who – even with accommodations – cannot participate in a meaningful way in the DCAS-Alt1 because they do not have a consistent and reliable means of communication that is understood by others. This portfolio is designed to be embedded during the instructional process during the school year. Students who participate in the DCPS are a subset of the DCAS-Alt1 group, identified through the IEP process, and also participate in the Alt1 transition task.

iv. The uniform statewide assessment of English language proficiency, including reading, writing, speaking, and listing skills consistent with §200.6(f)(3); and

Delaware is a founding state of the World-Class Instructional Design and Assessment (WIDA) consortium and has been a member since 2002. Delaware has contributed to and benefited from the work the WIDA consortium has undertaken since 2003 to develop English Language Proficiency (ELP) Standards. Delaware officially adopted ELP Standards in 2004.

Delaware will maintain its affiliation as a WIDA consortium member to ensure that it continues to provide ELs with high-quality ELP Standards aligned to the college- and career-ready state goals.

Delaware implements a standards-based, criterion-referenced assessment of English language proficiency, the ACCESS for ELs 2.0. It assesses social and instructional English as well as the language related to the content areas of math, language arts, science, and social studies. This assessment occurs within the school context and across the four language domains.

ACCESS for ELs 2.0, is required in all public school districts and is designed to measure students' social and instructional language annually in grades K-12, until students are

> English Language proficient. This includes all identified students whose parents have refused language support services.
>
> All ELs must be tested until they achieve the state-prescribed minimum score to be considered English language proficient. DDOE is considering re-examining the cut score for EL students to be re-classified as English proficient.

    v. Any approved locally selected nationally recognized high school assessments consistent with §200.3.

> Delaware has been administering a nationally recognized high school assessment, the SAT School Day, in addition to its high school accountability assessment since the 2011-2012 school year. In 2014-2015, Delaware administered both the SAT School Day and the Smarter Balanced assessment in high school, with the Smarter Balanced assessment being used for accountability purposes.
>
> In 2015-2016, Delaware eliminated the Smarter Balanced assessment in high school and transitioned to the SAT School Day as its accountability measure in an effort to streamline assessments. DDOE is currently using the SAT for the purposes of state accountability in ELA and mathematics at the high school level and will continue to do so for the 2016-2017 school year and beyond. The SAT School Day administration occurs in grade 11 for all students taking part in the general assessment.

B. **State Assessment Requirements.** Provide evidence at such time and in such manner specified by the Secretary that the State's assessments identified above in section 3.2.A. meet the requirements of section 1111(b)(2) of the ESEA.

DDOE has submitted the evidence as required in section 1111(b)(2) of the ESEA.

C. **Advanced Mathematics Coursework.** 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 §200.5.

> The state is continuing to actively support the implementation of the Delaware state standards in mathematics in a manner that responds to students' areas of strength and builds educator capacity to effectively differentiate instruction for students. The DDOE is reviewing and clarifying regulations related to licensure and certification as well as exploring virtual opportunities for students, to ensure that qualified staff are available to each and every student to pursue advanced coursework in middle school.

D. **Universal Design for Learning.** Describe the steps the SEA has taken to incorporate the principles of universal design for learning, to the extent feasible, in the development of its assessments, including any alternate assessments aligned with alternate academic achievement standards that the State administers consistent with sections 1111(b)(2)(B)(xiii) and 1111(b)(2)(D)(i)(IV) of the Act.

Principles of Universal Design for Learning (UDL) are considered throughout the development and implementation process. When using a vendor for assessment development, vendors are required to address UDL, as appropriate.

Overall, UDL principles are incorporated in a variety of ways, in consideration of the specific and unique needs of the students. Delaware's alternate assessment in Reading, Mathematics and Science with alternate achievement standards is a semi-adaptive paper pencil assessment that allows test administrators to select the test form of appropriate difficulty for a student, based on the student's characteristics. The assessment contains 6-8 tasks per content area. Each task contains 4-8 items that are connected by a common stimulus. The test's design allows for students to use all and any of the accommodations they use in the classroom as long as it does not involve a Test Administrator actually answering the item for the student.

Common accommodations include providing concrete objects in place of pictures, small frequent rewards to students for staying engaged, and use of augmentative communication device. Varying the manner of delivery, such as through the use of technology, also helps provide access for students.

Additionally, Delaware is a member state in the Smarter Balanced Assessment Consortium (SBAC) for grades 3-8. Principles of UDL have been instrumental to ensure assessment accessibility for students so that students may demonstrate what they can do in a more accurate manner. Tools and features available to students, such as text-to-speech, offer support for students as they participate in an assessment aligned to challenging and rigorous standards.

Similar UDL principles are also incorporated within the development, implementation, and administration of the additional Delaware Student Assessments (DeSSA) administered at the state level.

Delaware is focused on ensuring all students have access to fair and equitable assessments. Overall, UDL principles are incorporated in a variety of ways, in consideration of the specific and unique needs of the students.

Delaware's alternate assessment in Reading, Mathematics and Science with alternate achievement standards is a semi-adaptive paper pencil assessment that allows test administrators to select the test form of appropriate difficulty for a student, based on the student's characteristics. The assessment contains 6-8 tasks per content area. Each task contains 4-8 items that are connected by a common stimulus. The test's design allows for students to use all and any of the accommodations they use in the classroom as long as it does not involve a Test Administrator actually answering the item for the student.

Common accommodations include providing concrete objects in place of pictures, small

frequent rewards to students for staying engaged, and use of augmentative communication device. Varying the manner of delivery, such as through the use of technology, also helps provide access for students.

Additionally, Delaware is a member state in the Smarter Balanced Assessment Consortium (SBAC) for grades 3-8. Principles of UDL have been instrumental to ensure assessment accessibility for students so that students may demonstrate what they can do in a more accurate manner. Tools and features available to students, such as text-to-speech, offer support for students as they participate in an assessment aligned to challenging and rigorous standards.

Similar UDL principles are also incorporated within the development, implementation, and administration of additional Delaware Student Assessments (DeSSA) administered at the state level. When using a vendor for assessment development, vendors are required to address UDL, as appropriate.

In the 2015-2016 school year, the state adopted the SAT as the accountability measure for grade 11. This assessment, as well as the PSAT 10 assessments, are developed according to the six principles of universal assessment design, as defined by Thompson, Johnstone, and Thurlow (2002). The SAT and PSAT 10 assessments are developed to be inclusive, providing assessment opportunities for all students regardless of their cognitive abilities, cultural backgrounds, or linguistic backgrounds. They include precisely defined constructs to measure student learning and preclude construct-irrelevant materials. Students are presented accessible, non-biased items to "level the playing field" for students with disabilities and English learners. These accommodations do not affect the validity of the assessments or the comparability of scores. Additionally, the assessment instructions are offered in five different languages.

Instructions and procedures for the SAT and PSAT 10 are designed to be simple, clear, and intuitive, making the assessment process easy to understand regardless of a student's experience, knowledge, language skills, or current concentration level. To ensure instructions are appropriate for the test-taking population, they undergo extensive review by test development committees focused on providing maximum readability and comprehensibility for students. Math items are developed with the minimal number of required words and the least amount of grammatical complexity needed for each task. For the Reading and Writing and Language tests, passages are critically evaluated quantitatively and qualitatively to ensure they are at the appropriate level of complexity to measure the intended construct. All test materials and items are also reviewed multiple times prior to being placed on an operational form by external experts who work with a diverse population of students and who are deeply familiar with the student population of interest. Additionally, the text, tables, and figures that accompany SAT and PSAT 10 test passages and test questions are intended to provide information useful in answering questions and solving problems. All figures in the math tests are drawn to scale unless otherwise indicated.

> Revisions will be in place this year to include expanded resources for English Learners during and after test administration.

E. **Appropriate Accommodations.** Consistent with §200.6, describe how the SEA will ensure that the use of appropriate accommodations, if applicable, do not deny an English learner (a) the opportunity to participate in the assessment and (b) any of the benefits from participation in the assessment that are afforded to students who are not English Learners.

> Advancements have been made in providing accommodations. The introduction of technology-based assessment facilitates tools for access, such as text-to-speech, that have previously been unavailable to students. The DDOE continues to seek out and advocate for additional tools to support and provide access to English Learners in a manner that allows students to interact with and participate in standards-based assessments, without the difficulty associated with the acquisition of a second language.
>
> Assessments, such as those associated with the Smarter Balanced Consortium, provide greater access to accommodations that an individual state would not be able to provide on its own. In math for example, translations (glossaries) with hovering capabilities are present in 10 languages.
>
> DDOE has worked with College Board to provide additional accommodations to English Learners. Ongoing discussions focus on this area, as needs for EL students continue to be addressed within the parameters of assessment purposes including accountability.

F. **Languages other than English.** Describe how the SEA is complying with the requirements in §200.6(f)(1)(ii)(B)-(E) related to assessments 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 paragraph (f)(1)(iv) of §200.6, and identify the specific languages that meet that definition.

> DDOE has identified languages other than English that are present in Delaware school systems. Spanish is spoken to a significant extent in the participating grades 3-8 student population (3,443 students). In high school, 181 Spanish speaking students are identified in the EL test taker population.
>
> **Summary of Top 5 Language Counts (ELs) 10/25/16**
>
> | Grade Level(s) | Spanish | Creole | Arabic | Chinese | Vietnamese |
> |---|---|---|---|---|---|
> | Grades 3-8 | 3443 | 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;

> All grade 3-8 Math assessments, high school end-of-course math and Science assessments are trans-adapted into Spanish. Additional languages are used in translations (glossaries) for the Smarter assessments, not including Creole. DDOE translated spoken directions for Smarter into the top 5 languages. Also, directions for SAT have been translated as well.
>
> DDOE does not offer any other native language assessments at the current time.

iii. Indicate the languages other than English that are present to a significant extent in the participating student population, as defined by the State, for which yearly student academic assessments are not available and are needed;

> SAT math is currently not provided in Spanish and ongoing investigation in this area continues. Haitian-Creole is our second largest language after Spanish, which represents an area of need for DDOE as we consider the languages provided for our student academic assessments.
>
> We are also reviewing policy in reference to the number of languages and methods to improve the feasibility of additional languages.

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 including by providing—
   a. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of paragraph (f)(1)(iv) of §200.6;

Strategy	Timeline	Funding Sources
Continue to investigate EL supports with College Board and other states using SAT for accountability purposes.	2016-2017 SY	Assessment Funds (multi-state meetings)
Conduct feasibility studies with Delaware Technical Advisory Committee and College Board	2016-2017 SY	Assessment Funds

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

> Not applicable at this time, as security issues preclude this process. Some organized review events occur, such as with the Smarter Balanced Consortium.

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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.

> DDOE is currently working with College Board on the development of support for students whose first language is Spanish.

G. **Grants for State Assessments and Related Activities.** Describe how the State will use formula grant funds awarded under section 1201 of the ESEA to pay the costs of development of the high-quality State assessments and standards adopted under section 1111(b) of the ESEA or, if a State has developed those assessments, to administer those assessments or carry out other assessment activities consistent with section 1201(a) of the ESEA.

> DDOE will continue to use the formula grant funds to support the design and development of new assessment items and assessments, and the implementation of high-quality assessments aligned to the Delaware state standards. DDOE will also continue to develop and enhance accessibility and accommodations throughout these processes.
>
> DDOE is currently in the process of developing an assessment in both Science and Social Studies, as well as an additional alternate assessment called the Delaware Communication Portfolio Summary, for students who have struggled with the DCAS-Alt1 who do not have a communication system understood by others.
>
> In accordance with the USED timelines to be received, SAT School Day Peer Review documentation will be submitted during the next round, with Peer Review documentation to follow at the conclusion of development and administration of the new assessment for Science.

3.3 Performance Management and Technical Assistance for Challenging State Academic Standards and Academic Assessments.

Instructions: Each SEA must describe its system of performance management for implementation of State and LEA plans regarding challenging State academic standards and academic assessments consistent with §299.14 (c). The description of an SEA's system of performance management must include information on the SEA's review and approval of LEA plans, collection and use of data, monitoring, continuous improvement, and technical assistance specific to the implementation of challenging State academic standards and academic assessments. If a table is provided below, the SEA's description must include strategies and timelines.

A. **System of Performance Management** Describe the SEA's system of performance management for implementation of State and LEA plans for Challenging State Academic Standards and Academic Assessments.

> The Delaware Department of Education will, with the input of its stakeholders, utilize a streamlined, consolidated, and continuous improvement planning process, driven by Local Education Agency (LEA) identified needs and supported by performance as measured by the statewide accountability system, as well as community input, to support the development of LEA

plans that also meet statutory and regulatory requirements.

Through the DDOE performance management process, DDOE with the input of its stakeholders, proposes to:
- Identify metrics that are aligned with the Delaware School Success Framework that best represent LEA performance;
- Promote opportunities to deliver a suite of technical assistance options to LEAs regarding identifying LEA, school and student needs, determining root causes, as well as aligning priorities and funding;
- Develop a consolidated and aligned LEA plan and application process that address and support LEA and State priorities; and
- Develop a tiered system of supports which provides LEAs with direct assistance from the DDOE regarding LEA and/or DDOE identified areas.

LEA plans will provide DDOE an opportunity to provide ongoing performance management, technical assistance, differentiated service and support through a model of tiered supports.

B. **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, including a description of how the SEA will determine if LEA activities align with the specific needs of the LEA and the State's strategies described in its consolidated State plan for implementation of Challenging State Academic Standards and Academic Assessments.

The Delaware Department of Education will utilize a streamlined, consolidated, and continuous improvement planning process, driven by Local Education Agency (LEA) identified needs and supported by performance as measured by the statewide accountability system, as well as community input, to support the development of LEA plans that also meet statutory and regulatory requirements.

To support the development, review and approval of the LEA plan. The DDOE proposes to:
- Provide state accountability metrics, by which LEAs can assess performance
- Provide LEAs with a needs assessment template and technical assistance in analyzing LEA data to determine gaps and identify root causes;
- Provide a suite of options for targeted technical assistance; and
- Consolidate plan review efforts within the Department to reduce duplicative information provided by the LEA, for example setting review and approval expectation for Department reviewers, and providing internal training to calibrate and unify DDOE guidance to LEAs.

Specific and more targeted technical assistance may be provided based on a methodology to be informed by stakeholder feedback.

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C. **Collection and Use of Data.** Describe the SEA's plan to collect and use information and data, including input from stakeholders, to assess the quality of SEA and LEA implementation of strategies and progress toward improving student outcomes and meeting the desired program outcomes for the included programs related to implementation of Challenging State Academic Standards and Academic Assessments.

Strategy	Timeline
The Department gathers data from professional learning, professional development, site visits (see Section F), its accountability system inclusive of assessments, and other state led initiatives that informs the planning of future state strategies.	Ongoing

D. **Monitoring.** Describe the SEA's plan to monitor SEA and LEA implementation of the included programs using the data in section 3.3.C to ensure compliance with statutory and regulatory requirements for implementation of Challenging State Academic Standards and Academic Assessments.

Strategy	Timeline
Under 14 DE Admin. Code 502 Alignment of Local School District Curricula to the State Content Standards, the Department can require schools districts provide the Department with evidence that their curricula are aligned to the State Content Standards in ELA, math and other content areas, and the Next Generation Science Standards.	Regulation 502 was revised in 2014 Reviews of local curricula are ongoing

E. **Continuous Improvement.** Describe the SEA's plan to continuously improve implementation of SEA and LEA strategies and activities that are not leading to satisfactory progress toward improving student outcomes and meeting the desired program outcomes for implementation of Challenging State Academic Standards and Academic Assessments.

Strategy	Timeline
The Department has a performance management office focused on continuous improvement.	Ongoing

F. **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 sub-grantee strategies for implementation of Challenging State Academic Standards and Academic Assessments.

Strategy	Timeline
Starting with the 2014-2015 school year, the Department has conducted annual site visits in each Delaware school district (doubling up in larger districts in exchange for one school districts). Site visits allow the Department to more deeply define the expectations for standards-aligned classroom instruction as well as gather data on each of the four areas of focus: Implementing CCSS (and NGSS), Identifying and Supporting Special Populations, Providing Professional Learning and Support, and Leading and Problem Solving.	October through March each school year - 2014-2015 - 2015-2016 - 2016-2017 - Ongoing

4.1 Accountability System.

Instructions: Each SEA must describe its accountability, support, and improvement system consistent with §§ 200.12-200.24, §299.17 and with section 1111(c) and (d) of the ESEA. Each SEA may include any documentation (e.g., technical reports or supporting evidence) that demonstrates compliance with applicable statutory and regulatory requirements.

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 §200.14(c)-(e) and section 1111(c)(4)(B) of the ESEA for all students and separately for each subgroup of students used to meaningfully differentiate all public schools in the State. The description should include how each indicator is valid, reliable, and comparable across all LEAs in the State. For the School Quality or Student Success measure, the description must also address how the indicator is supported by research that performance or progress on such measures is likely to increase student achievement and graduation rates and aids in the meaningful differentiation of schools by demonstrating varied results across all schools in the State.

NOTE: Areas where DDOE is still seeking stakeholder feedback and stakeholder feedback received so far are indicated by blue highlights.

Indicator	Measure	Description
Academic Achievement	Proficiency in ELA Proficiency in Math Proficiency in Science Proficiency in Social Studies DDOE is currently seeking from its stakeholder engagement efforts feedback regarding the measures to include within the Academic Achievement indicator. Based on stakeholder feedback received to date, there is interest in including the following indicators in Delaware's accountability system:	The Academic Achievement metric area measures student performance in relation to grade-level expectations. This area currently includes student performance data on statewide assessments in four content areas: ELA, math, science, and social studies. Achievement is reported for all students as well as separately for each subgroup of students. An overall rating is provided for this indicator, allowing for the meaningful differentiation all public schools statewide.

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	• Proficiency in ELA, Math, Science and Social Studies • Literacy by 3rd grade • Kindergarten readiness • Access to a well-rounded education (fine arts, media, technology, options in programs) • Early learning indicators • Only including what is required by ESSA	
Academic Progress	Growth On-Track to Graduate DDOE is currently seeking stakeholder feedback regarding the measures to include within the Academic Progress indicator. Based on stakeholder feedback received to date, there is interest in including the following indicators in Delaware's accountability system: • Growth at the student level [student growth] • PSAT to SAT growth at the high school level • IEP growth goals • Student performance on locally-developed assessments • On-track to graduation at the high school level (earning enough credits to graduate on time)	The Growth area metrics measure how well schools are doing at improving student learning over time. The On-Track-to-Graduation area metrics aggregate student progress to and through high school graduation. In elementary and middle schools, attendance data are used to calculate On-Track-to-Graduation metric. In high schools, the data for the calculation of the On-Track in 9th Grade metric is gathered from course credit information. An overall rating is provided for this indicator, allowing for the meaningful differentiation all public schools statewide.

| Graduation Rate | 4-year Adjusted Cohort Graduation Rate
5-year Adjusted Cohort Graduation Rate
6-year Adjusted Cohort Graduation Rate

DDOE is currently seeking stakeholder engagement regarding whether to include the extended graduation rates. Based on stakeholder feedback received to date, there is interest in including the following indicators in Delaware's accountability system:
• Keep the 5 and 6 extended year graduation rates
• Recognize students who graduate on-time based on their IEP | Graduation rates are calculated based on the number of student who earned a regular high school diploma divided by the total number of students in the cohort. An extended graduation rate of 5 years is included to recognize that some students need additional time to graduate. All graduation rates are reported for all students as well as separately for each subgroup of students. An overall rating is provided for this indicator, allowing for the meaningful differentiation all public schools statewide. |
| Progress in Achieving English Language Proficiency | DDOE is currently seeking from its stakeholder engagement efforts feedback regarding how to measure progress in achieving English Language Proficiency. Based on stakeholder feedback received to date, the following ideas have been submitted with regard to developing the measuring progress toward English Language Proficiency indicator:

• Baseline academic performance
• Urban versus rural background | The DDOE is currently stakeholder feedback regarding how to measure progress in achieving English Language Proficiency. |

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	• Academic indicators/screenings in home language • Prior year educational history • Age • Proficiency in home language • Literacy in home language • Develop differentiated targets if appropriate	
School Quality or Student Success	Attendance (Elementary and Middle Schools only) DDOE is currently seeking stakeholder feedback regarding the measures to include within the School Quality or Student Success Indicator. Based on stakeholder feedback received to date, there is interest in including the following indicators in Delaware's accountability system: • Chronic absenteeism	This is calculated by starting with the total number of days of attendance for all students and dividing that number by the total number of school days in a given year. An overall rating is provided for this indicator, allowing for the meaningful differentiation all public schools statewide.
School Quality or Student Success	College and Career Readiness The DDOE is currently seeking stakeholder feedback regarding the measures to include within the School Quality or Student Success Indicator. Based on stakeholder feedback received to date, there is interest in including the following indicators in Delaware's accountability system:	Elementary and Middle Schools only: Growth to Proficiency is the percent of students who are on track to be on grade level in a given content area within three years. This indicates that students are growing fast enough to meet and maintain academic success. For the Growth to Proficiency metric, the content areas used are ELA and math. An overall rating is provided for this indicator, allowing for the meaningful differentiation all public schools statewide.

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	- More college and career readiness options - More school quality measures - Access to a well-rounded education (fine arts, media, technology, options in programs) - Teacher retention - Student and teacher portfolios - Discipline data - Teacher quality - Full-time employment of a certified librarian in each school - Teacher, student and parent surveys - Non-academic indicators like socioemotional learning and surveys - Counselor-to-student ratio	High Schools only: College and Career Preparation is the percent of students who have demonstrated preparation for education and career training after high school through Smarter, AP, IB, SAT, Career and Technical Education (CTE) pathways, and dual enrollment. Students that demonstrate early success in these areas increase their likelihood of entry and success in education and career training after high school. An overall rating is provided for this indicator, allowing for the meaningful differentiation all public schools statewide.

As part of ongoing stakeholder engagement, the DDOE has asked for feedback and reflections on the following questions:

- What other school quality indicators should Delaware consider?
- What additional non-academic indicators should be considered?
- Should Delaware consider a different way to measure student growth? Why?
- Should Delaware consider adding options for students to demonstrate college and career readiness, such as ASVAB, Certificate of Bilingualism, and additional career options? What other options should be considered?
- What should Delaware take into consideration with regard to adding early literacy indicators?
- Should Delaware consider replacing attendance with chronic absenteeism? Why?
- English Learners enter our schools with varying levels of education with and/or without records, at varying ages through age 21, and with varying English language proficiency levels. What should we take into consideration when setting growth targets for English learners?

B. Subgroups.

i. Describe the subgroups of students from each major and racial ethnic group, consistent with §200.16(a)(2).

> Subgroups included in the Delaware accountability system include the following: All students, American Indian, African American, White, Hawaiian/Pacific Islander, Asian, Hispanic, Multiracial, Students With Disabilities, English Learner, and Low Socioeconomic Status. Although not required in the accountability determination, consistent with 200.16(a)(2), the DDOE will be also including the following subgroups in its reporting performance: Homeless, Foster Care and Military Dependent.

ii. If applicable, describe the statewide uniform procedures for:

a. Former English learners consistent with §200.16(b)(1).

> The DDOE intends to use the flexibilities under ESSA for all students who are former English learners. The determination of the number of years the DDOE will include former ELs for accountability is under consideration and open for public comment. The reporting of former ELs will be included for four years as required by law.

b. Recently arrived English learners in the State to determine if an exception is appropriate for an English learner consistent with section 1111(b)(3) of the ESEA and §200.16(b)(4).

> Delaware intends to continue to use the allowable one-year exemption previously provided by U.S. ED Title III. Recently-arrived English learners who have not been in U.S. schools for 12 months will be given a one-year individual exemption from the reading and English language arts assessments. The State intends to include the test scores of English learner students who have been in the U.S. for more than 12 months in the accountability determination. The Department is reviewing its previous ESEA Flexibility Waiver application regarding recently arrived ELs and will conduct a data analysis and develop a model for each of the allowable exceptions for internal consideration.
>
> Based on stakeholder feedback received to date, there is interest in including the following considerations with regard to exceptions:
>
> - Evidence collected by local education agencies
> - Access scores upon entry
> - Number of years in educational system
> - Local decision
> - How long a student has been there
> - Age grade vs. skill grade

C. Minimum Number of Students.
Describe the minimum number of students that the State determines are necessary to be included in each of the subgroups of students consistent with §200.17(a)(3).

> Accountability systems often use a minimum n-size for determining whether to include a measure in a school's accountability rating. The rationale is that when the number of students for which a measure is calculated is too small, the measure is likely to be a less reliable measure of school

performance. If the number of students for which a measure is calculated meets or exceeds the minimum n-size, the measure is included in the rating. If the minimum n-size is not met, the measure is excluded.

The DDOE is currently seeking from its stakeholder engagement efforts feedback regarding the minimum number of students to include in each subgroup. Based on feedback received to date, recommendations include the following:

- Keep at current n of 30 for accountability but n-size of 15 for reporting purposes
- Consider 15-20, but provide what the impact would be for each
- Consider a number that includes all students

Describe the following information with respect to the State's selected minimum number of students:

i. How the State's minimum number of students meets the requirements in §200.17(a)(1);

ESSA Section 200.17(a)(1) prohibits a State from using disaggregated data for reporting purposes or AYP determinations if the number of students in the subgroup is insufficient to yield statistically reliable information. DDOE currently employs a minimum n of 30 for accountability to provide both statistical reliability across accountability metric calculations and privacy protection for those subgroups too small to report without disclosing personally identifiable information. DDOE is currently seeking stakeholder feedback regarding decreasing the minimum N from 30.

Based on feedback received to date, recommendations include the following:

- Keep at current n of 30 for accountability and 15 for reporting
- Consider 15-20, but provide what the impact would be for each
- Consider a number that includes all students

ii. How other components of the statewide accountability system, such as the State's uniform procedure for averaging data under §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 student subgroup under §200.16(a)(2);

DDOE's current accountability system does not average data across years or subgroups. Its multiple measures aggregate for all subgroups under Section 200.16(a)(2) without the use of a super-group. DDOE proposes to continue this strategy under the new law and regulation. To ensure the statistical reliability and soundness of the accountability data, DDOE currently employs an n count of 30. DDOE is currently seeking stakeholder feedback regarding decreasing the minimum n count from 30.

iii. A description of 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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DDOE employs a two-tiered approach to disclosure avoidance. When reporting aggregate counts for complementary subgroups where the total for all complementary groups is also reported, Delaware will suppress aggregates that fall below the minimum N count. If there is only one such group, Delaware proposes to either use complementary suppression or blurring techniques such as subgroup combination. When reporting percentages, blurring techniques such as top-and-bottom coding will be used as well as rounding and ranges to protect student privacy. The U.S. Department of Education's Privacy Technical Assistance Center (PTAC) states that many statisticians consider a cell size of 3 to be the absolute minimum needed to prevent disclosure (note that this does not speak to the statistical reliability of the aggregate obtained). Currently, Delaware's minimum n count is 30 for accountability. The DDOE continues to seek stakeholder feedback regarding reducing minimum n count.

iv. Information regarding the number and percentage of all students and students in each subgroup described in §200.16(a)(2) for whose results schools would not be held accountable in the State accountability system for annual meaningful differentiation under §200.18; and

The table below shows the number of students that would be excluded from the accountability system based on variable changes in n-size, from n=30 which is currently used, to n=10. For example, with an n-size of 30, 366 African American students are excluded from accountability statewide, with an n-size of 20 138 African American students are excluded, with an n-size of 15 60 African American students are excluded, and with an n-size of 10 only 14 are excluded. This trend can be seen across all subgroups.

Demographic	Total N	N30	N20	N15	N10
African American	38765	366	138	60	14
American Indian	512	512	512	512	424
Hispanic/Latino	19243	760	352	158	70
Asian	4629	1556	1023	750	401
Hawaiian	151	151	151	151	140
White	59626	437	224	140	91
Multi-Racial	3507	2079	1132	679	316
ELL	8329	1291	877	491	248
LowSES	42867	366	171	77	26
SWD	19157	377	74	41	41

v. If applicable, a justification, including data on the number and percentage of schools that would not be held accountable for the results of students in each subgroup under §200.16(a)(2) in the accountability system, that explains how a minimum number of students exceeding 30 promotes sound, reliable accountability determinations.

Delaware is not considering using an n size that exceeds 30.

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D. **Meaningful Differentiation.** Describe the State's system for meaningfully differentiating all public schools in the State, including public charter schools, consistent with the requirements of section 1111(c)(4)(C) of the ESSA and §§ 200.12 and 200.18.

> DDOE will implement a single, statewide accountability system that will be effective in ensuring that all local educational agencies including public charter schools, public elementary schools, and public secondary schools are continuing to show improvement as defined in section 1111(c)(4)(c) of the ESSA. The DDOE continues to seek feedback from our stakeholder groups regarding how best to meaningfully differentiate all public schools in Delaware.
>
> This system may be used to identify multiple tiers of support and provide LEAs with targeted technical assistance. This supports the premise behind the state's vision that every student graduate college and career ready.
>
> Delaware charter schools are held to higher standards of accountability and transparency than traditional public schools. The rigorous standards charter schools are held to are established at the point of application, continue through annual reporting of charter school performance, and are enforced through both the formal review and five-year renewal processes. Charter school performance is reported for each charter school and collectively for all charter schools annually. This public reporting is referred to as the Charter School Performance Framework ("CSPF"). The CSPF includes an annual analysis of academic, organizational, and financial performance of schools. The Academic Performance Framework section of the CSPF is the statewide accountability system used for all public schools. The Organizational and Financial Performance Frameworks are utilized only for charter schools and measure organizational soundness and financial viability of charter schools.
>
> The charter school approval, renewal, and formal approval processes are governed by state charter law.
>
> DDOE continues to seek stakeholder feedback regarding meaningful differentiation of all public schools.

Describe:

i. The distinct levels of school performance, and how they are calculated, under §200.18(b)(3) 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 area (e.g., Academic Achievement, Growth, On-Track-to-Graduation, and College and Career Preparation). Individual student data is aggregated at the school and district levels to generate a numeric score for each metric and metric area. Each of the metrics contributes a weighted value toward the numeric score, which is then converted into a star value for each of the four metric areas.
>
> The system must also identify the lowest performing schools and schools that have low performing subgroups for comprehensive support and improvement and/or targeted support and improvement.

The new accountability system under ESSA is expected to be implemented during the 2017-18 school year.

The DDOE continues to seek stakeholder feedback regarding how best to calculate distinct levels of school performance.

ii. The weighting of each indicator, including how certain indicators receive substantial weight individually and much greater weight in the aggregate, consistent with §200.18(c) and (d).

The Delaware Department of Education is reevaluating its existing weighting system, which was developed from the recommendations of the Accountability Framework Working Group. Please Note: These examples are provided in order to elicit comments and questions from our stakeholders as we transition to ESSA. At this time, DDOE has not made any determination on the weighting of each indicator of the accountability system, and no decisions have been made regarding the inclusion of indicators within the accountability system.

The current metrics are aggregated on a 500-point scale reflecting different values for elementary/middle and high schools. There is also a district-level aggregation for LEAs with more than one school. Each metric area (e.g., Academic Achievement), currently receives a star rating from one to five stars based on the aggregated performance on metrics in that particular area. The current metric weights and associated points are as follows:

Elementary/Middle School

Metric Area/Metrics	Weight	Points
Academic Achievement	*30%*	*150*
Proficiency ELA	10%	50
Proficiency Math	10%	50
Proficiency Science	5%	25
Proficiency Social Studies	5%	25
Growth	*40%*	*200*
Growth in ELA	20%	100
Growth in Math	20%	100
On-Track-to-Graduation	*10%*	*50*
Average Daily Attendance	10%	50
College and Career Preparation	*20%*	*100*

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	10%	50
Growth to Proficiency in ELA	10%	50
Growth to Proficiency in Math	10%	50
Total	**100%**	**500**

High School

Metric Area/Metrics	Weight	Points
Academic Achievement	*25.0%*	*125.0*
Proficiency ELA	7.5%	37.5
Proficiency Math	7.5%	37.5
Proficiency Science	5.0%	25.0
Proficiency Social Studies	5.0%	25.0
Growth	*45.0%*	*225.0*
Growth in ELA	22.5%	112.5
Growth in Math	22.5%	112.5
On-Track-to-Graduation	*20.0%*	*100.0*
On-Track in 9th Grade	5.0%	25.0
4-Year Cohort Graduation Rate	10.0%	50.0
5-Year Cohort Graduation Rate	3.0%	15.0
6-Year Cohort Graduation Rate	2.0%	10.0
College and Career Preparation	*10.0%*	*50.0*
College and Career Preparation	10.0%	50.0
Total	**100.0%**	**500.0**

District

Metric Area/Metrics	Weight	Points
Academic Achievement	*27.5%*	*137.5*
Proficiency ELA	8.75%	43.75

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Proficiency Math	8.75%	43.75
Proficiency Science	5.0%	25.0
Proficiency Social Studies	5.0%	25.0
Growth	*42.5%*	*212.5*
Growth in ELA	21.25%	106.25
Growth in Math	21.25%	106.25
On-Track-to-Graduation	*15.0%*	*75.0*
Average Daily Attendance	5.0%	25.0
On-Track in 9th Grade	2.5%	12.5
4-Year Cohort Graduation Rate	5.0%	25.0
5-Year Cohort Graduation Rate	1.5%	7.5
6-Year Cohort Graduation Rate	1.0%	5.0
College and Career Preparation	*15.0%*	*75.0*
Growth to Proficiency in ELA	5.0%	25.0
Growth to Proficiency in Math	5.0%	25.0
College and Career Preparation	5.0%	25.0
Total	**100.0%**	**500.0**

The DDOE continues to seek feedback from our stakeholder groups regarding how best to determine the weighting of each indicator that will ultimately be included in the statewide accountability system.

iii. The summative ratings, and how they are calculated, that are provided to schools under §200.18(b)(4).

As summative ratings are required under the draft regulations, DDOE continues to seek feedback from our stakeholder groups regarding how to best represent and calculate summative ratings for all LEAs.

The DDOE continues to seek stakeholder feedback regarding the following question:
- *If regulations change, should Delaware calculate a summative rating?*

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 required under §200.15, including if the State selects another equally rigorous State-determined action than those provided under §200.15(a)(2)(i)-(iii) that will result in a similar outcome for the school in the system of annual meaningful differentiation and will improve the school's participation rate so that the school meets the applicable requirements.

As required by federal law, Delaware will factor the 95 percent student participation into its system of annual meaningful differentiation of all public schools. As such, the DDOE is seeking stakeholder feedback regarding the methodology in which the participation rate will be applied.

The following recommendations have been submitted for consideration:
- Do not impose penalties
- Require documentation/evidence of due diligence from LEAs

Please note that 95 percent student participation in statewide assessments is a federal requirement.

As stated in DDOE's June 30, 2015 ESEA Flexibility Waiver, beginning with school year 2015–2016 (accountability year 2016–2017), ELA and math proficiency for all schools will be adjusted when calculating the numerical score for the Academic Achievement area. *This adjustment is only for the purposes of accountability calculations and determinations and not for reporting on the school reports.* The adjustment is based on the following calculation:
(Participation Rate in Content Area / 0.95) * Proficiency Rate in Content area
For instance, if School A has a participation rate of 100% and proficiency rate of 50% in ELA, the school's adjusted rate would be $1 / 0.95 = 1.053 * 50\% = 52.6\%$.

The DDOE continues to seek stakeholder feedback regarding the following question:
- *How should we factor in the 95 percent student participation requirement in our accountability system?*

F. **Data Averaging.** Describe the State's uniform procedure for averaging data across school years and combining data across grades as defined in §200.20(a), if applicable.

Delaware does not average data across school years.

G. **Including All Public Schools in a State's Accountability System.** If the States uses a different methodology than the one described in D above, describe how the State includes all public schools in the State in its accountability system including:
   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 formal assessment to meet this requirement;

   For those schools whose grade configuration does not require the administration of a statewide academic assessment (e.g. K-2 schools), DDOE's current accountability system attributes a portion of each applicable 3rd 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; and the school that provided third grade services gets 40% of the score.

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

For those schools with grade configurations that span both elementary and secondary grades, (e.g. P-12 schools), DDOE's current accountability system treats these schools as secondary schools to generate an accountability rating.

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

DDOE continues to seek stakeholder feedback as it relates to generating accountability scores for schools whose all-student populations are below the DDOE minimum accountability threshold. Based on stakeholder feedback, a recommendation to attribute district-level accountability results to such schools is being considered.

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, students enrolled in State public schools for the blind, recently arrived English learners); and

Schools that are designed to serve specialized populations and contain state assessment-eligible grades are currently treated equally to non-specialized Delaware public schools.

Charter schools that are identified as serving "at-risk" students are governed under state charter school law.

v. Newly opened schools that do not have multiple years of data, consistent with a State's uniform procedure for averaging data under §200.20(a), if applicable.

Newly opened schools with at least one state assessment-eligible grade currently receive an accountability determination per Delaware'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 by which the State identifies schools for comprehensive support and improvement under section 1111(c)(4)(D)(i) of the Act and §200.19(a), including: 1) lowest-performing schools; 2) schools with low high school graduation rates; and 3) schools with chronically low-performing subgroups.

Comprehensive Support and Improvement (CSI) School Identification: ESSA specifies that state education agencies (SEAs) identify schools for "comprehensive support and improvement" beginning with school year 2017-2018 and at least once every 3 years. Schools that meet 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, defined as a subgroup that is performing as poorly as all students in any of the lowest performing 5 percent of Title I schools (see *TSI 1* below) and which has not sufficiently improved (as defined by the State) after implementation of a targeted support and improvement plan over no more than three years.

The DDOE is considering using its existing accountability framework, which was developed from the recommendations of the Accountability Framework Working Group, to identify schools for comprehensive support. Please Note: These examples are provided in order to elicit comments and questions from our stakeholders as we transition to ESSA. At this time, DDOE has not made any determination on the weighting of each indicator of the accountability system, and no decisions have been made regarding the inclusion of indicators within the accountability system.

The DDOE will identify Comprehensive Support (CSI) school by the beginning of the SY 2017-2018 per ESSA requirements. The Local Education Agency (LEA) will assist with schools with conducting a needs assessment, analyze the data, and develop improvement plans. The DDOE will provide templates for LEA's to select from, if an LEA elects to utilize a local template, however, it must meet DDOE requirements aligned to ESSA requirements.

Currently in Delaware:
Priority schools are those schools that:
· Are the lowest-performing 5 percent of all Title I schools based on the average proficiency rate in ELA and mathematics of the most recent year and the preceding year, OR
· Have a graduation rate below 60% for two of the last three years (includes Title I eligible high schools that are not participating in Title I funding).

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The DDOE is currently seeking stakeholder input regarding the identification of Comprehensive Support and Improvement Schools. As part of the ongoing stakeholder engagement, the DDOE has asked for feedback and reflections on the following questions:

1. (Methodology) – How should the State identify schools for CSI?
    1. When identifying schools for comprehensive support and improvement, should the State consider the lowest 5% of *all* schools or lowest 5% of schools by each grade span (elementary, middle and high)?
    2. Will the comprehensive and targeted support and improvement status be limited to Title I schools or will Delaware consider these statuses for all schools?
    3. Should the State exempt high schools with less than 100 students for identification as comprehensive improvement due to low graduation rates?

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

Exit criteria for Comprehensive Support (CSI) schools:
- The State must establish uniform statewide exit criteria for schools implementing a CSI plan. Such exit criteria must, at a minimum, 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 needs to be aligned to the state's accountability framework).

- If CSI schools fail to meet exit criteria in the specified period of time, the state must require the LEA to conduct a new needs assessment and amend its improvement plan to address the reasons that the school did not exit. This amendment must include a state-determined intervention that is more rigorous than the intervention(s) previously implemented.

<u>**Currently in Delaware:**</u>
Priority schools:
- Priority schools are required to stay in Priority status for three full years, plus the planning year.

- Exit targets are identified based on the level of proficiency of students on the state assessment (for both ELA and math). Targets call for a priority school to close half of the gap between current overall proficiency (based on student performance on Smarter Balance assessment in Spring 2015) and 100% proficiency in three years.

If exit criteria is not met after 3 years, the MOU is renegotiated with the Secretary.

The DDOE is currently seeking stakeholder input regarding the exit criteria for Comprehensive Support and Improvement Schools. As part of the ongoing stakeholder engagement, the DDOE has asked for feedback and reflections on the following questions:

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B. Targeted Support and Improvement Schools. Describe:

i. The State's methodology for identifying schools with "consistently underperforming" subgroups of students, including the definition and time period used by the State to determine consistent underperformance, under §200.19(b)(1) and (c).

Targeted Support and Improvement (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 targeted support and improvement schools:

- *Low-performing Subgroup at Level of Lowest 5% of Schools (TSI 1)*: Schools 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 five percent 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 state-established methodology (to be determined) based on the State's accountability system.

<u>Currently in Delaware:</u>

The current group of 14 **Focus schools** is based on a list of 10% of Title I schools with the:

- Largest combined ELA and math achievement gap between "Student Gap Group" students and all others within the school (students in the "Gap Group" include students in subgroups that have historically demonstrated achievement gaps including ethnicity/race (African American, Hispanic, Native American), students with disabilities, low income and English Language Learners); and
- Lowest combined ELA and Math percent proficient over a three-year period for each of the following subgroups: low income, African American, Hispanic, English Language Learner, and students with disabilities.

The DDOE is currently seeking stakeholder input regarding the identification of Targeted Support and Improvement Schools. As part of the ongoing stakeholder engagement, the DDOE has asked for feedback and reflections on the following questions.

1.   (Methodology) – How should the State identify schools for TSI?

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ii. The State's methodology for identifying additional targeted schools with low-performing subgroups of students under §200.19(b)(2).

The Department of Education is currently seeking stakeholder feedback to determine if and how to identify additional targeted schools.

i. The uniform exit criteria for schools requiring additional targeted support due to low-performing subgroups established by the State consistent with the requirements in §200.22(f).

Exit criteria for Targeted Support (TSI) schools:

·   For *TSI 1* schools (low-performing subgroups), the state must establish uniform exit criteria that, at a minimum, ensures the school: 1) improves student outcomes for its lowest-performing subgroups; and 2) no longer meets the criteria for identification as a *TSI 1* school. If a school does not satisfy the exit criteria, the state must identify the school as a CSI school (states to identify CSI schools at least once every 3 years).

·   ESSA calls for LEAs to establish uniform exit criteria for schools identified as *TSI 2* schools (consistently under-performing subgroups) and to determine the number of years a school has to demonstrate improved student outcomes for each subgroup for which the school had been identified. LEAs must require schools that do not improve student outcomes within the specified time period to amend their plans to include additional actions. The LEA will be required to increase monitoring.

Currently in Delaware:

Focus schools:

- Focus schools are also required to stay in Focus status for three full years, plus a planning year. However, a school may be eligible to exit status after the end of year 2 if it meets exit targets early and shows substantial progress in other leading indicators of their school plans.

- A Focus school must meet the targets for each subgroup for two consecutive years before exiting status. Each Focus school has its own set of targets for subgroups that were identified, which calls for the school to be on a trajectory towards reducing by 50% the number of students who are not proficient.

- Schools that do not meet exit criteria within 3 years are identified as Focus Plus schools and develop new plans.

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4.3 State Support and Improvement for Low-performing Schools

A. **Allocation of School Improvement Resources**. Describe the SEA's process for making grants to LEAs under section 1003 of the ESEA and consistent with the requirements of §200.24 to serve schools implementing comprehensive or targeted support and improvement plans under section 1111(d) of the Act and consistent with the requirements in §§ 200.21 and 200.22.

ESSA requires each SEA to describe how it will allocate funds and the supports it is providing to LEAs with schools identified for comprehensive and targeted support and improvement.

The Delaware Department of Education is exploring the possibility of completing applications and plans via eGrants (a web based consolidated federal funds application system).

Funding for the CSI could be calculated as follows:
1. Specific amount allocated to each CSI school
2. Formula for remaining funds could be based upon enrollment or poverty rates.

If funds are used towards evidence-based interventions, an evaluation of selected interventions will be conducted and findings reported to the LEA.

In order to receive additional funding, it must be determined that the identified school is making progress on the indicators determined by the statewide accountability system and the evidence-based interventions are being implemented with fidelity.

B. **Evidence-Based Interventions.** Describe the State's process to ensure effective development and implementation of school support and improvement plans, including evidence-based interventions, to hold all public schools accountable for student academic achievement and school success consistent with §§ 200.21 through 200.24, and, if applicable, the list of State-approved, evidence-based interventions for use in schools implementing comprehensive or targeted support and improvement plans.

> ESSA requires each SEA to describe its processes for approving, monitoring, and periodically reviewing LEA comprehensive support and improvement plans for identified schools. 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 development, virtual learning experiences, guidance documents, and templates to support improvement planning and monitoring.
>
> The DDOE will work with LEAs and regional assistance centers to develop a resource hub with regionally-implemented evidenced-based strategies. In addition, DDOE will assist LEAs in exploring and identifying appropriate resources in national clearinghouses such as:
>
> - What Works Clearinghouse
> - Results First
> - National Clearinghouse
> - Regional Education Laboratories
> - Best Evidence Encyclopedia
>
> *The DDOE is currently seeking stakeholder input regarding the types of support the state might offer for Comprehensive Support and Improvement Schools. As part of the ongoing stakeholder engagement, the DDOE has asked for feedback and reflections on the following questions:*
>
> - *What criteria will the state use to approve LEA plans – ensuring the use of "evidence-based interventions"?*
> - *What are the needs analysis criteria for schools in improvement and what criteria will the state use to determine whether plans will effectively meet those needs?*
> - *Should the DDOE create a list of state-approved, evidence-based interventions for schools in comprehensive or targeted support and improvement status – and if so, how?*

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 Act and §200.21(f).

> As per ESSA, if a school does not meet the exit criteria for Comprehensive Support and Improvement, DDOE will require the LEA to conduct a new school-level needs assessment and, based on its results, amend its comprehensive support and improvement plan to

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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 interventions in the school that *are identified by DDOE* and that are more rigorous and based on strong or moderate levels of evidence.

- **Note:** Determining what is a "more rigorous intervention" will depend in part on what interventions the school already implemented that did not lead to improved outcomes. The determination of a "more rigorous intervention" might need to be done on a school by school basis. Interventions will be aligned to the schools' needs assessments and the indicator areas for which the schools were identified.

The DDOE is currently seeking stakeholder input regarding 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.

The DDOE could consider "more rigorous intervention" for schools identified as CSI and TSI that have not made sufficient progress to exit after three (3) years. "More rigorous interventions" will depend upon the interventions previously selected by the school that have not demonstrative improved outcomes. To ensure implementation of "more rigorous intervention" are focused on root causes for insufficient progress, the DDOE will conduct a needs assessment of the LEA and school(s) to focus on the current state of implementation of their plan. Findings will be shared with the LEA, schools, community, and stakeholders. Revised plans will be developed with assistance of the DDOE.

The DDOE could pursue, as allowed for in ESSA, improvement action in any LEA with a significant number of school identified for Comprehensive Support that are not meeting exit criteria or a significant number of schools identified for targeted support. Such actions could include placing conditions on LEA uses of funds and/or requiring LEAs to provide specific school supports aligned with school needs/areas of low student performance.

DDOE is currently seeking stakeholder feedback regarding potential action steps. As part of the ongoing stakeholder engagement, the DDOE has asked for feedback and reflections on the following question:
What action steps should Delaware consider for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within the required number of years?

D. **Periodic Resource Allocation Review**. Describe the State's process, consistent with the requirements in section 1111(d)(3)(A)(ii) of the Act and §200.23(a), for periodically reviewing and addressing resource allocation to ensure sufficient support for school improvement in each LEA in the State serving a significant number of schools identified for comprehensive support and

improvement and in each LEA serving a significant number of schools implementing targeted support and improvement plans.

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
- 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; and

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—

(A) Advanced coursework;

(B) Preschool programs; and

(C) Instructional materials and technology.

The DDOE is currently seeking stakeholder input regarding its process for periodically reviewing and addressing resource allocation. Based on feedback received to date, the following suggestions have been offered by stakeholders for consideration:

- Provide equitable and flexible state funding
- Offer resources on best practices regarding school improvement
- Focus on teacher preparation, recruitment and retention; for example, provide paid internships for pre-service teachers who chose to work in low-performing schools
- More flexibility to innovate at the school-level
- Use a needs-assessment to identify root cause of student performance
- Improve school climate and behavioral supports such as behavioral health services and trauma supports at the school level

E. **Other State-Identified Strategies.** Describe other State-identified strategies, including timelines and funding sources from included programs consistent with allowable uses of funds provided under those programs, as applicable, to improve low-performing schools.

Strategy	Timeline	Funding Sources
DDOE is currently seeking stakeholder input regarding other strategies to improve low-performing schools, including non-Title I schools. As part of the ongoing stakeholder engagement, the DDOE has asked for feedback and reflections on the following questions:		

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• *What strategies should Delaware consider to improve low-performing schools?* • *What timeline should be considered?* • *How should these strategies be funded?*		

4.4 <u>Performance Management and Technical Assistance for Accountability, Support, and Improvement for Schools</u>

Instructions: Each SEA must describe its system of performance management for implementation of State and LEA plans regarding accountability, support, and improvement for schools, consistent with §299.14 (c) and §299.17. The description of an SEA's system of performance management must include information on the SEA's review and approval of LEA plans, collection and use of data, monitoring, continuous improvement, and technical assistance. If a table is provided below, the SEA's description must include strategies and timelines.

A. **System of Performance Management** Describe the SEA's system of performance management for implementation of State and LEA plans for Accountability, Support, and Improvement for schools.

> The Delaware Department of Education will, with the input of its stakeholders, utilize a streamlined, consolidated, and continuous improvement planning process, driven by Local Education Agency (LEA) needs and supported by performance, as measured by the statewide accountability system, to support LEA planning processes that meet statutory and regulatory requirements.
>
> Through the DDOE performance management process, proposes to:
>
> - Identify metrics that are aligned with the Delaware School Success Framework that best represent LEA performance;
> - Enhance a suite of technical assistance options for LEAs regarding identifying LEA school and student needs through analyzing data in a comprehensive needs assessment, determining root causes, as well as aligning priorities, supports and funding;
> - Develop a consolidated and aligned LEA plan and application process that address and supports LEA and State priorities;
> - Identify and categorize LEA needs based on financial and performance indicators; and
> - Implement a tiered system of supports to address LEA categorization, which will also include responses for targeted assistance from the LEA and identified areas from the LEA financial and performance indicators.
>
> LEA plans will provide DDOE an opportunity to provide ongoing performance management, technical assistance, differentiated service and support through a model of tiered supports.

B. **Review and Approval of LEA Plans.** Describe the SEA's process for supporting the development, reviewing, and approving the activities in LEA plans in accordance with statutory and regulatory

requirements, including a description of how the SEA will determine if LEA activities align with the specific needs of the LEA and the State's strategies described in its consolidated State plan for implementation of Accountability, Support, and Improvement of Schools.

The DDOE will utilize a streamlined, consolidated, and continuous improvement planning process, driven by Local Education Agency (LEA) needs and supported by performance, as measured by the statewide accountability system, to support LEA planning processes that meet statutory and regulatory requirements.

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

- Provide state accountability metrics, by which LEAs can assess performance;
- Provide LEAs with a needs assessment template and technical assistance in analyzing LEA data to determine gaps and identify root causes;
- Provide a suite of options for targeted technical assistance, such as on-site trainings, group trainings, easily accessible resource documents, and webinars; and
- Consolidate plan review efforts within the Department to reduce duplicative information provided by the LEA, for example setting review and approval expectation for Department reviewers, and providing internal training to calibrate and unify DDOE guidance to LEAs.

Specific and more targeted technical assistance may be provided based on a methodology to be informed by stakeholder feedback.

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i. **LEA Comprehensive Support and Improvement Plans.** Describe the SEA's process to approve, monitor, and periodically review LEA comprehensive support and improvement plans that include evidence-based interventions consistent with the requirements in section 1111(d)(1)(B) of the Act and §200.21(e).

Proposed in ESSA:

CSI Schools: LEAs (local education agencies, such as a school district) are expected to develop and implement, with stakeholder engagement, improvement plans for CSI- identified schools. Plans must be based, in part, on a school-level needs assessment, and must include evidence-based interventions and strategies for addressing any resource inequities. The school, LEA, and state approve the plan. The state monitors and periodically reviews LEA implementation of plans. The state determines the number of years (not to exceed four) a plan can be unsuccessful before taking action.

Identification Timeline: ESSA calls for CSI schools to be identified at least once every three years beginning with the 2017-18 school year. (*CSI 3* schools will not be identified in SY17-18 as such schools first need to be identified as TSI and only become CSI if they have not met TSI exit targets.)

TSI Schools: TSI schools develop their own plans, with stakeholder input, to address the reasons for identification and improve student outcomes for identified subgroup(s). The LEA approves and monitors schools' TSI plans.

Identification Timeline: Beginning in 2017-18, the state is required to inform LEAs of any school that meets targeted support and improvement criteria. ESSA calls for *TSI 2* schools to be identified annually, beginning with the 2018-19 school year. *TSI 1* schools will be identified in the same timeframe as the lowest 5% CSI schools (starting in 2017-18).

Monitoring LEA Implementation of Plans

ESSA requires the state to monitor and periodically *review each LEA's implementation of the CSI plans*. DDOE currently monitors identified schools at school level so a shift from current monitoring to the district level is required. Districts may also need assistance in more fully developing their data capacity so they can monitor identified schools.

The DDOE could support the LEAs in monitoring the implementation of the CSI plans based on their relative programmatic areas. On-site monitoring will offer a collaborative model to reduce the need for multiple monitoring sessions from multiple programs in isolation.

The monitoring process could include both programmatic and fiscal components and will include the provision of targeted technical assistance and support.

The DDOE is exploring and evaluating current tools and processes that could assist with monitoring CSI and TSI schools.

The DDOE could provide support, technical assistance and monitoring in areas including and not limited to:

- Review of Comprehensive Needs Assessment

- Conduct differentiated on-site support visits based on needs

- Assist LEAs with the evidence-based decision making process

- Support use of high-quality data

- Support the initial development of LEA & School Comprehensive Strategic Plans with encouragement to select bold, innovative evidenced-based interventions

- Support implementing & monitoring LEA & School Comprehensive Strategic Plans

- Monitor strategies and action steps for completion and success

- Support implementation of bold evidence-based LEA and school systems and structures to create powerful change

- Support and guide selection and implementation of innovative, locally selected evidence-based interventions leading to dramatic increases in student achievement

- Review data submissions and discuss needed midcourse adjustments

· Review resource allocation by the LEA to comprehensive and targeted support and improvement schools

Possible DDOE support for LEA development of CSI plans to consider:
- The DDOE would offer an (optional) needs assessment tool and training on tool to support LEA efforts. Current state provided school improvement tools/resources could be modified to meet ESSA needs.
- For LEAs that want to use a different needs assessment tool, DDOE could specify the requirements for the assessment as identified in ESSA.
- DDOE could provide professional development regarding how evidence-based interventions are defined, possible resource locations, and criteria to evaluate if an intervention is evidence-based.

The DDOE is currently seeking stakeholder feedback regarding its process to approve, monitor, and periodically review LEA comprehensive support and improvement plans that include evidence-based interventions.

C. **Collection and Use of Data.** Describe the SEA's plan to collect and use information and data, including input from stakeholders, to assess the quality of SEA and LEA implementation of strategies and progress toward improving student outcomes and meeting the desired program outcomes related to Accountability, Support, and Improvement of Schools.

Strategy	Timeline
In addition to analysis of publicly reported district-level assessment data, DDOE has in recent years collected self-reported data on district benchmark assessments and progress updates on state initiatives 3 times per year, in accordance with most districts' assessment schedules. This data is analyzed along with expenditure and staffing information to outline the traceability between student performance, progress to strategies, and resource allocations. *DDOE is currently seeking stakeholder feedback regarding the most effective process to collect and use information and data to evaluate progress toward improving student outcomes. As part of the ongoing stakeholder engagement, the DDOE has asked for feedback and reflections on the following questions:* • *What kinds of data should be considered when evaluating LEA progress toward improving student outcomes?*	

• *How should those data be collected (e.g., collected by DDOE, self-reported by the LEAs, or a combination of both?)*	

D. **Monitoring.** Describe the SEA's plan to monitor SEA and LEA implementation of included programs using the data in section 4.4.C to ensure compliance with statutory and regulatory requirements related to Accountability, Support, and Improvement of Schools.

Strategy	Timeline

The DDOE is currently evaluating staffing capacity and knowledge, as well as internal processes to effectively monitor LEA implementation, using data as described above. Once the internal environment scan has been complete, appropriate resources will be allocated to ensure the execution of effective monitoring. As part of the ongoing stakeholder engagement, the DDOE has asked for feedback and reflection on the following questions:
 	
- How often should the SEA monitor LEAs throughout the course of ESSA?
- Should LEA monitoring frequencies be determined by categorization?
  - How often should a low performing LEA be monitored by the SEA?
  - How often should an average performing LEA be monitored by the SEA?
  - How often should a high performing LEA be monitored by the SEA?
- Should there be differentiation for monitoring between charters, districts and vocational-technical districts? What technical assistance processes are paired with monitoring?	

E. **Continuous Improvement.** Describe the SEA's plan to continuously improve implementation of SEA and LEA strategies and activities that are not leading to satisfactory progress toward improving student outcomes and meeting the desired program outcomes for Accountability, Support, and Improvement of Schools.

Strategy	Timeline
DDOE's tiered support through the former "routines" process is designed to provide districts with specific	

Strategy	Timeline

supports based on their local needs. Additionally, a cross-Department team is dedicated to supporting the implementation of strategies in the highest needs schools.
 	
DDOE is currently seeking stakeholder input regarding the most effective process to improve both SEA and LEA strategies that are not leading to improved student outcomes. As part of the ongoing stakeholder engagement, the DDOE has asked for feedback and reflections on the following questions:
    - *What approach should be considered when determining how DDOE provides support to LEAs to improve student outcomes?*
    - *What timelines should be considered?*	

F. **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 sub-grantee strategies for implementation of Accountability, Support, and Improvement of Schools.

Strategy	Timeline

The DDOE will implement a tiered system of supports to provide LEAs with differentiated technical assistance to support effective implementation of LEA strategies. The DDOE plans to offer availability of all supports to any requesting LEA, however the degree of DDOE guided support will be based on the LEA categorization.
 	
The DDOE is currently seeking stakeholder input regarding the development of tiers for technical support and the process of implementation. The DDOE is currently:
 	
    • Enhancing a suite of technical assistance options for LEAs regarding identifying LEA school and student needs through analyzing data in a comprehensive needs assessment, determining root causes, as well as aligning priorities, supports and funding;
    • Identifying and categorize LEA needs based on financial and performance indicators; and
    • Creating and implement a tiered system of supports to address LEA categorization, which will also include responses for targeted assistance from the LEA and identified areas from the LEA financial and performance indicators.	

i. **Technical Assistance to Specific LEAs.** Describe the technical assistance it will provide to each LEA in the State serving a significant number of schools identified for comprehensive and targeted support and improvement, including technical assistance related to selection of evidence-based interventions for comprehensive and targeted support and improvement schools, consistent with the requirements in section 1111(d)(3)(A)(iii) of the Act and §200.23(b)

The DDOE will identify and categorize LEA needs based on financial and performance indicators, and provide tiered technical assistance supports to LEAs while completing a comprehensive needs assessment that assesses:

- Engaged and Informed Families, Schools, Districts, Communities and Other Agencies
- Safe and Healthy Environments Conducive to Learning
- Equitable Access to Excellent Educators
- Rigorous Standards, Instruction, and Assessments
- High Quality Early Learning Opportunities

Areas identified with significant need will be addressed; including identified causes, desired outcomes, action steps to be taken, allocated resources, timelines and data to assess progress, within the LEA priorities section which are included in the consolidated application process.

The DDOE is currently seeking stakeholder input regarding how priorities are identified and how to address LEA needs when resource allocation barriers exist.

ii. Describe any additional improvement actions the State may take consistent with §200.23(c), including additional supports for interventions in LEAs, or in any authorized public chartering agency consistent with State charter school law, with a significant number of schools identified for comprehensive support and improvement that are not meeting exit criteria or a significant number of schools identified for targeted support or improvement.

As outlined in ESSA, the DDOE could take action to initiate additional improvement in any LEA, or in any authorized public chartering agency consistent with State charter school law, with a significant number of schools that are consistently identified for comprehensive support and improvement under § 200.19(a) and are not meeting exit criteria established under § 200.21(f) or a significant number of schools identified for targeted support and improvement under § 200.19(b).

The DDOE is currently seeking stakeholder input regarding any additional improvement actions that Delaware may take for any LEA not meeting exit criteria and/or any LEA with a significant number of schools identified for either comprehensive or targeted support and improvement.

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5.1 Systems of Educator Development, Retention and Advancement

Instructions: In the section below, each SEA must describe its systems of educator development, retention, and advancement.

A. **Educator Development, Retention, and Advancement Systems**. Consistent with 2101 and 2102 of the ESEA, describe the State's educator development, retention, and advancement systems, including at a minimum:

   i. The State's system of certification and licensing of teachers and principals or other school leaders;

   ii. The State's system to ensure adequate preparation of new educators, particularly for low-income and minority students; and

   iii. The State's system of professional growth and improvement, which may include the use of an educator evaluation and support system, for educators that addresses induction, development, compensation, and advancement for teachers, principals, and other school leaders if the State has elected to implement such a system. Alternatively, the SEA must describe how it will ensure that each LEA has and is implementing a system of professional growth and improvement for teachers, principals, and other school leaders that addresses induction, development, compensation, and advancement.

Delaware has long focused on closing educator equity gaps because as a state, we believe that the achievement gap will close for our highest need students only when all students have equitable access to the most capable and well-prepared educators, will. While some schools or LEAs in Delaware have closed educator equity gaps, data collected in 2015 reveals that on average, schools in Delaware with higher than median rates of low-income and minority students are more likely to have a higher percentage of novice (inexperienced) and/or out of field teachers, higher teacher turnover, and fewer teachers rated as highly effective. With increased federal and stakeholder attention on equity, the urgency to spread these pockets of success across the state has never been higher.

Goal

DDOE's goal is that all students, specifically poor and minority students, will have equal access to effective and well-prepared teacher and leaders as their affluent peers. Educator equity across Delaware, defined as all students, specifically low-income and minority students, having equal access to effective and well-prepared teachers and leaders as affluent students, is the goal of DDOE's work. Realization of this goal requires implementation of a comprehensive, multifaceted strategy built on a vision of organizational change at the state and local levels, ranging from effective educator preparation and support to enhance leadership pathways and retention of our best educators for all students.

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The work of the DDOE charts a course for significant progress to be made in the closure of educator equity gaps by 2025, while simultaneously strengthening educator pipelines and supports throughout the state. This builds on years of work by the State of Delaware and local leaders, who are already showing that educator equity for all students is possible when effective educator recruitment, retention, support/feedback and leadership are present. Delaware's next step is expanding these practices to make "excellent educators for all" a statewide reality.

THEORY OF ACTION

IF DOE works with Institutions of Higher Education (IHEs) and LEAs to understand educator effectiveness – in particular for low-income, high-minority, and high-need schools and LEAs – and a comprehensive approach to supporting educator effectiveness, including preparing, developing and supporting teachers and leaders, is implemented statewide, but with particular attention to schools serving larger than average numbers of high-need students; and,

IF progress towards these strategies is monitored, analyzed and reported to education stakeholders, including the public, over time,

THEN our state and LEAs will be equipped to recruit, develop, support and retain educators such that all students have equitable access to excellent educators who help them achieve their highest potential in school, college, career and life, and all LEAs in Delaware will benefit from an increased supply of effective teachers and leaders.

BACKGROUND

In June 2015, Delaware submitted its *Plan to Ensure Equitable Access to Excellent Educators for All Students* http://www.doe.k12.de.us/domain/390 to the U.S. Department of Education. This plan charts a course for 2015-2025 by detailing Delaware's equity gaps, stakeholder engagement (with over 200 individual external stakeholders), root cause analysis, potential strategies and solutions, plan for ongoing monitoring of strategies and results, and plan for reporting progress to stakeholders and the public. Using Delaware's Equity Plan and aligned Guiding Principles, the DDOE is working to ensure that our students have access to truly great teaching and learning in every one of their classrooms, in every one of their schools every single day.

i.)   Licensure and Certification

Title 14 of Delaware State Code requires all educators to be licensed in the area they are teaching or supporting.

The Professional Standards Board (PSB) oversees licensure and certification of educators in the state. Through their regulations, educators in Delaware must hold a License and a Certificate. The License authorizes them to work within the District or Charter school, and the Certificate identifies the area in which they may instructor support.

LICENSURE - The State has a four-tiered licensure system.

- Tier One – Provisional License (1 year) – awarded to an Applicant who has:
    - completed a Bachelor's degree from a regionally accredited 4-year college or university
    - has achieved a passing score on an examination of general knowledge
    - has achieved a passing score on a content-readiness exam
    - has 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 ARTC program; (c) is applying for a Provisional License and certification as a specialist and completes practical experience.
    - During this time, Applicants who have not completed a Performance Assessment as part of their Bachelor's degree program have the opportunity to do so.
- Tier Two – Initial License (3 years) – awarded to an applicant who has met the requirements of the Provisional License. If an individual applicant met all the qualifications, including the passage of a performance assessment, the individual is awarded a four-year Initial License.
- Tier Three – Continuing License (5 years) - renewable license for educators with three or more years of experience. Educators must complete ninety (90) clock hours of professional development, and complete a criminal affirmation to renew the License.
- Tier Four – Advanced licensure (10 years) - Educators holding National Board Teaching Certificates are placed on an Advanced License It is renewed when the National Board certificate is renewed. IF an educator does not renew, they will be placed on a Continuing License.

CERTIFICATION – Certification is regulated by the PSB, the mission of which is to assure competence and promote excellence among professional educators to meet the needs of the community of learners in the state. The PSB is a governor-appointed body that oversees the informing and writing of State Regulation specific to each certification content area. Regulations are updated on a rotating 5-year schedule or as needed to fulfill changes in State Code.

A FULL LIST OF CERTIFICATIONS CAN BE VIEWED AT:
http://regulations.delaware.gov/AdminCode/title14/1500/index.shtml#TopOfPage

ii.) Educator Preparation Program Approval

To ensure excellence in teaching and learning, Delaware must ensure that all of the educators working in our schools are well prepared to take on the critical job of ensuring their students' academic success. Delaware believes that improved teacher preparation will result in stronger teachers. Strong educator preparation is a strategy that Delaware has been investing in for several years. As an SEA, Delaware is committed to the preparation of teachers in well-designed and competitive programs and to supporting those educators in their early years in the classroom.

Delaware has published Educator Preparation Program Reports in order to determine levels of program effectiveness. The categorization of programs is based on data of candidates and graduates of the last five years. A program's overall rating determines their program renewal status. These reports are currently published biennially, but will move to annual reports in compliance with federal regulation in 2018-2019.

Link to reports: http://www.doe.k12.de.us/domain/398

Title 14, Chapter 12, section 1280

Title 14, Chapter 12, section 1260-1265   http://delcode.delaware.gov/title14/c012/index.shtml

Regulation 290

http://regulations.delaware.gov/AdminCode/title14/200/290.shtml#TopOfPage

PSB Regulation 1507, 1595
http://regulations.delaware.gov/AdminCode/title14/1500/index.shtml#TopOfPage

iii.)   New Educator Induction and Mentoring

Current research highlights 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, DDOE and the LEA, can work towards increasing educator retention rates; improving teaching practices of both new and veteran staff members, and most importantly, having positive effects on student achievement. DDOE has focused resources on induction and mentoring since 1994 and has recently helped LEAs advance this work by offering competitive grant opportunities that allow LEAs to submit proposals to the DDOE to receive funding for the development and/or delivery of innovative induction program models for new educators. DDOE has also established new teacher and mentor academies to offer high-quality targeted support and incorporated an online ethics course into the statewide mentoring and induction program, which offers educators techniques and strategies to balance the sometimes contradictory professional expectations they encounter on a daily basis.

In addition, Delaware's commitment to educator equity include programs designed to create continuous and effective professional learning opportunities for educators at all stages of the profession because professional learning activities, such as those that enhance or expand teacher knowledge, are more likely to be effective if they are part of a coherent program of ongoing professional development.

Title 14, Chapter 12, section 1210, 1210A http://delcode.delaware.gov/title14/c012/sc02/index.shtml

PSB Regulation 1503
http://regulations.delaware.gov/AdminCode/title14/1500/index.shtml#TopOfPage

iv.)   Teacher Leadership Initiatives and Pilot

Delaware recognizes that LEAs are crucial partners in preparing educators, and also that many leadership pathways in Delaware currently result in new leaders leaving the classroom for administrative positions. Our stakeholders emphasized the importance of opportunities for educator professional growth while keeping strong teachers in the classroom where they can positively impact students.

The SEA's work in this area directly provides leadership opportunities to educators, supports LEAs in creating teacher-leader pathways, and works to elevate the profession. This includes:

- A Teacher Leader Pilot in some LEAs, designed to develop teacher leadership in partner schools and identify best practices to spread throughout the State
- Delaware Talent Cooperative, a forum for collaboration and recognition among Delaware's top educators in high needs schools
- Work with LEAs and other stakeholders to improve compensation and incentives

v.)   Educator Feedback Cycles and Evaluation

Delaware has a state-wide educator evaluation system (and alternatively approved systems) codified in statute. Several LEAs, numerous education leaders, and DOE officials have consistently noted that stakeholders must work together to bring greater integrity to educator evaluation. Specifically, evaluation must also provide the individualized feedback/coaching, accurate ratings, and an overall integration of multiple measures of student growth and teacher effectiveness it promised. The SEA intends to provide substantial support to principals and LEAs in using the tools within this system to improve instruction in all classrooms through more regular and targeted observations and productive feedback cycles in addition to evaluation in addition to state approved

5.2 Support for Educators

Instructions: For each item below, each SEA must provide its rationale in the text box provided. Each SEA must also use the tables below to provide its timeline for the design and implementation of the strategies it identifies. Each SEA may add additional rows to each table as needed.

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 and principals or other school leaders;
   iii. Increase the number of teachers and principals or 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 provisions described in the State's plan for educator equity.

Rationale for Selected Strategies. Describe the SEA's rationale(s) for the strategies provided in the table below.

Title II, Part A resources supplement Delaware's major investments of state funds in the area of educator effectiveness and equity. The following strategies target improving the effectiveness of educators in successfully delivering challenging academic standards to all students, especially those from traditionally under-served sub-groups. By making robust and actionable data available to LEAs regarding educator effectiveness and preparation program effectiveness; and, by increasing access to high quality educator preparation and development programs; and, by supporting LEA and school leaders in providing the most effective educator learning and feedback, the SEA supports LEA efforts to recruit, develop and retain the best educators.

Strategy	Timeline	Funding Sources
Provide LEAs with competitive grants to design, implement, and support school leadership opportunities to build local capacity -OR- Provide development and training to principals and other school leaders on how to accurately provide useful and timely feedback and use evaluation results to inform decision-making about professional development -OR- Assist LEAs in developing career opportunities and advancement initiatives that promote professional growth and emphasize multiple career paths -OR- Provide direct support to LEAs and certification programs support for increasing the rigor of those leadership programs	SY17-18 – One of these Strategies will be selected based on stakeholder feedback.	Title IIA 3% hold-back

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-OR- Invest in deep professional learning for our building leadership statewide. -OR- Provide incentives for school leaders to increase retention of effective leaders.		
Provide competitive Innovation Grants to create stronger partnerships between education preparation providers and the PK-12 systems, breaking down the barriers between the two systems. These innovation grants would provide supports for educator preparation programs and PK-12 partners to focus on recruitment, deepening clinical practice, and supporting novice educators.	Ongoing	State funds and Title II A funds
Develop multiple high quality educator preparation programs and alternative routes to certification for promising college graduates and professionals, especially in high need areas and high needs schools. This includes evaluating program effectiveness with a concentration on high needs schools, and identifying and spreading the most effective practices and programs statewide.	Ongoing	State funds and Title II A funds

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 20101(d)(2)(J) of the ESEA, including strategies for teachers of, and principals or other school leaders in schools with: 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 children identified under title I, part D of the ESEA; immigrant children and youth; students in LEAs eligible for grants under the Rural and Low-Income School Program; American Indian and Alaska Native students; students with low literacy levels; and students who are gifted and talented.

Rationale for Selected Strategies. Describe the SEA's rationale(s) for the strategies provided in the table below.

Strategy	Timeline	Funding Sources
Provide systemic structures and supports for teachers on identifying students with specific learning needs and providing instruction based on the needs of such students: **Reading Writing Project** – Cohorts of grade level teams, to include special education teachers, to create Delaware State Standards-aligned ELA units for statewide use: • Focus on learning progressions to better understand the trajectory of instruction to the mastery of a standard. • Formative assessment aligned to learning progressions to better ascertain where learning breaks down and to determine appropriate instruction based on the needs of the students. • Strengthen tier 1 instruction and better define tier 2 and tier 3 instruction.	SY2016-17; 5 meetings	State Funds
Provide supports for school leaders to ensure the	SY16-17; onsite visits in 5 LEAs.	State Funds

identification of effective instruction and feedback to teachers on student learning: **Learning Leader Network -** Cohort of principals and other school leaders participating in formative classroom walkthroughs in schools throughout the state: • A common language for educators (principals, teachers, central office, coaches) to describe the impact of effective instruction on student learning and achievement. • The confidence, knowledge, and skills necessary for principals to feed professional learning forward for individual teachers and instructional teams. • The confidence, knowledge, and skill to design and differentiate professional development plans for individuals and groups.		
Provide support and structures to all stakeholders to ensure the practice of providing high quality instruction and interventions matched to student needs: **RtI Guiding Coalition -** Includes stakeholders from each of the three counties at the elementary and secondary levels in both math and	Stake holders meet 5x during SY2016-17.	IDEA, Title I and State Funds

reading/writing. The RtI Guiding Coalition will: • Identify barriers to the implementation of RTI at all three tiers in Delaware, with recommendations of how to clear the path. • Identify bright spots of RTI implementation as opportunities for replication. Research and make recommendations about resource allocations and professional learning.		
Ensure access and participation in rigorous academic standards through Common Core implementation: **Reimagining Professional Learning Innovation Grants:** The Reimagining Professional Learning Grants support the work of schools committed to improving the quality and efficacy of professional learning for teachers in Delaware in order to increase opportunities and outcomes for our students. • In spring of 2016, the Delaware Department of Education awarded 21 elementary, middle, and high schools across the state a collective total of $413,068 to aid in their efforts to redesign professional learning around improved student achievement.	Professional Learning Innovation Grants. Round 1 launched May 2016-17; Round 2 launches May 2017-18.	State Funds

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• Awards were based on each school's integration of Delaware's new professional learning standards, also called the Learning Forward Standards. Grants incorporated innovative, rigorous models of professional development in English/language arts, mathematics, and literacy instructional strategies to strengthen teaching and student learning through leadership and educator effectiveness.		
Collaborative feedback loops between SEA and LEAs and charters to strengthen Delaware State Standards implementation	• Delaware State Standards Site Visits to LEAs. Launched SY14-15; ongoing • LEA participation in monthly Coalition (curriculum administrators) and Cadre (specialist/ instructional coach) meetings; ongoing during each school year. Monitored quarterly by DDOE College and Career Readiness Plan: *DELAWARE STATE STANDARDS Resources.*	State Funds

C. **Evaluation and Support Systems.** If the SEA or its LEAs plan to use funds under one or more of the included programs for this purpose, describe how the SEA will work with LEAs in the State to develop or implement State or local teacher, principal, or other school leader evaluation and support systems consistent with section 2101(c)(4)(B)(ii) of the ESEA.

Rationale for Selected Strategies. Describe the SEA's rationale(s) for the strategies provided in the table below.

Delaware has a state-wide educator evaluation system (DPAS-II)(and alternatively approved systems) codified in statute. As a result, state funds are used to support the work of evaluation at the SEA and LEA level. However, the DDOE has briefly outlined our plan for leader evaluation as we

may use the 3% holdback (Title IIA) to assist with this work. Specifically, DDOE will focus on providing support for peer led, evidenced-based professional development in LEAs. We will seek additional stakeholder feedback with regard to this holdback.

2020 Goals:
- 75% of principals and assistant principals serving the state's high-need schools (50) demonstrate "effective" leadership practices and higher than average rates of student growth by 2017-18.
- 80% retention rate of "highly effective" principals retained or promoted within Delaware LEAs or charters, as defined by the updated DPAS-II metrics for administrators by 2017-18.

Strategy	Timeline	Funding Sources
Increase diversity of options tailored to meet local contexts Leverage federal and state funds to promote innovative, job-embedded, competency-based paths to school leadership	Ongoing	3% set aside in Title IIA and State Funds
Support LEAs in evaluating leaders and develop leader preparation scorecard to hold programs accountable	Ongoing	3% set aside in Title IIA and State Funds

D. **Education Preparation Programs.** If the SEA or its LEAs plan to use funds under one or more of the included programs for this purpose, describe how the State will improve education preparation programs consistent with section 2101(d)(2)(M) of the ESEA.

Rationale for Selected Strategies. Describe the SEA's rationale(s) for the strategies provided in the table below.

In 2013, Delaware passed a new law that called for substantial changes to educator preparation. This legislation, and subsequently Regulation 290, established entry and exit requirements for aspiring educators, new program approval and accountability processes, as well as data collection requirements to track graduates for five years. One way Delaware ensures quality education preparation programs is by releasing educator preparation program reports biennially, rating programs based on 14 metrics across various domains. The domains include – recruitment, candidate performance, placement, retention, graduate performance, and perceptions. To address issues of equity, programs are rated on their placement of graduates in high-need schools. Additionally, student growth and teacher performance is rated in the graduate performance domain. Programs are identified as being in an overall tier based on their performance and 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, creating plan of actions and

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indicators of progress. Delaware's work aligns with the newly released federal regulations.
http://www.ed.gov/teacherprep

Continuing strategies include:

- Increase Accountability, Data, and Transparency – Collection of data to produce biennial program reports and provide data back to educator preparation programs for continuous improvement.
- Expand Options for Training and Creating a Competitive Marketplace for High-Quality Training Programs – Providing funding through a competitive grant opportunity to support alternative route to certification programs serving critical need areas and/or educators teaching in high need schools.
- Ensure Educators are Ready for the Classroom – implementation of a performance assessment for all graduates of educator preparation programs to demonstrate their pedagogical knowledge and skills at a proficient level.

New or improved strategies include:

- Produce Biennial Educator Preparation Program Reports for teacher and leader programs.
- Provide innovation grants to drive deep K-12/Higher Education partnerships through competitive grants (i.e. Wilmington University's one-year residency for student teachers).
- Analyze programs excelling in particular program aspects and publish findings and recommendations for program improvement

Strategy	Timeline	Funding Sources
Delaware has launched innovation grants to create stronger partnerships between education preparation providers and the K-12 systems, breaking down the barriers between the two systems. These innovation grants provide supports for educator preparation programs and K-12 partners to focus on recruitment, deepening clinical practice, and supporting novice educators. These grants may also lead to the redesign of programs to address the needs of schools and LEAs. Additionally, Delaware plans	Ongoing	Title IIA and State Funds

Strategy	Timeline	Funding Sources
to continue to study programs that are accelerating student learning through program effectiveness reports and share the best practices.		
Development of quality measures and reporting to identify and spread the most effective educator preparation programs, especially those serving high needs schools	2017, then ongoing	State Funds
Partner with high quality alternative preparation programs throughout the state to increase the supply of high quality educators available to LEAs, especially in high needs areas	Ongoing	Title IIA and State
Begin implementation of a performance assessment for all graduates of educator preparation programs to demonstrate their pedagogical knowledge and skills at a proficient level	2017, then ongoing	State

5.3 Educator Equity

Instructions: For each item below, each SEA must describe how it will meet the applicable statutory and regulatory requirements. Each SEA may add additional rows to each table as needed.

A. **Definitions.** Provide the SEA's different definitions, using distinct criteria so that each provides useful information about educator equity and disproportionality rates, for the following key terms:.

Key Term	Statewide Definition or Statewide Guidelines
Ineffective teacher	An educator who has shown a pattern of ineffective teaching as defined in Delaware statute by having repeated years of sub-par evaluation ratings or consistently low student achievement.
Key Term	**Definition**
Out-of-field teacher	Those teachers who do not hold full certification required for a particular class and have demonstrated subject matter

	competence for the content of the class as outlined in Delaware statute.
Novice teacher (Inexperienced teacher)	Those with zero to four years of experience. Generally, teachers continue to increase in their effectiveness for at least the first few years in the classroom.
Low-income student	Students are categorized as "low-income" if they receive either Temporary Assistance for Needy Families or Supplemental Assistance Nutrition Program (jointly referred to as "Direct Certification").
Minority student	Students of color identifying as any race/ethnicity other than white.

B. **Rates and Disproportionalities.** Using the definitions provided in section 5.3A and data, demonstrate whether low-income and minority students enrolled in schools that receive funds under Title I, Part A are taught at disproportionate rates by ineffective, out-of-field, or novice (inexperienced) teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under Title I, Part A. In making this demonstration, the State must calculate and report student-level data on a statewide basis.
The SEA has not yet finalized these data, as U.S. ED has not released a final decision of rulemaking for these metrics.

☐ **Extension.** Check this box if ED has granted the SEA an extension for the calculation of educator equity student-level data. In compliance with §299.13(d)(3), an SEA that receives an extension must still calculate and report disproportionalities based on school-level data for each of the groups listed in section 5.3.B and describe how the SEA will eliminate any disproportionate rates based on the school-level data consistent with section 5.3.E.

STUDENT GROUPS	Rate at which students are taught by an **ineffective** teacher	Disproportionality between rates	Rate at which students are taught by an **out-of-field** teacher	Disproportionality between rates	Rate at which students are taught by an **inexperienced** teacher	Disproportionality between rates
Low-income students enrolled in schools receiving funds under Title I, Part A	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 enrolled in schools not receiving funds under Title I, Part A	Box B: enter rate as a percentage		Box F: enter rate as a percentage		Box J: enter rate as a percentage	
Minority students enrolled in schools receiving funds under Title I, Part A	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 enrolled in schools not receiving funds under Title I, Part A	Box D: enter rate as a percentage		Box H: enter rate as a percentage		Box L: enter rate as a percentage	

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STUDENT GROUPS	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 1	Disproportionality between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 2	Disproportionality between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 3	Disproportionality between rates
Low-income students enrolled in schools receiving funds under Title I, Part A	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 enrolled in schools not receiving funds under Title I, Part A	Box B: enter rate as a percentage		Box F: enter rate as a percentage		Box J: enter rate as a percentage	
Minority students enrolled in schools receiving funds under Title I, Part A	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 enrolled in schools not receiving funds under Title I, Part A	Box D: enter rate as a percentage		Box H: enter rate as a percentage		Box L: enter rate as a percentage	

C. **Public Reporting.** Consistent with §299.18(c)(5), describe where the SEA will publish and annually update:

    i.   the rates and disproportionalities calculated in section 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 §200.37; and

    iv. the percentage of teachers categorized as inexperienced teachers consistent with §200.37.

Delaware is committed to ensuring equitable access to excellent educators for all students. DDOE's equity plan provides a roadmap to provide opportunities that the work of educator effectiveness is supported by data, resources, and progress monitoring. Over the past five years, Delaware has been deeply committed to improving educational outcomes for all students, with supporting great teachers and school leaders being one of the state's pillars on which that success was built.

DDOE has begun to chart a plan to assess implementation success for each major initiative. DDOE has already identified the following areas to begin collecting information, and is prepared to build on these efforts with further data collection and reviews as they emerge:

- 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
- Ongoing protocols of stakeholder groups

DDOE commits to some form of annual public reporting on progress toward addressing root causes to eliminate equity gaps that will include posting a progress report on the DDOE website, sending the link to all LEAs and stakeholders, and informing the public through statewide media. DDOE will engage stakeholders and formally update this plan a 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 (Accountability Report Cards), as required in ESSA.

STATEWIDE DATA PUBLIC REPORTING ON A PROPOSED "EXCELLENT EDUCATOR DASHBOARD" (EED)

Beginning in fall 2017, the DDOE plans to publicly release bi-annual Excellent Educator Dashboard (EED) reports that track state, LEA, and school-level progress in relation to educator equity gaps and other educator effectiveness metrics noted in the state's equity plan. DDOE intends to release a version of this data for LEA review and feedback in November 2016, twelve months before it goes public. Feedback received may be used to refine the EED structure before public release in fall 2017.

The EED has the potential to track key leading and lagging indicators pertaining to critical areas of educator effectiveness (pre-service, recruitment, induction and mentoring, evaluation, 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 to capture progress on eradicating equity gaps over time. DDOE also plans to utilize such data to support LEA and school strategic planning for upcoming years, and to have on-site conversations with LEAs about their overall educator effectiveness efforts, notably those LEAs that have significant equity gaps.

DDOE will seek to utilize such data collection, analysis and reporting to modernize its approach "highly-qualified" to align to ESSA's requirement of "effective" educators, which supplants ESEA's "highly-qualified" requirements as currently proposed, the EED would live side-by-side with traditional data collection pertaining to federal "highly-qualified" requirements. The included

metrics (based upon priority equity gaps and stakeholder input) could be as follows:

Student Access to Experienced Educators
- Percentage of students in the bottom quartile of state assessment performance taught by novice (inexperienced) educators (compared with students in other quartiles)
- Percentage of novice teachers in district's 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 state test-based 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 turnover of educators (pooled over five years) in high-need versus non-high-need schools
- Rate of turnover of highly effective educators in high-need versus non-high-need schools
- Total rate of turnover of school leaders in high-need versus non-high-need schools

Student & 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 aforementioned metrics will be vetted, refined, and further defined through conversations with stakeholders engaged as part of the state's educator equity planning process and corresponding component weights will be developed. The following metrics, for example, could also be included as part of the EED:
- Percentage of all educators who are new to a district 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 English 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 development)
- Percentage of LEA's schools in the top quartile for teacher ratings and the lowest quartile for student achievement (evaluation)

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- Percentage of LEA's schools with less than 50 percent of students proficient and more than 90 percent of educators rated satisfactory on all observational components (evaluation)
- Percentage of LEA's experienced educators with a Student Growth Component score lower than the LEA's average novice teacher score (evaluation)

D. **Root Cause Analysis.** If the analysis in section 5.3.B demonstrates that low-income or minority students enrolled in schools receiving funds under Title I, Part A are taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, describe the root cause analysis, including the level of disaggregation of disproportionality data (e.g., statewide, between LEAs, within district, and within school), that identifies the factor or factors causing or contributing to the disproportionate rates demonstrated in section 5.3.B.

- New teachers in Delaware leave more quickly: Two out of three new teachers, on average, leave their school by their fourth year. One out of every three new teachers, on average, leaves Delaware entirely after four years. After the 2012–13 school year, 22.1 percent of early career teachers left their schools, which is nearly double the rate for teachers with three or more years of prior experience (12.9 percent). The rate at which teachers leave Delaware schools entirely also is much higher for early career teachers (12.3 percent) than it is for more experienced teachers (7.8 percent).

- High-need schools have higher rates of teacher turnover: For high-need schools, on average, nearly 45 percent of teachers have left a high-need school after four years, compared with 58 percent in all other schools.

- Delaware's under-served might not be consistently interacting with the highest-performing teachers: On average, high-need schools have 60 percent of their teachers rated Exceeds or Satisfactory on their Student Improvement Component (Student Growth Component ratings1) versus 76 percent in all other schools. Overall school performance in Delaware's highest need schools (and subgroups) continues to lag behind state averages, though this is not true in every situation.

- High needs schools exhibit higher shares of newly hired teachers: Newly hired teachers in Delaware constitute about 9 percent of the workforce in schools above the state median in economically disadvantaged student composition, compared with 6 percent in those schools below the median. Further, novice teachers are roughly twice as common in schools in the top quartile of economically disadvantaged students (poorest) as they are in schools in the bottom quartile (most affluent).

These and other data continue to contribute to the root cause analyses and strategic decision making that drives the work of DDOE, LEAs, and policy leaders. In response to these facts and the federal requirement that all states submit a plan to address educator equity, Delaware has taken the following steps to engage a broad community of stakeholders in the creation of a statewide equity

plan and development of educator effectiveness strategies:

1. Reviewed data provided by United States Education Department, Harvard University's Strategic Data Project (SDP), and the state's Public Educator Data Systems (see Section 2).

2. Developed and began implementing a long-term strategy for engaging stakeholders in ensuring equitable access to excellent educators (see Section 3).

3. Conducted a root cause analysis, based on data and more than twenty meetings/sessions with a broad cross section of education stakeholders, to identify the challenges that underlie our equity gaps, and to co-develop shared understandings of the resulting strategies intended to address these root causes (see Section 4).

4. Developed a menu of potential strategies and solutions with concrete guidance to continue or direct implementation (see Section 5).

Set measurable goals and created a plan for measuring and reporting progress and continuously improving this plan as well as informing our stakeholders of our progress (see Section 6).

E. **Identification of Strategies.** Each SEA that demonstrates that low-income or minority students enrolled in schools receiving funds under title I, part A of the ESEA are taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers must provide its strategies, including timelines and funding sources, to eliminate the disproportionate rates demonstrated in section 5.3.B that are based on the root cause analysis and focuses on the greatest or most persistent rates of disproportionality demonstrated in this section, including by prioritizing strategies to support any schools identified for comprehensive or targeted support and improvement under §200.19 that are contributing to those disproportionate rates.

F.

While the data are still preliminary, DDOE collaborated with stakeholders to conduct a root cause analysis based on preliminary data during 2015. These root causes, listed below, informed Delaware's Plan to Ensure Equitable Access to Excellent Educators for All Students http://www.doe.k12.de.us/domain/390, which was accepted by the U.S. Department of Education in August, 2015. DDOE considered the root causes behind the state's equity gaps alongside various stakeholder groups. It then sought to refine existing educator effectiveness strategies, again in collaboration with stakeholders, so that they were closely aligned with these root causes and, therefore, likely to succeed in addressing the root causes. Lastly, each type of educator equity gap was analyzed individually to clarify the specific causes behind gaps in the following areas: access to teachers with experience, teachers who stay in their school, and teachers who are top performing. This was also informed by existing research from national organizations and Delaware's historic and institutional understanding of each equity gap.

Based on this analysis, major activities to improve the infrastructure needed to make effective educator equity decisions include:
- Ongoing stakeholder engagement to refine, improve, and update the state's plan, both in the immediate short-term and over the next decade

- Deep state/LEA partnerships with 5-10 LEAs both in the immediate short-term in generating local plans and over the next decade in providing resources and technical assistance
- Continued identification of best practices and schools/LEAs that are "beating the odds" in closing educator equity gaps
- Statewide data reporting/public transparency around the state's priority equity metrics, including regular updates to the state's equity data gaps (and subsequent revisions to the state's plan)
- Ongoing competitive grant funding for LEAs (with a deeper focus on Educator Equity)
- Regular convening of the state's educator equity working group, which includes stakeholders that have participated in the root cause analysis and strategies/solutions protocols

Additionally, the following strategies will be provided as supports to directly impact educator quality for all Delaware Schools:

Root Cause	Strategy	Timeline	Funding Sources
Insufficient 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	Ongoing	State Funds
Insufficient 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 score cards for educator preparation programs; work with IHEs to meet LEA needs; pursue alternative educator programs that are high quality and targeting high needs schools	Ongoing	Title IIA/ State Funds
Lack of effective 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 educator equity dashboard; work with school leaders to effectively use educator evaluation	Ongoing	State Funds

	systems to target supports to teachers		
Need additional induction and mentoring of new educators, including strategic execution of existing mentoring programs	Continue to work with LEAs on improving Delaware's Comprehensive Induction program, including performance requirements	Ongoing	State Funds
Low compensation and lack of career pathways	Work with select LEAs to develop teacher leadership pathways, including a statewide pilot	Ongoing	Title IIA/State Funds
The immediate need for additional stakeholder input in prioritizing and executing the above strategies was identified.	Educator Equity Working Group was created to serve as the primary advisors on overall progress and ongoing challenges. It continues to be critical to involve all communities in this effort, and to ensure that diverse perspectives are being heard—across socioeconomic, racial, geographic, and other lines of differences.	The beginning of this group was formulated at the January Equitable Access Support Network (EASN) convening in 2015. Ongoing monthly and bi-monthly meetings	N/A

5.4 Performance Management and Technical Assistance for Supporting Excellent Educators.

Instructions: Each SEA must describe its system of performance management for implementation of State and LEA plans regarding supporting excellent educators, consistent with §299.14 (c). The description of an SEA's system of performance management must include information on the SEA's review and approval of LEA plans, collection and use of data, monitoring, continuous improvement, and technical assistance. If a table is provided below, the SEA's description must include strategies and timelines.

A. **System of Performance Management.** Describe the SEA's system of performance management for implementation of State and LEA plans for supporting excellent educators.

As an SEA, DDOE is committed to providing ongoing resources and technical support to every district and charter school, with an emphasis on those LEAs where the state's priority educator equity gaps are most prevalent. Moving forward, DDOE will have additional oversight for the LEAs with the largest equity gaps for the three priority metrics for any of the student subgroups described in Section 2, Equity Gaps. DDOE is also committed to monitoring LEAs' implementation of the strategies laid out in this plan. This approach will include asking LEAs to voluntarily submit data to the state for analysis in order to ensure accurate public reporting. DDOE will also continue

reviewing applicable research and forward relevant studies to state working groups and to LEAs. DDOE will monitor LEA progress, through its tiered system of support/monitoring, on an annual basis and more often if a district fails to make progress toward its performance objectives in a timely manner.

DDOE intends to work with stakeholders to finalize its system of performance management, with the goal of developing a system fostering continuous improvement at the SEA, LEA and school levels. This system will separate LEAs into tiers of support, with all LEAs receiving standard supports, training, guidance and a menu of supports available, and some LEAs receiving additional monitoring and support based on its local needs. Supports for identified LEAs may include collaboration in conducting a needs assessment and root cause analysis, as well as establishing target metrics. Voluntary data may be collected from the LEAs to assist with monitoring progress towards goals. LEAs may be selected for intensive support based on their level of need and commitment to improve equity for all students through supporting excellent educators.

B. **Review and Approval of LEA Plans.** Describe the SEA's process for supporting the development, reviewing, and approving the activities in LEA plans in accordance with statutory and regulatory requirements, including a description of how the SEA will determine if LEA activities align with the specific needs of the LEA and the State's strategies described in its consolidated State plan for supporting excellent educators.

The DDOE will utilize a streamlined, consolidated, and continuous improvement planning process, driven by The DDOE will utilize a streamlined, consolidated, and continuous improvement planning process, driven by Local Education Agency (LEA) needs and supported by performance, as measured by the statewide accountability system, to support LEA planning processes that meet statutory and regulatory requirements. The DDOE will conduct a review of all LEA plans, including allowable use of Federal funds, compliance with ESSA requirements, and alignment to LEA identified root causes and SEA strategies described within this plan. Guidance documents, including root cause analysis guidance, Federal Program guidance, guiding questions, and a rubric will be provided. DOE will provide an Educator Equity Data Dashboard, along with training, to support LEAs in identifying needs and targeting strategies

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

- Provide state accountability metrics, by which LEAs can assess performance;
- Provide LEAs with a needs assessment template and technical assistance in analyzing LEA data to determine gaps and identify root causes;
- Provide a suite of options for targeted technical assistance, such as on-site trainings, group trainings, easily accessible resource documents, and webinars; and
- Consolidate plan review efforts within the Department to reduce duplicative information provided by the LEA, for example setting review and approval expectation for Department reviewers, and providing internal training to calibrate and unify DDOE guidance to LEAs.
- DDOE will continuously identify schools that, while having similar demographics and challenges as other historically underperforming schools, exhibit relatively encouraging

trends in terms of access to excellent educators. Despite facing greater challenges than most schools in the state, these schools are "beating the odds" and exhibit trends better than the average Delaware school in teacher perceptions of working conditions, annual teacher turnover rate across five years, and high student performance. By connecting these schools with schools that are struggling with educator equity gaps, DDOE can help facilitate the use of best practices across schools and they can learn from each other.

Specific and more targeted technical assistance may be provided based on a methodology to be informed by stakeholder feedback. 2-3 LEAs will be selected for additional partnership and support, based on need and commitment to improving equity for all students through supporting excellent educators.

C. **Collection and Use of Data.** Describe the SEA's plan to collect and use information and data, including input from stakeholders, to assess the quality of SEA and LEA implementation of strategies and progress toward improving student outcomes and meeting the desired program outcomes related to supporting excellent educators.

Strategy	Timeline
Finalize standard set of data allowing stakeholders to understand local needs and root causes, and ensure these are embedded in the Educator Equity Data Dashboard (See above)	SY16-17
Provide training and support to all LEAs in triangulating educator equity, student performance and other data to identify root causes and develop effective, research-based strategies to address them	Fall 2017
Develop menu of supports available to LEAs in the area of educator effectiveness and equity	SY17-18
Work with select LEAs to set and monitor equity goals based on their data and vision, including enhanced supports to these LEAs	SY17-18
Include equity data on annual Accountability Report Cards	SY17-18
Identify and spread promising practices and policies, based on LEAs with high levels of success	SY18-19
Support LEA resource reviews in targeted LEAs to ensure root causes are addressed, especially for targeted and comprehensive assistance schools	SY16-17

D. **Monitoring.** Describe the SEA's plan to monitor SEA and LEA implementation of included

programs using the data in section 5.4.C to ensure compliance with statutory and regulatory requirements related to supporting excellent educators.

Strategy	Timeline
Establish effective reporting structures and provide training on these structures to enable LEAs and other stakeholders to understand and monitor educator effectiveness and equity information, and make strategic decisions in real time	Summer 2017
Use the Educator Equity Data Dashboard and other data to assign each LEA to a tier of support—see above for data used	Summer 2017
Work with LEAs and stakeholders to develop goals for educator equity metrics, based on the Educator Equity Data Dashboard	Fall 2017
Conduct differentiated monitoring reviews and supports for each LEA, focused on continuous improvement and immediate next steps and supports	SY17-18
Review LEA plan revisions annually for all LEAs	SY17-18
Use monitoring information and voluntarily submitted LEA data to inform appropriate supports and/or intervention for LEAs not meeting statutory and regulatory requirements related to supporting excellent educators	SY17-18

E. **Continuous Improvement**. Describe the SEA's plan to continuously improve implementation of SEA and LEA strategies and activities that are not leading to satisfactory progress toward improving student outcomes and meeting the desired program outcomes related to supporting excellent educators.

Strategy	Timeline
Strategies enabling continuous improvement are listed above. Additionally, for LEAs not making satisfactory progress towards improving student outcomes, the SEA may:	
Increase supports targeted to the identified area of needs, possibly including mandatory participation in supports	SY18-19
Participate in or facilitate collaborative stakeholder engagement with the LEA and its stakeholders	SY18-19

F. **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 sub

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grantee strategies for supporting excellent educators.

Strategy	Timeline
DOE will provide LEAs with structures and supports for developing plans, including a rubric identifying required components (data, engagement, analysis, etc.) of the needs assessment and its connection to strategies, requirements regarding ESSA's definition of "evidence based", and any required alignment to major statewide priority areas. A resource sheet and additional support will be provided to LEAs that meet certain data thresholds for educator equity, including recommended priority areas.	Summer 2017
5-10 LEAs will be identified for intensive collaboration and supports in conducting a needs assessment and using it to inform and define the strategies that will have the highest impact on student achievement.	Summer 2017
LEAs may be separated into tiers of support based on needs; LEA supports will be targeted to their plans, their existing infrastructure and other local factors—see "monitoring" above. Technical Assistance will be deeply embedded in all monitoring activities, with a focus on student outcomes.	SY17-18

6.1 Well-Rounded and Supportive Education for Students.

*Instructions: For each item below, each SEA must describe how it will meet the applicable statutory and regulatory requirements. This description must include how the SEA and its LEAs will use funds available under covered programs, in combination with State and local funds, to ensure that all children receive a fair, equitable, and high-quality education, including strategies, rationale for selected strategies, and timelines. Each SEA **must address** the academic and non-academic needs of subgroups of students including low-income students, lowest-achieving students, English learners, children with disabilities, foster care children and youth, 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, immigrant children and youth, students in LEAs eligible for grants under the Rural and Low-Income School program under section 5221 of the ESEA, American Indian and Alaska Native students.*

*Each SEA **must also consider** information and data on resource equity collected and reported under §§ 200.34 and 200.27 and section 1111(h) of the ESEA including a review of LEA-level budgeting and resource allocation related to (1) per-pupil expenditures of Federal, State, and local funds; (2) educator qualifications as described in §200.37; (3) access to advanced coursework; and (4) the availability of preschool.*

A. Each SEA must describe for (i)-(vii) below, its strategies, rationale for selected strategies, timelines, and how it will use funds under the programs included in the consolidated State plan, and support LEA use of funds, in combination with State and local funds, 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 description must address, at a minimum:

   i. 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;

   Rationale for Selected Strategies. Describe the SEA's rationale(s) for the strategies provided in the table below.

Pre-K to K Transitions

Delaware Early Childhood Council promotes the development of a comprehensive and coordinated early childhood system, birth to eight years old, which provides the highest-quality services and environment for Delaware's children and their families. Delaware Early Childhood Council's

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Strategic Plan delineates four goals to accomplish this mission.
http://www.greatstartsdelaware.com/resources/EarlyChildhoodStratPlan.pdf

Delaware's Comprehensive Early Childhood System depends on the accomplishment of these four overarching and interrelated goals:

Goal 1: A Healthy Start for All Children: Delaware children will become the healthiest in the nation—physically, emotionally, and behaviorally.

Accomplishing this requires a holistic view of the many factors that contribute to a child's healthy development. It also requires that all children have access to comprehensive, high-quality, family-centered developmental and medical care. Recognizing that children's social, emotional, and physical well-being are critical to their success in school and in life, our goal is to build on Delaware's strengths in supporting a healthy start and address essential gaps to increase young child developmental screening, referral, and follow-up services.

Goal 2: High-Quality Early Childhood Programs and Professionals: All Delaware children will have access to high-quality early childhood programs and professionals.

Accomplishing this requires continual investment in Delaware Stars for Early Success, the state's quality rating and improvement system. The vital heart of Delaware's plan centers around increasing the number of top-tier Stars programs while also increasing the number of children with high needs enrolled in these programs. A skilled and stable early childhood workforce across all sectors (e.g., care providers, home visitors) is critical to attaining this goal. Delaware must also support its early childhood workforce through financial and educational incentives, as well as access to professional development that includes partnerships with K-12 and higher education.

Goal 3: An Aligned and Effective Early Learning System, Birth Through Third 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.

Accomplishing this requires a seamless linkage between early learning and elementary programs that reflects consistency, continuity, and high quality from birth through third grade. In turn, this requires implementing the Early Learner Survey and aligning professional development and educator preparation. It also requires structured communications between teachers and administrators, including the smooth transition of data between programs, strategies to support families in making the transition from early childhood programs to their child's elementary school, an increased understanding of the developmental needs of children by all stakeholders, and adaptations from the K-12 system that enhance early learning practices.

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.

Accomplishing this requires sustaining the work underway in the three preceding goals. It also requires the strengthening and reconfiguring of state policies to overcome fragmentation, fill gaps in

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services, and improve accountability. This also requires more effective coordination of services across agencies, including the integration of data systems and the systematic assessment of programs. Again, sustaining this effort depends on the effective mobilization of partnerships to support these priorities.

Elementary to Middle School and Middle School to High School Transitions

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 encourage all LEAs to engage in effective transition strategies for students.

Post-High School Transitions

In alignment with the Delaware Pathways to Prosperity (Delaware Pathways) strategic plan, Career and Technical Education offers career preparation and continuing education that spans the secondary and postsecondary education system. These efforts support a diverse group of students as they enroll in career programs that reflect the needs of the state and regional economies and lead to an industry-recognized creditable, certificate or license that holds value at the professional or postsecondary level. In addition, work-based learning activities enrich and advance school-based instruction for all students through career awareness, career exploration, and career immersion experiences. Career support services, job placement services, and postsecondary programming are provided for all youth, with specific attention to youth who are at-risk of not completing high school. Students with disabilities receive career support services that align with their postsecondary goals.

The Delaware Pathways strategic plan identifies five, key activities to increase work-based learning for all students:
1. Build a comprehensive system of career preparation that aligns with the state and regional economies.
2. Scale and sustain meaningful work-based learning experiences for students in grades 7-14.
3. Integrate our education and workforce development efforts and data systems.
4. Coordinate financial support for Delaware Pathways.
5. Engage employers, educators, and service providers to support Delaware Pathways.

In addition, Delaware believes that every student should graduate prepared to enter college without need of remediation and completion of a meaningful work-based learning experience. When students participate in early career and college experiences and schools connect college and career success measures, then students will engage in learning to master academic, technical, and career skills that prepare them for high school graduation, postsecondary education, and competitive employment in high-skill, high-wage, and high-demand careers. This work requires alignment between our higher education institutions and our k-12 system, partnerships with business and nonprofits to provide meaningful experiences, and cross-agency collaboration to determine economic and labor market needs and measure success.

In 2013, Delaware released a statewide College-Going Diagnostic detailing the transition rates of students from 9th grade to high school graduation to 1st and 2nd year of college. The report revealed

that only 30 percent of the state's 9th grade cohort made it to the 2nd year of college. Additionally, the following year through a statewide data sharing agreement with Delaware's public and private higher education institutions, the state's remediation rate for those enrolling in college was 44 percent. The state has developed a comprehensive action plan to combat these statistics and provide all students access to rigorous academic standards (Delaware state standards), advanced placement (AP) and dual enrollment courses, meaningful career experiences through Delaware's Pathways to Prosperity program, 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.

As part of the key recommendations identified in our annual College Success Report, a statewide report on college remediation rates by high school and district, LEAs are charged with fulfilling four key goals:

1. Provide interventions to students not on the path to meeting the college-ready benchmarks by grade 12.
2. Ensure all students enter grade 12 prepared to be successful in advanced math courses, such as Pre-Calculus/Calculus.
3. Ensure all students enter grade 12 prepared to be successful in advanced English courses, including AP and dual enrollment.
4. Develop a K-12 system that provides equitable access to all students to graduate college and career ready.

Strategy	Timeline	Funding Sources
Pre-K to K Transitions		
Create state guidance policies and procedures and a resource toolkit for the expansion or creation of preschool district programs or partnerships with existing community-based programs. • Create tools to determine local need for early learning programs. • Identify technical assistance to support LEAs that have an identified need to create or expand Title I early learning programs or community partnerships. • Create "menu" of collaboration practices between LEAs and community early learning providers, such as accessing and implementing assessment tools	July 1, 2017–June 30, 2018	To be identified. Potential funding sources include: • Title I • Delaware Early Childhood Assistance Program state appropriation funds

Strategy	Timeline	Funding Sources
appropriate for early learning environments.		
Create shared professional learning opportunities for teachers, principals, other school leaders, paraprofessionals, early childhood education program directors, and other early childhood education program providers to prepare the LEA to meet the needs of all children by: • Increasing all education professionals' knowledge of early learning competencies and age-specific, developmentally appropriate practice. • Addressing the transition to elementary school, including planning for school readiness.	July 1, 2017–June 30, 2019	To be identified. Potential funding sources include: • Title I • Title II • Delaware Early Childhood Assistance Program state appropriation funds
Strengthen curriculum and assessment alignment between early learning programs and elementary schools. • Update alignment between the Delaware Early Learning Foundations and Delaware state standards. • Extend approaches to learning and social-emotional standards through 2nd grade. • Implement existing models of preschool through 2nd grade developmentally appropriate schedules, curricula, and formative assessment. • Assess the feasibility of creating a shared database that captures child-level outcome data from early learning through K-12.	July 1, 2017–June 30, 2019	To be identified. Potential funding sources include: • Title I • State funds
Elementary to Middle School and Middle to High School Transitions		

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Strategy	Timeline	Funding Sources
Create shared professional learning opportunities for teachers, principals, and other school leaders to meet the needs of all children. *The DDOE continues to solicit feedback from stakeholders regarding specific strategies for elementary to middle school and middle school to high school transitions.* Initial stakeholder feedback includes technical assistance and/or training/ professional learning for LEAs to employ strategies, such as: • Summer transition academies • Increased Career and Technical Education 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 Additional technical assistance and training/professional learning topics may also include: • 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	Ongoing	To be identified. Potential funding sources include: • Title I • School Improvement • State funds

Strategy	Timeline	Funding Sources
Post-High School Transitions		
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 • Regular reporting for high schools and LEAs on participation and success rates by subgroup in college-level courses • Use of College Board's AP potential tool to increase awareness and access to advanced courses	Ongoing	• Title I • State College Access Fund
Provide systemic structures and supports for high school to postsecondary transition, such as: • 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 school-wide college and career-ready culture • Statewide communication tools to increase awareness and knowledge of college	Ongoing	• State College Access Fund

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Strategy	Timeline	Funding Sources
requirements and options for parents and students		
Increase students graduating with meaningful work-based learning experiences: • Develop state-model programs of study that include access to advance standing and college credit in high-demand fields • Integrate work-based learning experiences with structured business partnerships into all state-model programs of study • Partner with state agencies and higher education institutions to monitor high-demand fields and success of students' transition from high school to postsecondary to career	Ongoing	• Carl D. Perkins • State funds • Private grants
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 benchmark for placement into entry-level college courses statewide • Full implementation of P-20 Council recommendations for the elimination of remediation	Ongoing	• State College Access Fund • State funds • Private grants

Strategy	Timeline	Funding Sources
• Annual reporting of high school and LEA college remediation rates by subgroup		
Ensure access and participation in rigorous academic standards through: • Support for local innovation and deep professional learning for educators • Monitor alignment to Delaware state standards through use of 14 DE Admin. Code 502 • Implement collaborative feedback loop between SEA and LEAs to strengthen Delaware state standards implementation • Provide targeted professional learning to coaches and LEA leaders to support implementation of Delaware state standards	• Professional Learning Innovation Grants—Round 1 launched May 2016-17; Round 2 launches May 2017-18 • State Standards Site Visits to all 19 districts—launched SY 2014-15; ongoing • LEA participation in monthly Coalition (curriculum administrators) and Cadre (specialist/instructional coach) meetings; ongoing during the school year	• State funds

ii. Equitable access to a well-rounded education, in subjects such as English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, history, geography, computer science, music, career and technical education, health, physical education, and any other subjects, in which female students, minority students, English learners, children with disabilities, and low-income students are underrepresented;

Rationale for Selected Strategies. Describe the SEA's rationale(s) for the strategies provided in the table below.

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 develop technical assistance, resources, and training/professional learning modules to promote equitable access to a well-rounded curriculum for all students.

English learners gaining access to a well-rounded curriculum
In addition, DDOE's English Learner Strategic Plan will serve as the catalyst to propel statewide revisions and improvements to the English learner program. Goals within the plan are:

Goal 1: Engage every English learner in high-quality instruction and assessment designed to meet individual needs
Goal 2: Foster highly-effective educators of English learners
Goal 3: Mobilize the community and engage the public to support English learners
Goal 4: Continue to refine English learner education through intentional analysis of data

This plan will be published during the 2016-17 school year and implementation will begin in 2017-18.

Students with disabilities gaining access to well-rounded curriculum

IDEA 2004 states that students with disabilities should have access to the same curriculum as their nondisabled peers. Through the Standards-Based IEP initiative, LEAs have received professional learning and coaching in developing IEPs that ensure meaningful access to the general education curriculum for students with disabilities. When developing a standards-based IEP, the IEP team reviews data and present levels of performance to identify specific skills, services, and supports that a student needs in order to access and make progress in the general curriculum.

In order to support teachers in accommodating students' individual needs, the ACCESS Project at the University of Delaware in conjunction with the Delaware Department of Education, offers professional learning and coaching in the Universal Design for Learning (UDL) framework. "UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone—not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs." (National Center on Universal Design for Learning) This framework reduces barriers in instruction, provides appropriate accommodations and supports, and allows for high achievement expectations for all students, including students with disabilities.

Students who are not able to access content materials due to having a print disability are provided materials in an accessible format through the Delaware Accessible Instructional Materials (AIM) Center. The use of AIM enables students with print disabilities to connect with grade-level content. The Delaware AIM Center assists schools in meeting their obligations to students with qualifying print disabilities by: 1) helping them 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. Material in appropriate formats is then delivered to students at no charge to the LEA or family.

Strategy	Timeline	Funding Sources
Provide technical assistance, resources, and training/ professional learning modules for LEAs related to strategies for	Ongoing	• Title I • Title III • IDEA

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Strategy	Timeline	Funding Sources
ensuring equitable access to the full curriculum. The DDOE continues to solicit feedback from stakeholders regarding specific strategies. Initial stakeholder feedback includes technical assistance and/or training/professional learning for LEAs to employ strategies, such as: • Developing partnerships between DDOE, LEAs, and mental health programs that ensure equitable access to quality programs and supports aligned to student needs • Individualization that allows staff to know students, student needs, and cultural ways of learning • Developing parent resources to support student transitions • Robust, whole-school extended day programs/ clubs with dinner • Accessing counseling and social workers for children and families • Including rigorous training and credentialing in teacher preparation programs to help new teachers work with students across all needs (EL, trauma, etc.) Additional technical assistance and training/professional learning topics may also include:		

Strategy	Timeline	Funding Sources
• 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 under-represented students to enroll in courses that align with STEM and more liberal arts realms • Strategic school counseling to ensure equitable student access to the full curriculum		

iii. School conditions for student learning, including activities to reduce:
   a. Incidents of bullying and harassment;
   b. The overuse of discipline practices that remove students from the classroom; and
   c. The use of aversive behavioral interventions that compromise student health and safety;

Rationale for Selected Strategies. Describe the SEA's rationale(s) for the strategies provided in the table below.

Research literature indicates that multi-tiered systems of behavioral support create safe and caring learning environments that promote the positive social-emotional and academic development of all children. Additional research on zero-tolerance discipline policies have concluded that such policies are ineffective at changing student maladaptive behavior and do not promote student/school connectedness essential for student learning and achievement to occur.

By concentrating on relationships, a sense of community is fostered within the classroom that helps to build positive teacher/student and student/student rapport, which contribute to an overall school climate in which trust, communication, and a sense of belonging supports student learning. This type of learning environment must also be free of incidents of bullying and harassment, which is shown to negatively impact student attendance and academic performance as well as traumatizing students who may have difficulty coping with such peer behavior.

In addition to the traumatization that can occur within the school environment due to bullying, other adverse childhood experiences such as witnessing violence, being abused, parental divorce, or death can alter the physical development of a child's brain causing behavioral issues such as impulsivity, lack of self-regulation, and physically inappropriate responses.

The use of aversive behavioral interventions do not foster positive student/teacher relations. Teacher preparation in the area of effective, evidenced-based classroom management techniques is paramount to not escalating developmentally normal student behaviors to the point in which a student has to be removed from school. Understanding how things such as chronic poverty or constant exposure to violent acts affects student behavior can be the difference in a teacher having to use an aversive behavioral intervention such as a physical restraint or not. Furthermore, effective bully prevention and intervention techniques are learned responses that require a deeper level of training than traditional conflict resolution for a teacher to understand the short- and long-term effects of the behavior on the target and the motivation of the bully. Targeted trainings in these specific areas should be a part of teacher preparation programs at the undergraduate level.

Expected results of implementing the following strategies related to the state plan include:

- Increased awareness of LEA staff on the effects of trauma on student behavior and decrease in exclusionary discipline practices for incidents in which a teacher's actions may trigger a negative behavioral student response due to the student experiencing some form of trauma.
- Decreases in exclusionary discipline practices for incidents of insubordination, defiance of school authority, disrespect, and other subjective types of behavior.
- Increases in positive school climate as measured by the Delaware School Climate Survey.
- Decreases in reported alleged and substantiated bullying and disciplinary referrals for bullying/harassment types of behavior.
- Increased student attendance rates and increased graduation rates.
- Increases in referrals for drug/alcohol or mental health-related counseling.

Strategy	Timeline	Funding Sources
Collaborate with the University of Delaware to foster, through annual professional development and technical assistance, the well-being of all students through a universal multi-tiered system of behavioral supports that provide evidenced-based prevention activities and intervention supports at both the school-wide and individual levels.	Ongoing	• IDEA • State funds
Policy changes to current state law (11 Del. C. §1457) and regulation (14 DE Admin. Code 612) that do not allow for administrative discretion when addressing incidents of defined	September 2017–June 2018	Not applicable

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drug or weapon possession within the school environment.		
Provide statewide professional development in the area of Restorative Practices as an alternative to suspension practice and strategy to foster a positive school climate. Support LEAs in the school-wide training of all teachers on conducting restorative circles.	Begin July 2017 and continue	• Title I • State funds
Collaborate with private entities to promote anti-bullying awareness within local communities and support evidenced-based prevention/intervention programming within LEAs.	September 2017	• State funds • Private grants
Create LEA learning collaborative with Casey Family Programs and Delaware Office of the Child Advocate to promote the adoption of and provide professional development on trauma-informed/ compassionate schools model of school management to address unique behavioral needs of students experiencing childhood trauma.	September 2017	• State funds • Private grants
Collaborate with teacher preparation programs in institutions of higher education to create credit-bearing courses specifically on trauma-informed practices as a classroom management tool.	August 2018	To be determined
Continue to support current state law (14 Del. C. §702) and regulation (14 DE Admin. Code 610) which bans the use of corporal punishment and limits the use of physical restraint to LEA staff trained in de-escalation techniques and nonviolent physical	Ongoing	State funds

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restraint techniques. Provide ongoing professional development and technical assistance to LEAs on these policy topics.		

iv. The effective use of technology to improve the academic achievement and digital literacy of all students;

Rationale for Selected Strategies. Describe the SEA's rationale(s) for the strategies provided in the table below.

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 ensure that all Delaware students have access to modern and effective educational technologies that enhance learning and promote college and career readiness.

The Task Force kept Delaware students and the entire education enterprise in mind while drafting the strategic plan, because technology no longer can be viewed as an isolated silo. Instead, technology infuses every part of education. The plan was crafted with the intent to be inextricably linked to broader state plans and in coordination with the DDOE's comprehensive review of the delivery of special education services, including assistive technology.

Because recent studies purport 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 development, the Task Force addressed infrastructure and leadership, teaching and learning, and assistive technology throughout the state as the foci for the plan.

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

Strategy	Timeline	Funding Sources
• eLearning Delaware – Online Professional Learning • Online Professional Learning through eLearning Delaware is delivered via the Schoology Learning Management System, which is integrated with DDOE's Professional Development Management System (PDMS) for registration and tracking purposes.	Ongoing	State and local funds

Strategy	Timeline	Funding Sources
• Mentoring activities are being delivered through the eLearning Delaware platform. • A pilot on microcredentials is being conducted with Appoquinimink and Indian River School Districts		
Blended Learning in K-12 Classrooms • As of 2016-17 30 LEAs use the Schoology Learning Management System with K-12 students (179 schools, 108,000+ students) • LEAs provide local support to educators and students • Schoology Champions Cadre is a state-level group building capacity in the LEAs	Ongoing with annual renewal	State and local funds
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.	Ongoing implementation of recommendations	Federal, state, and local funds
International Society for Technology in Education (ISTE) Standards • DDOE has formally adopted the ISTE Standards for Teachers and ISTE Standards for Administrators. • Currently, DDOE is moving toward adopting the ISTE Standards for Students and the ISTE Standards for Coaches.	For SY 2017-18	State and local funds
Internet Safety: iSAFE	Annual	State

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Strategy	Timeline	Funding Sources
• To adhere to federal law, an Internet Safety Curriculum needs to be taught in every school. • DDOE provides the iSAFE curriculum to all schools for their use at no cost to the schools (if they choose to use it). • DDOE is currently working on delivering the Internet Safety Curriculum through Schoology.		
Collaboration/Information Dissemination • DDOE meets monthly with stakeholders • Digital Learning Cadre: LEA instructional technology coaches • TechMACC: LEA technology coordinators	Ongoing	State funds
Bandwidth/Infrastructure • The Department of Technology and Information (DTI) operates the K-12 broadband network. • DTI files e-rate applications on behalf of the schools for broadband connectivity. • DTI works with LEAs to file applications for e-rate category 2 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.	Annual	Federal (E-rate) and state funds
Open Educational Resources (OER)	Ongoing	State funds

Strategy	Timeline	Funding Sources
• Member of Open Up Resources (formerly K-12 OER Collaborative— http://openupresources.org/) • In process of joining #GoOpen (October 2016) • Working toward the creation of a Delaware OER Repository to share resources among educators		
Online Assessment Systems • The State of Delaware uses Smarter Balanced • Digital Library is in use across the state	Ongoing	State funds

v. Parent, family, and community engagement; and

Rationale for Selected Strategies. Describe the SEA's rationale(s) for the strategies provided in the table below.

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. The DDOE uses the family engagement definition developed in 2010 by the National Family, School, and Community Engagement Working Group (now the NAFSCE Policy Council) as a guide for establishing meaningful, impactful guidelines for parent and family engagement within our state's public schools:

- Family engagement is a shared responsibility in which schools and other community agencies and organizations are committed to reaching out to engage families in meaningful ways and provide them with the supports they need to be actively included in supporting their children's learning and development.
- Family engagement is continuous across a child's life and entails enduring commitment by changing parent roles as children mature into young adulthood.
- Effective family engagement cuts across and reinforces learning in the multiple settings where children learn—at home, in early learning settings, in school, in out-of-school programs, and in the community.

The DDOE will promote high-impact parent, family, and community engagement that is collaborative, culturally competent, trauma-informed, and focused on supporting the whole child both academically as well as socially and emotionally. A particular focus of our strategic plan is to

build and support a continuum of services. These efforts will include partnering with partner organizations that serve children and their families. DDOE maintains that these priorities and practices are most effective when combined and have a deeper impact on closing achievement gaps than traditional events and activities for parents and families.

Strategy	Timeline	Funding Sources
Define common language around parent and family engagement, making sure to identify how it is the same/different based upon developmental stages/grade spans. This will promote coordination and a shared prioritization.	Ongoing	- Title I - Title III - IDEA - State funds
Promote statewide definition of parent and family engagement by convening SEA and LEA experts and by engaging key community partners. This will promote common language, shared prioritization, and build capacity for impactful parent and family engagement statewide.	Ongoing	- Title I - Title III - IDEA - State funds
Promote cultural competency and trauma-informed practice among teachers and administrators (in-service/pre-service, higher education)	Ongoing	- Title I - Title III - IDEA - State funds
Conduct 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), and identify gaps and opportunities for collaboration. This will promote consistency, efficiency in delivery of supports, and quality and will model best practices for collaboration to LEAs.	Ongoing	- Title I - Title III - IDEA - State funds
Establish processes, project teams, and best practices for coordinating and integrating technical assistance, guidance, and trainings across state and federal programs.	Ongoing	- Title I - Title III - IDEA - State funds
Develop a webpage for the DDOE website that specifically targets the parent, family, and community audience, and provides them a central,	Ongoing	- Title I - Title III - IDEA

Strategy	Timeline	Funding Sources
user-friendly place to access the information they need, in plain language, and fully accessible.		• State funds
Update LEA school planning, consolidated grant application, monitoring, and guidance with a focus on integrating state and federal programs.	Ongoing	• Title I • Title III • IDEA • State funds
Establish uniform, compliance-based, federal- and state-required parental notifications in plain language for LEAs to use statewide when communicating with parents.	Ongoing	• Title I • Title III • IDEA • State funds
Develop evidence-based technical assistance and guidance through a trauma-informed and culturally competent lens.	Ongoing	• Title I • Title III • IDEA • State funds
Develop best practice guides for effective and meaningful communication between educators, administrators, and parents, including culturally competent, trauma-informed language, and useful tools.	Ongoing	• Title I • Title III • IDEA • State funds

vi. The accurate identification of English learners and children with disabilities.

Rationale for Selected Strategies. Describe the SEA's rationale(s) for the strategies provided in the table below.

The Individuals with Disabilities Education Act (IDEA) includes the Child Find mandate. Child Find requires all school districts to identify, locate, and evaluate all children with disabilities, regardless of the severity of their disabilities. This obligation to identify all children who may need special education services exists even if the school is not providing special education services to the child. The IDEA requires all states to develop and implement a practical method of determining which children with disabilities are receiving special education and related services and which children are not. (20 U.S.C. 1412(a)(3).

In addition, all LEAs must include the Delaware Home Language Survey in their enrollment packets. If the form indicates a first language other than English, the student must be screened using the WIDA Measure of Developing English Language (MODEL) (for kindergarten) or the WIDA ACCESS Placement Test (W-APT) (for grades 1-12) within 25 days of enrollment. If the score deems a student English learner eligible, the LEA must communicate with families to offer a language assistance program.

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Strategy	Timeline	Funding Sources
Continue requirement for all LEAs to include the Delaware Home Language Survey in their enrollment packet. One form must be completed for each student that is registered.	Ongoing	• State funds
Continue student screening (if the form indicates a language other than English) using the WIDA MODEL (K) or the W-APT (1-12) within 25 days of enrollment.	Ongoing	• State funds
Continue to monitor LEA consultation with families regarding access to language assistance programs.	Ongoing	• Title III • Title I
All identified English learners are assessed annually using the ACCESS for ELLs 2.0 assessment to determine continued eligibility.	Ongoing	• State funds
Professional learning and technical assistance for LEAs regarding the Child Find Responsibilities of LEAs.	Ongoing	• IDEA
Professional learning and technical assistance for LEAs regarding the evaluation of children with disabilities, including eligibility requirements.	Ongoing	• IDEA

vii. *Optional*: Other State-identified strategies.

Rationale for Selected Strategies. Describe the SEA's rationale(s) for the strategies provided in the table below.

Stakeholder feedback has clearly identified the need for improved wrap-around services, especially for low-income students, homeless students, students in foster care, students with disabilities, and English learners. DDOE will implement a variety additional wrap-around support strategies to meet the needs of students who are most at risk.

School Health Services

School Health Services is an essential component of the overall school program that supports the individual health and well-being of each student through quality nursing services provided by professional school nurses. DDOE recognizes the critical link between health and academic success.

The health needs of students with chronic health conditions or at risk for injury/disease are met through School Health Services and collaboration with community agencies. Delaware public schools provide a full-time school nurse in every school, which means caseloads vary significantly across the state. The Delaware school nurse is a highly qualified professional, who minimally holds a bachelor's degree in nursing, is a Registered Nurse (R.N.), has three years of clinical experience, and obtains Delaware certification in school nursing. School nurses work closely with educators, through IEPs, 504s, and Individualized Healthcare Plans, to identify ways to meet students' health needs with minimal interruption to the classroom learning time. School nurses also work closely with students, their families, staff, and community partners to help students fully participate in school and its varied activities. The goal of School Health Services is to assist students to enter the classroom ready to learn. DDOE strives to support school nurses and students through the School Nurse Certification Program, the online School Nurse Manual, the Lead School Nurse Program, the Mentoring Program, the Delaware School Health Services website, professional development, monitoring, collaboration with the Delaware School Nurses Association, and direct technical assistance.

Delaware operates wellness centers in its district high schools. The plan is for all district high school to have a wellness center by 2018. Delaware provides 51 Family Crisis Therapists for the K-5 Early Intervention program to work with children and families that are at risk. Family Crisis Therapists assigned to designated elementary schools provide a range of interventions designed to remove barriers to academic and social success.

There are 30 Middle School Behavioral Health Consultants (BHCs). BHCs are highly trained and licensed mental health professionals. They provide suicide risk assessments, substance abuse and trauma screening, short-term individual and family counseling, training and consultation for parents, teachers and administrators, and referrals to longer term treatment in the community.

All students need to develop knowledge and skills to be healthy throughout their lifetime. This is particularly critical for adolescents. DDOE currently has a cooperative agreement grant with the Centers for Disease Control (CDC) to support adolescents, maintain and improve their health, prevent disease, and avoid or reduce health-related risk behaviors.

Nutrition Services
Health and education go hand in hand. We know that a child who is hungry struggles to pay attention in class. The DDOE Nutrition Programs administers several programs that provide healthy food to children including the National School Lunch Program, the School Breakfast Program, the Child and Adult Care Food Program, the Summer Food Service Program, the Fresh Fruit and Vegetable Program, and the Special Milk Program. Each of these programs helps fight hunger and obesity by reimbursing organizations, such as schools, child care centers, after-school programs, and nonprofit organizations, for providing healthy meals to children. Currently all LEAs, with the exception of one charter school, participate in the National School Lunch Programs. Additionally, our School Breakfast Program and Summer Food Service Program have grown significantly over the past several years. Our goal is to continue to expand all programs. DDOE supports these programs through Quarterly Meetings, technical reviews and monitoring, direct assistance, ServSafe courses,

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classes at a local community college, direct technical assistance, and grants when available through USDA.

Specific Services for Students in Foster Care

Students in foster care face unique educational challenges. They often lack educational stability, have poor attendance, fewer peer and adult connections, increased behavioral problems, and an increased risk of academic failure, dropping out, and juvenile delinquency. To help schools address some of these concerns, Delaware Code expanded the phrase "awaiting foster care" in the McKinney-Vento Act to include all students in foster care. This definition expansion allowed students in foster care to receive the same protections as students who are experiencing homelessness. Protections included educational stability, immediate enrollment, school of origin transportation, and other resources.

The adoption of the Every Student Succeeds Act (ESSA) requires the removal of the phrase "awaiting foster care" from the McKinney-Vento definition. Starting December 10, 2017 students in foster care in Delaware will no longer be eligible to receive protections under McKinney-Vento. Instead, students in foster care will receive "McKinney-Vento-like" rights and protections through a new Title I, Part A assurance.

Each year there are approximately 550 foster care youth attending Delaware's LEAs. It is the state's desire to continue and improve upon the services and protections these students were receiving as a part of the McKinney-Vento Act. A group of stakeholders, including representatives from the LEAs, DDOE, Division of Family Services, Office of the Child Advocate, and Parent Information Center of Delaware, has been convened to discuss a plan for moving forward. It is expected that increased coordination of support will result in better educational outcomes for students in foster care.

School Counseling Services

Studies show that students who enter school healthy and safe are ready to learn, school connectedness increases the likelihood that they will stay in school, and access to challenging and engaging programs will prepare them for life. Focusing on a whole-child approach to learning will result in increased student success. For example, the Collaborative for Academic, Social, and Emotional Learning found that students who were engaged in school-based social-emotional learning earned higher grades and scored 11 percent higher on academic achievement tests than their peers who did not engage in this type of learning.

School counselors are trained to focus on the whole child and are, therefore, an important part of the educational team. They are uniquely qualified to address students' academic, career, and social-emotional needs through their implementation of a comprehensive school counseling program. They maximize student success by analyzing school data, developing goals, and then re-evaluating their programs. School counselors promote equity and access to educational programs and resources for all students through their leadership, advocacy, and collaboration with others. They support school climate and safety within the school by implementing prevention and intervention programming.

There are approximately 300 school counselors tasked with meeting the academic, social-emotional, and career needs of students in Delaware at a ratio of 436:1. To ensure that these school counselors are providing the most comprehensive programming possible, DDOE strives to support them and their students by offering relevant professional learning opportunities, providing technical assistance, continuously monitoring and updating applicable regulations, and maintaining and sharing access to resources and technology.

Strategy	Timeline	Funding Sources
School Health Services		
Provide HIV/STD/Teen Pregnancy Prevention programming • Review policies and programming • Provide ongoing consultation to LEAs • Integrate quality HIV/STD/Pregnancy Prevention programming into existing Health Education	Through July 31, 2018	• CDC 1308 Grant
RESPECT Training – Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) • Provide expanded training to school nurses • Offer training to all LEAs • Explore online education program for educators	Through July 31, 2018	• CDC 1398 Grant
Healthy Decision Making (alternative programs) • Provide ongoing consultation to Alternative Programs • Establish quality HIV/STD/Pregnancy Prevention education	Through July 31, 2018	• CDC 1308 Grant
Suicide Prevention pilot (school nurses) – Work with Delaware Services for Children, Youth, & Their Families (DSCYF) to implement a pilot Suicide Prevention program in a high school	FY 2016-17	• DSCYF Grant
School Nurse support of chronic health • Revise School Nurse Manual to update resources and guidelines in FY 2017 • Collect data on chronic health status of school-age children for FY 2017	Ongoing	• State funds/support

Strategy	Timeline	Funding Sources
• Revise School Nurse Certification Program—required for all new school nurses—to update resources and guidelines in FY 2017		
Quality school health services and reporting • Continue to collect annual School Health Services Data Collection • Participate in the National School Health Data Base	Ongoing	• State funds/support
Emergency medication access in schools: epinephrine, naloxone – Continue to collaborate with the Division of Public Health to obtain Standing Medical Orders for school nurses to administer emergency medications to students who have symptoms of allergic reaction, anaphylaxis, or opioid overdose.	Ongoing	• State and local funds
Nutrition Services		
New School Meal Pattern integration – Continue to support schools in expanding their understanding and skills in providing meals that meet the new US Department of Agriculture (USDA) Meal Pattern Standards as demonstrated by increased meal participation.	Ongoing	• USDA Child Nutrition Programs
Expand School Breakfast Program – Alternative Models and Free Meals	Ongoing (during the school year only)	• USDA Child Nutrition Programs
Expand schools participating in the Child and Adult Care Food Program's At-Risk Meal Program – LEAs sponsoring meals for educational/enrichment programs after school.	Ongoing (during the school year only)	• USDA Child Nutrition Programs
Expand Summer Food Service Program – Schools are sponsoring summer meal sites in schools and in the community to ensure that students receive proper nutrition when school is not in session.	Ongoing (summer months only)	• USDA Child Nutrition Programs

Strategy	Timeline	Funding Sources
Specific Services for Students in Foster Care		
Develop a committee to review and revise the current Memorandum of Understanding (MOU) between the LEAs and child welfare agency for alignment with the new requirements/language, including establishing data points and secure data sharing across agencies.	Ongoing – meetings began in October 2016)	• State funds
Develop procedures, guidance, and technical assistance resources for best interest meetings, between school transfer protocols (including provisions for graduation requirements), and transportation of students in foster care.	Ongoing – began in fall of 2016	• State funds • Title I
Update LEA Plan and Consolidated Application requirements, guidance, and monitoring.	October 2017	• State funds
School Counselor Services		
Expand school counselor collaboration by: • Developing an advisory council made up of practicing school counselors at all levels, including higher education, to guide work and initiatives in school counseling. • Continuing work with established group of lead counselors from each LEA to build capacity. • Establishing a district-level school counselor coordinator group to inform and support school counselors. • Developing a school counselor page on the DDOE website for resources. • Establishing a group to support charter school counselors. • Collaborating with the Delaware School Counselor Association (DSCA) Board on joint initiatives.	Ongoing	• State funds

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Strategy	Timeline	Funding Sources
Provide school counselor training to inform and provide relevant professional learning opportunities to counselors statewide and share other professional learning opportunities with school counselors.	Ongoing	• State funds • Title I
Increase understanding of the role of the school counselor by conducting training for school administrators, highlighting best practices on the DDOE social media accounts, and creating short informational videos to be used by school counselors to highlight their role.	Ongoing	• State funds

B. Each SEA must describe how it will use title IV, part A and part B, and other Federal funds to support the State-level strategies described in section 6.1.A and other State-level strategies, as applicable, and to ensure that, to the extent permitted under applicable law and regulations, the processes, procedures, and priorities used to award subgrants under an included program are consistent with the requirements of this section.

> Title IV, Part A is not a competitive grant. LEAs will apply for those funds through the state's online Consolidated Grant Application. Information regarding how LEAs intend to use their funds will indicate the purpose, location, intended target group, etc.
>
> The processes, procedures, and priorities used to award subgrants for Title IV, Part B includes making sure that each application primarily serves students who attend schools that are eligible as Title I schoolwide programs (40 percent or higher poverty level). Also, priority points are given for applications that reflect opportunities for families to actively and meaningfully engage in their children's education, including family member and caregiver literacy programs. Priority points are also given to schools who are identified as needing support.

6.2 Performance Management and Technical Assistance for Supporting All Students.

Instructions: Each SEA must describe its system of performance management for implementation of State and LEA plans regarding supporting all students, consistent with §299.14 (c) and §299.19. The description of an SEA's system of performance management must include information on the SEA's review and approval of LEA plans, collection and use of data, monitoring, continuous improvement, and technical assistance. If a table is provided below, the SEA's description must include strategies, timelines, and rationales.

A. **System of Performance Management.** Describe the SEA's system of performance management for implementation of State and LEA plans for supporting all students.

DDOE will, with the input of its stakeholders, utilize a streamlined, consolidated, and continuous improvement planning process, driven by LEA-identified needs and supported by performance as measured by the statewide accountability system, as well as community input, to support the development of LEA plans that also meet statutory and regulatory requirements.

Through the DDOE performance management process, DDOE with the input of its stakeholders, proposes to:

- Identify metrics that are aligned with the Delaware School Success Framework that best represent LEA performance;
- Promote effective opportunities to deliver a suite of technical assistance options to LEAs regarding identifying LEA, school, and student needs; determining root causes; and aligning priorities and funding;
- Develop a consolidated and aligned LEA plan and application process that address and support LEA and state priorities; and
- Develop a tiered system of supports that provides LEAs with direct assistance from the DDOE regarding LEA- and/or DDOE-identified areas.

LEA plans will provide DDOE an opportunity to provide ongoing performance management, technical assistance, differentiated service, and support through a model of tiered supports.

B. **Review and Approval of LEA Plans.** Describe the SEA's process for supporting the development, reviewing, and approving the activities in LEA plans in accordance with statutory and regulatory requirements, including a description of how the SEA will determine if LEA activities align with the specific needs of the LEA and the State's strategies described in its consolidated State plan related to supporting all students.

DDOE will utilize a streamlined, consolidated, and continuous improvement planning process, driven by LEA-identified needs and supported by performance as measured by the statewide accountability system, as well as community input, to support the development of LEA plans that also meet statutory and regulatory requirements.

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

- Provide state accountability metrics, by which LEAs can assess performance;
- Provide LEAs with a needs assessment template and technical assistance in analyzing LEA data to determine gaps and identify root causes;
- Provide a suite options for targeted technical assistance, such as on-site trainings, group trainings, accessible resource documents, and webinars; and
- Consolidate plan review efforts within DDOE to reduce duplicative information provided by the LEA, for example setting review and approval expectation for DDOE reviewers and providing internal training to calibrate and unify DDOE guidance to LEAs.

Specific and more targeted technical assistance may be provided based on a methodology to be informed by stakeholder feedback.

> i. **Use of Information and Data to Inform Review and Approval of LEA Plans.** Describe how the SEA will use the information and data on resource equity collected and reported under §§ 200.34 and 200.27 and section 1111(h) of the ESEA, including a review of LEA-level budgeting and resource allocation related to (1) per-pupil expenditures of Federal, State, and local funds; (2) educator qualifications as described in §200.37; (3) access to advanced coursework; and (4) the availability of preschool to inform review and approval of LEA applications.

The DDOE will identify and categorize LEA needs based on financial and performance indicators, and provide tiered technical assistance supports to LEAs while completing a comprehensive needs assessment that assesses:

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

Areas identified with significant need will be addressed, including identified causes, desired outcomes, action steps to be taken, allocated resources, timelines, and data to assess progress, within the LEA priorities section, which are included in the consolidated application process.

The DDOE is currently seeking stakeholder input regarding how priorities are identified and how to address LEA needs when resource allocation barriers exist.

C. **Collection and Use of Data.** Describe the SEA's plan to collect and use information and data, including input from stakeholders, to assess the quality of SEA and LEA implementation of strategies and progress toward improving student outcomes and meeting the desired program outcomes related to supporting all students.

Strategy	Timeline
The DDOE is currently seeking stakeholder input regarding the collection and use of data to assess the quality of SEA and LEA implementation of strategies and progress. As part of the ongoing stakeholder engagement, the DDOE has asked for feedback and reflection on the following questions: • What metrics should be used to assess the quality of progress?	TBD

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Strategy	Timeline

• How often should the SEA review LEA data?
• Should the SEA review of LEA data frequencies be determined by categorization?
   o How often should data from a low-performing LEA be reviewed by the SEA?
   o How often should data from an average-performing LEA be reviewed by the SEA?
   o How often should data from a high-performing LEA be reviewed by the SEA?
- What are reasonable timeframes to expect improvement in student outcomes and/or program outcomes related to supporting all students?	

D. Monitoring. Describe the SEA's plan to monitor SEA and LEA implementation of included programs using the data in section 6.2.C to ensure compliance with statutory and regulatory requirements related to supporting all students.

Strategy	Timeline

The DDOE is currently evaluating staffing capacity and knowledge, as well as internal processes to effectively monitor LEA implementation, using data as described above. Once the internal environment scan has been complete, appropriate resources will be allocated to ensure the execution of effective monitoring. As part of the ongoing stakeholder engagement, DDOE has asked for feedback and reflection on the following questions:
 	
- How often should the SEA monitor LEAs throughout the course of ESSA?
- Should LEA monitoring frequencies be determined by categorization?
   o How often should a low-performing LEA be monitored by the SEA?
   o How often should an average-performing LEA be monitored by the SEA?
   o How often should a high-performing LEA be monitored by the SEA?
- Should there be differentiation for monitoring between charters, districts, and vocational-technical districts?
	TBD

- What technical assistance processes are paired with monitoring?	

E. **Continuous Improvement**. Describe the SEA's plan to continuously improve implementation of SEA and LEA strategies and activities that are not leading to satisfactory progress toward improving student outcomes and meeting the desired program outcomes related to supporting all students.

Strategy	Timeline
The DDOE's plan for continuous improvement regarding implementation of LEA strategies relies on the frequency of data and monitoring as indicated in unresolved questions above. As part of the ongoing stakeholder engagement regarding continuous improvement, DDOE has asked for feedback and reflection on the following questions: - What are reasonable timeframes to expect improvement in student outcomes and/or program outcomes related to supporting all students? - How does the SEA reconcile lack of progress when financial barriers are cited by the LEA? - What technical assistance/best practices can be provided by the SEA regarding specific student outcome strategies? - What is the LEAs recourse options if they disagree with the SEA regarding the definition of satisfactory progress?	TBD

F. **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 related to supporting all students.

Strategy	Timeline
The DDOE will implement a tiered system of supports to provide LEAs with differentiated technical assistance to support effective implementation of LEA strategies. The DDOE plans to offer availability of all supports to any requesting LEA, however the degree of DDOE-guided support will be based on the LEA categorization. The DDOE is currently seeking stakeholder input regarding the development of tiers for technical	TBD

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Strategy	Timeline
support and the process of implementation. DDOE is currently: • Enhancing a suite of technical assistance options for LEAs regarding identifying LEA school and student needs through analyzing data in a comprehensive needs assessment and determining root causes as well as aligning priorities, supports and funding; • Identifying and categorizing LEA needs based on financial and performance indicators; and • Creating and implementing a tiered system of supports to address LEA categorization, which will also include responses for targeted assistance from the LEA and identified areas from the LEA financial and performance indicators.	
Professional learning for LEAs focused on the use and analysis of Educator Equity Data through a state created dashboard	Ongoing through spring 2017
Provide assistance to LEAs and IHEs in carrying out all strategies around educator equity including but, not limited to, school leadership, educator preparation, recruitment/selection, induction/ mentoring, teacher leadership, professional learning, and compensation/career pathways.	Ongoing through spring 2017
Use educator effectiveness and equity data to identify LEAs for more intensive supports, which may include a resource allocation review and support in the best use of local, state, and federal funds as well as most effective distribution of human resources.	Spring 2017 and ongoing

i.   **Use of Information and Data to Inform Differentiated Technical Assistance.** Describe how the SEA will use the information and data on resource equity collected and reported under §§200.34 and 200.27 and section 1111(h) of the ESEA, including a review of LEA-level budgeting and resource allocation related to (1) per-pupil expenditures of Federal, State, and local funds; (2) educator qualifications as described in §200.37; (3) access to advanced coursework; and (4) the availability of preschool to inform its differentiated technical assistance in the implementation of local plans.

The DDOE will identify and categorize LEA needs based on financial and performance indicators and will provide tiered technical assistance supports to LEAs while completing a comprehensive needs assessment that assesses:

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

Areas identified with significant need will be addressed, including identified causes, desired outcomes, action steps to be taken, allocated resources, timelines, and data to assess progress, within the LEA priorities section which are included in the consolidated application process.

The DDOE is currently seeking stakeholder input regarding how priorities are identified and how to address LEA needs when resource allocation barriers exist.

One way Delaware will lead the nation in ensuring equitable access to all educators is through effective establishment and usage of high-quality educator effectiveness data to drive strategic decision making. Using data, DDOE can determine which policies improve educator performance and student outcomes, further investing efforts and resources into expanding "what works." Delaware was one of the first states to institute a statewide educator evaluation system and one of the first to establish statewide data platforms. This has enabled the state to examine educator effectiveness, evaluate the efficacy of existing programs, and drive toward equity in the quality of education that students are receiving.

Additionally, DDOE worked with stakeholders to identify key metrics for educator effectiveness and equity, and is finalizing an Educator Equity Data Dashboard to assist LEAs and other stakeholders in making effective strategic decisions regarding educator preparation, development, distribution, retention, and compensation. The SEA will support all LEAs in using this data, with additional targeted support to a number of LEAs based on their needs and commitment to improving educator effectiveness and equity.

Below is a list of ongoing initiatives related to this cause:

- Ensure that educator data is accurate, current, and relevant
- Use educator data to assess the status quo and to evaluate SEA initiatives
- Perform rigorous analyses to drive strategic decision making at the LEA and SEA levels
- Maintain and oversee use of Roster Verification System for educators
- Maintain and oversee use by field of DEEDS (database for application of licensure and certification)
- Increase usage of data by field in decision making (e.g., the Educator Equity Dashboard to be released to LEAs to assist in the writing of their LEA plans for ESSA)

> - Increase development and ease of use to the field of numerous platforms, informed by ongoing stakeholder engagement

6.3 Program-Specific Requirements.

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

i. Each SEA must describe the process and criteria it will use to waive the 40 percent schoolwide poverty threshold under section 1114(a)(1)(B) of the Act submitted by an LEA 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 percent schoolwide requirement for a number of years. Due to this process and the fact that an increasing number of schools now meet the 40 percent threshold even when they did not previously, all Title I schools in Delaware have been operating under the school-wide model since the 2014-15 school year. Fewer than 5 percent of all Title I schools were using the Targeted Assistance model from 2011 through 2014. As of SY 2016-17, fewer than 10 percent of Delaware's Title I schools are operating a schoolwide model with an EdFlex waiver.

Delaware plans to continue its process as used in the past under EdFlex. The steps include:
- DDOE Title I staff contact the LEA staff to let them know that they can seek a waiver to operate as a schoolwide school.
- DDOE Title I staff consult with the LEA staff about the advantages of a schoolwide program.
- If there is interest, DDOE staff review and explain all the requirements of a schoolwide program including the required elements of the schoolwide plan.
- Interested LEAs are required to submit a letter to the DDOE Secretary of Education requesting the waiver and ensuring compliance with the schoolwide requirements. DDOE provides a template letter that can be used for this process. The letter must come from the district superintendent or in the case of a charter, the charter chief/head of school.
- The request is reviewed by DDOE Title I staff and a recommendation is made to the Associate Secretary.
- If the recommendation is for waiver approval and Associate Secretary agrees, he/she makes a recommendation to the Secretary for approval.
- If the Secretary approves, he/she sends a letter to the district superintendent or charter chief, indicating that the request has been conditionally approved pending compliance with the schoolwide requirements. The letter includes the ten requirements of a schoolwide program.
- DDOE Title I staff work with the LEA and school to ensure that all requirements of the schoolwide plan are met in the first year. DDOE staff provide resources in the form of template documents and technical assistance to support the LEA and school as needed.

To date, no schools have been denied a waiver or had their waiver revoked.

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 State 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 (MEP) provides a State Agricultural Work Survey for inclusion in Local Organization Agency/LEA registration packets as a preliminary screening tool for migrant students. LEAs are required to submit all completed surveys to the State Migrant Education Program office where the identification and recruitment process continues. The state office reviews all surveys and contacts the families to determine if a face-to-face interview is needed for enrollment purposes. The State Migrant Recruiter conducts individual interviews and completes the Certificate of Eligibility (COE) for each family as required. The State Migrant Program Manager reviews each COE 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 State's Title I, C webpage for the LEAs. In addition to the State Agricultural Work Survey screening tool, the State MEP conducts local and community-based identification and recruitment activities through networking with area partners and agencies such as the Mexican Consulate, 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 students are resident in the state, 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 assess 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.

During the identification and recruitment process, preliminary assessment of migrant educational needs, such as homelessness, over-age for grade, retention, interrupted education, students with disabilities status, and eligibility for Priority for Service (PFS) are determined by the SEA. LEAs are provided written notification of migrant students who are PFS-eligible to assist campuses with developing goals and strategies to address the needs. The state conducts a home-based tutoring program for migrant PFS students that operates throughout the regular academic year and which 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 identified and 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 migrant labor camps and agribusinesses are visited as a part of the DDOE's state ID&R plan. Intra-agency coordination with the SEA's Adult Basic Education and McKinney-Vento programs provide additional routes through which migrant dropouts are identified and recruited. Migrant out-of-school youth (OSY) students and dropouts are provided the opportunity to enroll in migrant summer school where they 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.

The New Generation System (NGS) is the state-based migrant data system used in Delaware. The NGS uploads nightly to the Migrant Student Information Exchange (MSIX) in order for school records and the migrant minimum data elements (MDEs) to be transferred in a timely manner. The MSIX Data Quality Initiative Grant will be used within the 2016-17 academic year to provide intensive data-related training to the state program director, recruiter, and data specialist.

Delaware is a member of two migrant Consortium Incentive Grants, the Identification and Rapid Response (IRRC) and Migrant Reading Achievement: Comprehensive Online Reading Education (MiraCORE). Delaware's interstate collaboration is accomplished primarily through activities conducted as requirements from both grants. The MiraCORE online literacy program is used by two migrant summer schools 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, Delaware is partnering with interstate recruitment teams to enroll additional migrant students during onsite technical assistance visits. The Migrant and Seasonal Farmworker Council partners with the Delaware MEP 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.

According to the 2014 Comprehensive Needs Assessment, the identified areas of need for instructional services include: after-school, dropout, preschool, and GED programming for out of

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school youth. For support services: access to technology, interpretation/translation, and academic and career counseling were identified as areas of need.

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.

The current measurable program objectives and strategies include the following: 1) Provide instructional services to OSYs through increasing the percentage who receive services during the summer season. The strategy includes offering site-based English as a Second Language (ESL) and Adult Basic Education classes weekly with computer-assisted instruction. 2) Increase kindergarten readiness of migrant preschool students through participation in curriculum-driven preschool programs. The strategies include providing preschool classes during migrant summer school for migrant students ages 3-5, educating parents about the importance of preschool and the availability of programs, and assisting parents with enrolling their children in preschool programs. 3) Improve proficiency in reading and math of all K-12 migrant students who have not met the state proficiency targets through participation in after-school and summer instructional programs. Strategies include the provision of consistent instructional programs through the use of I-Ready and MiraCORE online systems. 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, as amended by ESSA.

Delaware has a State Migrant Parent Advisory Council (MPAC) 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 MPAC meetings are conducted on weekends to accommodate the schedules of migrant parents and childcare is provided on site. An agenda is published and minutes are maintained of the meetings. Parent participation is encouraged by emails, phone calls, and flyers sent in advance of the meetings.

viii. Describe the SEA's processes and procedures for ensuring that migratory children who meet the statutory definition of "priority for services" are given priority for Title I, Part C services, including:
   a. The specific measures and sources of data used to determine whether a migratory child meets each priority for services criteria;

The PFS determinations are data-driven decisions generated by the NGS migrant database. The criteria for determination of PFS eligibility is interrupted education, homelessness, over-age for grade, retention at one or more grade levels, failure to meet state content standards, failure to meet state achievement test targets, English learner status, and special education/disability. PFS students

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> receive in-home tutoring through a state-contracted service and/or school-based technical assistance with counselors and teachers.

> b. The delegation of responsibilities for documenting priority for services determinations and the provision of services to migratory children determined to be priority for services; and

The Delaware Title I, C Program state migrant office is responsible for documenting the PFS determinations. The provision of services is conducted by an SEA-contracted agency which provides home-based tutoring and progress reports to the SEA. Delaware does not have a regional program model with third party agencies such as the Board of Cooperative Educational Services (BOCES) or Education Service Centers to serve as extensions of the migrant program, therefore all ID&R and PFS determinations and documentation occur within the state office. The State MEP office communicates migrant eligibility and PFS status to LEAs.

> c. The timeline for making priority for services determinations, and communicating such information to title I, part C service providers.

The PFS report is generated monthly by the state migrant data specialist. LEAs are notified each month of any newly identified PFS students.

C. 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, as amended by ESSA. These procedures must include valid and reliable, objective criteria that are applied consistently across the State. At a minimum, the standardized exit criteria must:
>
> a. Include a score of proficient on the State's annual English language proficiency assessment;
> b. Be the same criteria used for exiting students from the English learner subgroup for title I reporting and accountability purposes;
> c. Not include performance on an academic content assessment; and
> d. Be consistent with Federal civil rights obligations.

Delaware's entrance and exit criteria are based upon its initial diagnostic screener assessment and the annual summative English language proficiency assessment. Both the entrance and exit assessments measure English language proficiency across reading, writing, speaking, and listening domains. As a member of the WIDA Consortium, the State of Delaware has utilized the agency's assessment battery: the WIDA MODEL, WIDA W-APT, and WIDA ACCESS for ELLs 2.0.

The State of Delaware had previously determined the following levels:

- Kindergarten students scoring a 5.4 on the WIDA MODEL Speaking and Listening assessments during the fall semester were considered English learner (EL)-eligible.
- Kindergarten students scoring a 5.4 on the WIDA MODEL on all four domains during the spring semester were considered EL-eligible.
- To be identified as ineligible (not EL), first semester Grade 1 students were required to have a proficiency level of 5.8-6.0 on the WIDA MODEL, and second semester Grade 1 students were required to have a proficiency level of 5.0-6.0 on the Grade 1-2 W-APT.

- Students in Grades 2-12 who were assessed with the WIDA W-APT diagnostic screener were required to score above a Tier C, Composite Proficiency Level 5.0 to be considered ineligible (not EL).
- For the exit criteria, all EL students must achieve a Tier C/Level 5.0 Composite Proficiency Level to exit.

With the recent release of WIDA's Standard Setting Study, new cut score, and exit-level recommendations, Delaware is reviewing its previous entrance and exit criteria and will determine if adjustments are needed. Academic content area assessments have not been used as exit criteria for EL students previously and will not be under ESSA.

The criteria used to set entrance and exit requirements will form only a part of the processes and procedures to be adopted to ensure consistent practices statewide.

The state will develop procedures in collaboration with LEAs related to:

- Processing and documenting Home Language Surveys
- Maintaining rosters for students who are to receive diagnostic screeners
- Using English language proficiency scores to inform the class scheduling process
- Establishing the process for resolving misidentified students
- Ensuring immigrant data is captured and recorded
- Preparing for Year 1 and Year 2 monitoring of former EL students
- Identifying Students with Limited or Interrupted Formal Education (SLIFE) ELs
- Assessing students' native language proficiency to award world language credit and awarding state's Certificate of Multiliteracy

The procedures established around entering/exiting students will help to strengthen EL programs statewide and provide state guidance around routine occurrences within all the EL programs.

D. 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.

Not applicable – Delaware does not receive rural and low-income grant funds.

E. McKinney-Vento Education for Homeless Children and Youth Program
   i. Describe the procedures the SEA will use to identify homeless children and youths in the State and assess their needs.

Homeless children and youth are identified in Delaware's statewide data system, eSchool. 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 development 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.

Specific trainings for specific roles in the school, tracked through monitoring.

Also, from the response above, homeless children and youth are identified in Delaware's statewide data system, eSchool. 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.

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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.

iii. Describe the SEA's procedures to ensure that disputes regarding the educational placement of homeless children and youths are promptly resolved.

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The dispute resolution process is identified in state regulation 901.
http://regulations.delaware.gov/AdminCode/title14/900/901.shtml#TopOfPage

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 school 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 polices.

A liaison committee will draft a sample LEA policy for awarding credit. The SEA will review graduation data for homeless students. State regulations will be reviewed to possibly amend them to include homeless students in a way similar to students in DSCYF custody. This will also need specific training.

v. Describe the SEA's procedures to ensure that homeless children and youths:
   a. Have access to public preschool programs, administered by the SEA or by LEA, as provided to other children in the State;
   b. Who meet the relevant eligibility criteria, do not face barriers to accessing academic and extracurricular activities under; and
   c. Who meet the relevant eligibility criteria, are able to participate in Federal, State, and local nutrition programs.

These items will need to be addressed with training, technical assistance, and collaboration. Success and challenges will need to be identified and remedied through monitoring. Collaboration with the Early Childhood and Head Start programs, transportation, and child nutrition is underway.

- The Child Nutrition Department gets a list from the homeless liaisons at the schools. Any child identified as homeless automatically qualifies to get free meals at school.
- Some work has been started with networking with early childhood, specifically with Head Start. Additional work will be done in this area.

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 section 722(g)(1)(H) and (I) of the McKinney-Vento Act.

Enrollment challenges are discovered through monitoring. This also will improve through statewide, consistent training opportunities.

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Community Meeting Location	Date	Participants[1]	Breakout Discussion Topics		
			Measures of School Success and Public Reporting	Student/School Support and Improvement	Supporting Excellent Educators for All Students
Georgetown	9/20/2016	19		✓	✓
Wilmington	9/24/2016	44	✓	✓	
Middletown	9/27/2016	26	✓		✓
Dover	9/29/2016	18	✓	✓	
Breakout Group Discussion on Topic			3	3	2

[1]The number of participants does not include the facilitators at each of the breakout groups

ESSA Stakeholder Consultation Meetings and Attendance

Mtg Date	Group/Person	Type of Mtg	Topics Discussed	# of attendees
7/25/2016	Chiefs	Info sharing	ESSA stakeholder engagement overview	32
7/28/2016	Charter Leaders	Info sharing	ESSA stakeholder engagement overview	45
8/1/2016	Educator Equity Working Group	Info sharing	ESSA stakeholder engagement overview	15
8/9/2016	DOE All Staff Mtg	Info sharing	ESSA stakeholder engagement overview	177
8/9/2016	SBE/DOE ESSA Workshop	Stakeholder Engagement	Multiple measures of school performance, threshold of measuring and reporting, school reporting components, school supports and improvements	80
8/10/2016	HR Directors	Stakeholder Engagement	Supporting Excellent Educators	20
8/16/2016	Rodel	Stakeholder Consultation	ESSA Stakeholder engagement	3
8/16/2016	Lead School Nurses	Stakeholder Consultation	Supports for Students	21
8/17/2016	T/L Cadre	Info sharing	ESSA stakeholder engagement overview	40
8/24/2016	DSEA	Info sharing	ESSA stakeholder engagement overview	4
9/1/2016	Chiefs	Update	ESSA stakeholder engagement overview	19
9/7/2016	TOY	Stakeholder Engagement	Measures of School Success and Public Reporting	23
9/13/2016	Vision Coaltion LT	Info sharing	ESSA stakeholder engagement overview	7
9/14/2016	Spec Ed Directors	Stakeholder Engagement	Measures of School Success and Public Reporting	60
9/14/2016	DSBA	Stakeholder Engagement	Measures of School Success and Public Reporting	15
9/15/2016	SBE	Info sharing	Stakeholder engagement status update	30
9/21/2016	T/L Cadre	Stakeholder Engagement	Supporting All Students, Supporting Excellent Educators for All Students, Measures of School Success and Public Reporting	40
9/22/2016	DE Early Childhood Council	Stakeholder Engagement	School Support and Improvement, Supporting All Students	50

ESSA Stakeholder Consultation Meetings and Attendance

9/28/2016	SBE Retreat	Info sharing	ESSA Overview and Stakeholder Engagement Opportunities	8
10/7/2016	District Business Managers Mtg	Stakeholder Engagement	School Support and Improvement, Supporting Excellent Educators for All Students	22
10/10/2016	P-20	Stakeholder Engagement	School Support and Improvement, Supporting Excellent Educators for All Students	30
10/11/2016	DE After School Network	Stakeholder Engagement	School Support and Improvement	19
10/13/2016	SBE workshop	Stakeholder Engagement	Supporting All Students, Supporting Excellent Educators for All Students, Measures of School Success and Public Reporting	4
10/18/2016	PTA	Stakeholder Engagement	Measures of School Success and Public Reporting	30
10/19/2016	Charter Business Managers Mtg	Info sharing	ESSA Overview and Stakeholder Engagement Opportunities	15
10/19/2016	DE Head Start Association	Stakeholder Engagement	School Support and Improvement, Supporting All Students	20
10/25/2016	NGSS Elementary	Info sharing	ESSA Overview and Stakeholder Engagement Opportunities	98
10/27/2016	NGSS Secondary	Info sharing	ESSA Overview and Stakeholder Engagement Opportunities	100
10/27/2016	District Superintendent and Charter Leaders	Info sharing	ESSA Stakeholder Engagement Status Update and Opportunities	8
10/28/2016	Math Cadre	Info sharing	ESSA Overview and Stakeholder Engagement Opportunities	25

The following table details the stakeholders engaged and the nature of the engagement:

Date (2015)	Stakeholder Group	Nature of Engagement
1/22	District administrators (including superintendents)	Root cause analysis protocol
2/9	Principals (Delaware Principals Advisory Group)	Root cause analysis protocol
2/18	Teachers and specialists in the Delaware Talent Cooperative	Root cause analysis protocol
2/20	Nonprofit partners and teacher or leader preparation programs	Root cause analysis protocol
3/11	Charter leaders	Root cause analysis protocol
3/18	District data analysts (Data Analyst Working Group)	Root cause analysis protocol
3/26	District administrators (including superintendents)	Root cause analysis protocol
3/28	Teachers and Specialists in the Delaware Talent Cooperative	Root cause analysis protocol
3/31	Delaware State Education Association (teachers union)/Delaware Association of School Administrators	Informational meeting and discussion
4/1	DDOE Director's Council (internal SEA meeting)	Combined root cause analysis and strategy protocol
4/1	Licensure and Certification Committee (Professional Standards Board)	Root cause analysis protocol
4/7	Delaware Workforce Development Board	Informational meeting and discussion
4/10	Wilmington Education Think Tank (civic leaders)	Root cause analysis protocol
4/13	P-20 Council	Root cause analysis protocol
4/14	Nonprofit partners and teacher or leader preparation programs	Strategy protocol
4/14	Teaching & Learning Cadre	Root cause analysis protocol
4/16	Congressional delegation	Informational call and discussion
4/22	District human resource directors	Strategy protocol

DDOE Equity Plan Stakeholder Engagement

Date (2015)	Stakeholder Group	Nature of Engagement
4/28	Educators (group formed with support from the teachers union)	Combined root cause analysis and strategy protocol
5/1	Wilmington Education Think Tank (civic leaders)	Strategy protocol
5/2	Parent Advocacy Council for Education	Combined root cause analysis and strategy protocol
5/7	Professional Standards Board	Plan overview and briefing
5/8	Draft plan review with stakeholder representatives from previous sessions	Draft plan review
5/21	Delaware State Board of Education	Plan overview and briefing

Delaware's ESSA state plan will address the topic of Supporting Excellent Educators. Delaware has long focused on ensuring that all students have equitable access to an excellent educator. Despite strong efforts, equity gaps still exist as Delaware schools serving higher proportions of students of color and students from low-income families have higher teacher turnover, as well as less experienced and less effective educators.

In order to develop the statewide plan to address these equity gaps, the department consulted with approximately 250 people; including parents, community and civil rights leaders, teachers and others, over the course of about 20 meetings to help develop the plan. The plan, Excellent Educators for All, addresses recruiting, retaining, and developing excellent teachers and school leaders for all Delaware students. DDOE's educator equity plan was approved by the U.S. Department of Education in September 2015.

In the development of Delaware's 2015 Excellent Educators for All Plan, stakeholders named what they believed to be the root causes of these equity gaps. The root causes were grouped into seven focus areas and corresponding research-based strategies were identified to address the root causes.

For questions 1-7 below, you will be asked to rank research-based strategies (grouped by focus area) by those you believe are the MOST promising initiatives toward closing Delaware's educator equity gaps.

1.) Strategy 1: Improving School Leadership and Retaining Our Best Leaders
(Please rank the following options 1-3, with 1 being the most promising)
- **School Leader Preparation:** Creating and expanding high-quality school leader preparation programs to train new principals and assistant principals.
- **School Leader Professional Learning:** Providing professional learning opportunities for current and aspiring school leaders, which would allow them to (1) increase their knowledge and skills, and (2) work together to address challenges they are currently facing.
- **School Leader Recognition and Retention:** Creating an advanced license for school leaders, which would serve as opportunity for additional compensation, multiyear contracts, or other incentives for school leaders who demonstrate extraordinary student results and positive school cultures.

Comments:

2.) Strategy 2: Strengthen Educator Preparation for Urban and Rural Schools
(Please rank the following options 1-3, with 1 being the most promising)
- **Transparency in Outcomes:** Creating a scorecard that shows how graduates of educator preparation programs perform once they enter the teaching profession.
- **Expanding Pathways:** Investing in alternative programs focused on training teachers for high-needs schools.
- **Investing in Research-Based Preparation Strategies:** Expanding year-long residencies programs to other colleges and universities in the state.

Comments:

3.) Strategy 3: Enhanced Recruitment, Selection, and Staff Management of Excellent Educators
(Please rank the following options 1-5, with 1 being the most promising)

- **Online Platforms for Applicants and Employers:** Investing in systems to enable districts to better recruit and select educators through an online system allowing applicants to utilize one application to apply to jobs throughout the state (eg. Join Delaware Schools)
- **Resource Toolkits for Districts and Schools:** Developing resources for districts and charters to strategically enhance their recruitment and selection practices
- **Exit Surveys:** Establishing a statewide exit survey to better inform hiring managers of reasons for staff turnover
- **Early Hiring:** Encouraging districts and schools to prioritize early hiring of educators
- **Pathways to the Profession:** Investing in pathways to the profession, such as the Teacher Academy CTE (career and technical education) course of study for high-school students to learn more about the teaching profession and earn college credits in that area

Comments:

4.) Strategy 4: Improved Induction and Mentoring
(Please rank the following options 1-2, with 1 being the most promising)

- **Statewide Induction and Mentoring Programs:** Continued investment in statewide induction and mentoring opportunities for new teachers, including New Teacher Academies and Mentor Academies tackling topics critical to novice educators and mentors success such as diversity and inclusion
- **Comprehensive Induction Program Competitive Grants for Districts and Charters:** Providing competitive grant funding to districts and charter schools to support the development of innovative induction programs tailored to their local context

Comments:

5.) Strategy 5: Enhanced Professional Learning Opportunities for All Delaware Educators
(Please rank the following options 1-2, with 1 being the most promising)

- **Statewide Professional Learning Opportunities:** Investing in learning opportunities available statewide (connecting educators in different disciplines and geographic areas) that support teachers and can be tailored to address the needs of educators in high-need schools (eg. LearnZillion's Dream Team, Delaware Teachers Institute)
- **Analysis of Current Initiatives in Professional Learning:** Supporting districts and charters by developing a framework help assess the effectiveness of professional learning initiatives currently underway
- **Professional Learning Innovation Competitive Grants:** Providing competitive grant funding to districts and charter schools aimed to support teacher leaders and administrators in developing coherent and impactful professional learning systems for teachers

Comments:

6.) Strategy 6: Rethinking Compensation and Creating Career Pathways Designed to Keep Effective Educators in the Classroom
(Please rank the following options 1-3, with 1 being the most promising)

- **Raising Starting Salaries:** Increasing starting salaries for teachers in order to be more competitive with our neighboring states and school districts.
- **Creating Career Ladders for Teachers:** Creating opportunities for teachers to take on leadership roles within their schools, earn additional compensation, and "keep a foot" in the classroom.
- **Rewarding Excellence:** Offering monetary awards to educators who have demonstrated success in their classrooms.

Comments:

7.) Strategy 7: Consider School Climate and Conditions, As Well As Resources
(Please rank the following options 1-2, with 1 being the most promising)

- **Culture Surveys:** Re-administering the TELL culture survey, which assesses school climate and culture in order to inform future root cause analyses and drive future actions by schools and districts.
- **Funding Flexibility:** Granting Delaware's districts and charters (LEAs) greater flexibility in how they use staff and financial resources provided by the state to better address their specific needs.

Comments:

8.) Strategies to Increase the Diversity of the Educator Workforce: Research has shown that an educator workforce that is more reflective of the racial makeup of its students results in higher expectations, improved behavior, and increased student achievement among students of color. Currently, Delaware's educator workforce looks drastically different than its student population. While more than half of Delaware's students are members of racial minority groups, only about 1 in 5 principals (22%), and 1 in 10 teachers (14%) belong to racial minority groups. More information can be seen here. What strategies should the DDOE invest in to help districts and schools to build a more diverse educator workforce that is reflective of the student racial demographics in Delaware?

1. Please select the role that best describes you.
   a. I am a parent or guardian of a DE public school student.
   b. I am a parent or guardian, but my child is not currently enrolled in a DE public school.
   c. I am a current or recent DE public school student.
   d. I am a teacher or administrator in a DE public school.
   e. I am an elected official.
   f. I am a businessperson.
   g. I am a member of the community.
   h. Other – please specify: _____

2. Please select your county of residence.
   a. New Castle County
   b. Kent County
   c. Sussex County

3. What do you value most in a PK-12 public school system?
   a. Quality of teaching
   b. Challenging academic program
   c. Physical safety
   d. Caring environment
   e. Fun learning environment
   f. Quality of facilities
   g. Extra-curricular options
   h. Diversity of students and staff
   i. Welcoming to parents and community
   j. Other, please describe:

4. ESSA requires states to use a single statewide accountability system to measure school success for all Title I schools. Should Delaware measure *all* schools (Title I and non-Title I) using these same measures?
   a. Yes
   b. No

5. ESSA requires states to measure school performance. Delaware's School Success Framework (DSSF) currently rates schools on many of these measures.

Comparison of current DSSF to required accountability measures under ESSA	
Current DSSF measures	**Required measures under ESSA**
Student proficiency in English/language arts, mathematics, science and social studies	Student proficiency in English/language arts, mathematics, and science
Student growth in English/language arts and mathematics (elementary and middle schools)	Measure of student growth or another academic indicator
On track to graduate in 9th grade (high schools only)	

	English learner growth to language proficiency
4, 5, and 6 year graduation rates (high schools only)	High school graduation rate(s)
Attendance rates (elementary and middle schools only)	Measure(s) of school quality or student success
College and Career Preparation (high schools only)	

    a. What measures should be used to measure school success in elementary and middle schools?
    b. Which existing DSSF elementary and middle school measures would you change?
    c. What additional indicators should be used to measure school success in high schools?
    d. Which existing DSSF high school measures would you change?

6.

ESSA requires certain information to be reported on elementary school profiles. Delaware also reports additional information, not required by the federal government.

Federally required information	Additional information in Delaware
School accountability ratings and long-term targets	Student enrollment and demographics
Student achievement on state tests – for all students and sub-groups of students	Class size
Progress toward meeting state goals – for all students and sub-groups of students	Exemplary programs at the school
Student participation rates on state tests – for all students and sub-groups of students	Curriculum highlights
Number and percent of English learner students who reach language proficiency	School demographics
Four-year graduation rates (high school only) – for all students and sub-groups of students	Salary allocations to classroom instruction versus allocations to support positions
School discipline rates including suspension and expulsion, referrals to law enforcement, chronic absenteeism, and incidences of violence including bullying and harassment	Title IX Coordinator
Percentage of students enrolled in pre-school programs (elementary schools only)	

Percentage of students enrolled in AP, IB, or dual enrollment courses (high schools only)	
Professional qualification of teachers	
Per-pupil expenditures of federal, state, and local funds	
Number and percent of students with significant disabilities that take an alternate state assessment	
Rate of graduates who enroll in post-secondary education (high schools only)	

       e.   What data sets would you like to see added to School Profiles?

       f.   Which of the additional data sets in Delaware (right hand column in the table above) would you like to see deleted from elementary-level School Profiles?

7.   What measures of school performance are most important in helping to inform policy decision at the local level?

1. Please select the role that best describes you.
   a. I am a parent or guardian of a DE public school student.
   b. I am a parent or guardian, but my child is not currently enrolled in a DE public school.
   c. I am a current or recent DE public school student.
   d. I am a teacher or administrator in a DE public school.
   e. I am an elected official.
   f. I am a businessperson.
   g. I am a member of the community.
   h. Other – please specify: _____

2. Please select your county of residence.
   a. New Castle County
   b. Kent County
   c. Sussex County

ESSA requires states to support improvement in all Title I schools, regardless of how successful they are. Required state supports for schools include

- **Assistance to districts and schools that choose to use of Title I funds to support early childhood education programs**
- **Supports to districts to improve conditions for student learning through reducing bullying and harassment or the overuse of discipline practice that remove students from the classroom**
- **Supports to districts for meeting the needs of students who are transitioning between middle and high school in order to decrease the risk of dropping out**
- **Support to districts in the identification, enrollment, attendance, and school stability of homeless students and**
- *Any other supports the state determines will help students achieve state standards*

3. What other supports should the Department of Education provide to districts and schools in order to ensure all students are successful?
   a. Identify resources to support cultural competency for teachers who work with students who live in poverty, are English learners, and/or have experience trauma
   b. Identify resources to improve the quality of engagement with parents and families
   c. Assistance locating mental health services and providers to support students (and their families) who have experience trauma
   d. Other – please describe: _____

4. What support can the Department of Education provide to districts and schools to design or enhance their early learning programs? Please check all that apply.
   a. Orienting to the states existing childhood system and resources
   b. Accessing state financial supports (i.e. Purchase of Care)
   c. Connecting with Office of Early Learning partners
   d. Implementing evidence-based approaches and models in early learning
   e. Understanding the process of becoming a licenses early learning facility
   f. Navigating teacher qualification requirements
   g. Accessing early learning professional development for teachers and administrators
   h. Building a developmentally-appropriate early learning environment

       i.   Collecting and analyzing early learning data
       j.   Developing plans for students and families transitioning between early learning settings
       k.   Building parent, family, and community engagement strategies
       l.   Other – please describe: _____

5. What support should the Department of Education provide to districts and schools to ease the transition to high school and reduce the risk of students dropping out?
   a. Funding and/or professional development for summer bridge academies for incoming freshmen
   b. Technical assistance to identify at-risk students and develop school-based programming
   c. Technical assistance to integrate student success plans
   d. Communications and educational materials for parents and students transitioning to high school
   e. Other – please describe: _____

6. What supports should the Department of Education provide to districts and schools to support homeless students?
   a. Remove barriers due to outstanding fees, fines or absences
   b. Revise laws, regulations, practices, or policies to ensure that homeless students receive equitable access to a quality education
   c. Review school discipline policies that disproportionately impact homeless students
   d. Funding for wraparound services for homeless students
   e. Other – please describe: _____

The following questions deal with supports for the lowest performing schools. While districts work to continuously improve all schools, special support and funding is given to schools in the bottom 15% of performance in the state. These schools are in "improvement status." Currently, schools in improvement status begin as either Priority (bottom 5%) or Focus (next 10%) schools. If Focus Schools do not improve within three to four they become Priority Schools.

Under ESSA, schools where one or more subgroup of students is "consistently underperforming" will be identified for Targeted Support and Improvement." States are required to notify Local Education Agencies (LEAs) about these schools each year and the LEA must develop a plan to improve student subgroup performance.

In addition, the lowest performing 5% of schools, high schools that fail to graduate more than one third of their students, and schools that have not shown progress under Targeted Support and Improvement will be identified for Comprehensive Support and Improvement. States are required to identify schools for comprehensive support and improvement at least once every three years and the state must approve the LEA plans for improvement.

7. How long should a school be in the bottom 5% or fail to graduate more than one-third of their students before being identified as a Comprehensive Support and Improvement School?
   a. One year
   b. Two years
   c. Three years
   d. Four years

8. Should the State create a menu of evidence-based improvement strategies that schools in improvement status must choose from, or should these schools have full autonomy to choose their own evidence-based strategies based on the review of school data?
    a. There should be a menu of state-identified evidence-based improvement strategies that schools in improvement status must choose from
    b. Schools should have full autonomy to choose their own evidence-based strategies based on the review of school data
    c. Other – please describe: _____

9. Should all schools under improvement status have to meet the same achievement criteria (i.e. a certain amount of growth or a certain level of performance) to exit improvement status, or should the criteria be customized for each school?
    a. All schools under improvement should have to meet the same achievement criteria to exit improvement status
    b. Criteria for exiting improvement status should be customized for each school

10. What action should the State take if a school in Comprehensive Support and Improvement fails to make progress after several years?

1. Please select the role that best describes you.
   a. I am a parent or guardian of a DE public school student.
   b. I am a parent or guardian, but my child is not currently enrolled in a DE public school.
   c. I am a current or recent DE public school student.
   d. I am a teacher or administrator in a DE public school.
   e. I am an elected official.
   f. I am a businessperson.
   g. I am a member of the community.
   h. Other – please specify: _____

2. Please select your county of residence.
   a. New Castle County
   b. Kent County
   c. Sussex County

3. What do you see as the greatest challenges facing students in schools today and what can be done to address those concerns?

4. What strategies should the State, districts and charter schools use to reduce the use of suspensions, expulsions, and other disciplinary practices that remove students from the classroom? Please check all that apply.
   a. Implement school programs that promote and reward positive student behaviors
   b. Promote practices that build healthy school communities and decrease the likelihood of inappropriate and harmful student behaviors
   c. Provide educators training on strategies for working with students who have experienced trauma
   d. Eliminate zero-tolerance code of conduct (discipline) policies
   e. Use misbehavior as a teachable moment, and then provide increasingly sever consequences for students who continue to violate the same rule
   f. Train educators to work with students from a wide range of backgrounds
   g. Work with parents/guardians and educator teams to develop individual behavior Support Plans for students with frequent discipline problems
   h. Provide community-based adult mentors for students
   i. Provide training to help educators challenge teen brains in positive ways to reduce the risk of teens engaging in drug, alcohol and/or tobacco use
   j. Other – Please specify: _____

5. What strategies should the State, districts and schools use to continue to reduce incidents of bullying and harassment? Please select all that apply.
   a. Increased supervision during non-instructional time
   b. Social media protocols training for students and parents
   c. Provide empathy training for students
   d. Increased school communication with parents/guardians
   e. Develop confidential and anonymous reporting systems
   f. Implement school-wide social/emotional curriculum

      g. Regular check-ins/check-outs with students who have been bullied

      h. Provide diversity training for students and educators

      i. Regular check-ins with students who have engaged in bullying including setting behavioral expectations and monitoring of student behavior

      j. Provide training to help educators understand how the teen brain functions and affects an adolescent's decision-making process

      k. Implement practices that build healthy school communities that decrease the likelihood of inappropriate student behaviors and restore positive relationship due to harmful behaviors

      l. Other – Please specify: _____

6. What strategies should the State, districts and schools use to better support the social/emotional needs of students? Please select all that apply.

      a. Train educators to work with students from a wide range of backgrounds and personal experiences

      b. Identify existing funding sources that districts and schools could use to develop individualized plans of care for students through a collaboration with the student's family and a team of service providers

      c. Provide training and supports to educators to improve family engagement in schools

      d. Provide educators training on how to identify students' social and emotional needs and develop school-based programs, practices and/or interventions to specifically address those needs

      e. Other – Please specify: _____

7. Please share any additional comments you have about Support for All Students.