



**Every Student Succeeds Act (ESSA)  
Combined Meeting of the  
Measures of School Success and Public Reporting Discussion Group and  
Students and School Supports Discussion Group**

**Meeting Minutes of January 30, 2017**

**Welcome and Introduction**

The meeting was convened at 6:05 PM by the facilitator, Dr. Devona Williams at the Collette Education Resource Center, 35 Commerce Way, in Dover, Conference Rooms B. Fourteen people were in attendance including: 9 members of the Discussion Groups, 5 representatives of DOE, 1 facilitator and 1 members of the public. The attendance list is attached.

Karen Field Rogers, DOE, responded to the group's questions about the second draft of the Delaware Plan. Karen provided an update of the timeline for final submission of the State Plan: final draft of the plan, 2/28/17 and; US Department of Education submission, 4/3/17.

**Discussion Topics**

The members of the MSSPR Discussion Group were asked to discuss Section 4 and the SSS Group was asked to discuss Section 6 of the second draft of the Delaware ESSA plan. Both groups were asked to discuss Section 1 of the plan. The discussion questions and responses for each group and section follow:

*MSSPR Group 1*

Section 4

What parts of this section are the strongest?

- Growth to proficiency and the growth model.
- Maintained 5 and 6 year graduation rates.
- Access to resources as a measure of school quality.
- Highlighted language on page 52.



What parts of this section need additional attention, and why?

- Report teacher to student ratio, not staff to student.
- Page 43 - could the wording be more supportive (as was the intent of the discussion group) and less punitive? (See highlighted paragraph in section E).

#### *MSSSPR Group 2*

What parts of this section are the strongest?

- Pages 43 and 44 – data averaging consideration.
- Growth to proficiency rather than absolute growth, page 41.
- 5 and 6 year graduation rates.
- All schools considered when identifying CSI.

What parts of this section need additional attention, and why?

- Page 50 – funding issue: with the “n” size so low, the school districts may be left paying for the TSI I support.
- Use of the word - “negotiate” versus “collaborate” on page 46.
- Competitive grants are a burden to districts – page 49.
- “N” size of 15 is too small – 1 sub-group=TSI.
- Page 37 – DOE will incentivize EL support. What are incentives? (They are non-cash).
- College and career – concern with collecting data regarding the economy.
- Suspensions/expulsions data – need for standardization.
- K-3 literacy: very broad target for assessment.

#### *SSS Group*

#### Section 6

What parts of this section are the strongest?

- Early childhood focus and college prep alignment with previous initiatives (Markell).

What parts of this section need additional attention, and why?

- Not just professional development but coaching.



- Inclusion of community service providers in professional development (informal education within district boundaries).
- Feasible access to engage with 5 Star early childhood centers.
- No mention of ready community above 1<sup>st</sup> and 2<sup>nd</sup> grades. Attention on grades 3 through 5 are lacking.
- Page 69 – acknowledge community services.
- In order to address the needs of all students and support them, we must consider specialists and their roles in our system.
- Professional development to address increased understanding of development needs.
- Lots of these students require Functional Behavior Assessments and Behavior Intervention Plans; manifests into the need for professional development to address these for all educators.
- Usage of trauma informed supports to address the needs of these students.
- Emphasis on collaboration with other mental health services.
- Not just YRS – what about mental health facility transitions?
- Page 67 – Goal 4, bullet 4, Early childhood success through post-secondary (not limited to grade 3-5)
- Added school psychiatrists to ratio of specialists in section 4.
- How are we defining at risk youth? 6.2.C. address mental health needs.
- 6.2.D. does not address ELLs with SWD.
- Encourage partnerships to provide after school and summer enrichment opportunities.
- Encourage districts to explore opportunities.
- Transportation to access wrap around services.
- Beefing up some of the language on ready communities after age 8 and providing wrap around services.
- More opportunity for LEAs to partner with community based organizations.
- Increased partnerships; share data between community partners and school districts. No coordination between community and school districts is the current state.

### *Combined Groups*

#### Section 1

#### Strengths

- Maintained 5 and 6 year graduation rates
- Research collaboration!!!
- Ambitious goals!



Do the long-term goals that the DDOE has suggested meet the criteria for “ambitious, yet achievable?” If not, what suggestions do you have for updating the goals?

- Achievable goals? If we do not change the inputs, can we change the outcome?
- Are resources changing to support the level of growth identified (for all subgroups)?
- Are we following the same students for 6 years or students of the same type in a school?
- How flexible is the document as society changes?

Other feedback?

- Resource inventory:
  - Raw data
  - How many AP classes, and what subjects, not solely participation or pass rates.
  - Compare apples to apples so families can make true choices to provide the best educational opportunities for the students.
- Comment on the ESSA Framework document: Is the document classifying Kindergarten as early childhood or elementary grade? Page 18 – whose success – child, teacher or test?
- Like the Resource Inventory but feel it should be based on raw data.
- Like the 3 year recalculated piece and revised numbers.

### **Wrap-up/Next Steps**

No further meetings of the MSSPR and SSS Discussion Groups are planned. Please submit additional individual feedback on the 2nd draft of the plan using the electronic form provided on the [ESSA State Plan website](#).

### **Public Comment**

There was no public comment.

The meeting was adjourned at 7:50 PM.



## **Attendance**

### **Measures of School Success and Public Reporting Group**

Brenda Dorrell  
Karen Gordon  
Lincoln Hohler  
Jackie Kook  
Mary Pieri  
Mike Matthews

### **Students and School Supports Discussion Group**

Katie Eaken  
Catherine Lindroth  
Robert Wright

### **DOE**

Dr. Amelia Hodges, Associate Secretary  
Chantel Janiszewski, Accountability  
Dr. Ted Jarrell, Title I  
Terry Richard, ELL  
Karen Field Rogers, Deputy Secretary

### **Meeting Facilitator**

Dr. Devona Williams, Goeins-Williams Associates, Inc.

### **Public**

Deborah Stevens, DSEA