



FACT SHEET

Delaware Accountability

By Samantha Batel and Laura Jimenez August 2017

TABLE 1
Delaware school classification system

Design model	Performance index		
Summative classifications	Exceeds, meets, or meets few expectations*		
School classification indicators	Indicator weights		
	Elementary and middle schools		High schools
Academic achievement			
Subject(s)	Measure(s)		
English language arts, math, science, and social studies	Percent proficient	30.0%	40.0% (includes student growth)
Student growth			
Subject(s)	Measure(s)		
English language arts and math	Growth to proficiency, growth of lowest quartile, and growth of highest quartile	40.0%	—
English learner progress			
Percent of students meeting growth targets		10.0%	10.0%
Early warning			
Chronic absenteeism and percent of ninth grade students earning four or more credits		20.0% (includes science and social studies achievement)	35.0% (includes science and social studies achievement and college- and career-readiness indicators)
Persistence			
Four-, five-, and six-year graduation rates		—	15.0%
College and career readiness			
Percent of students meeting one college- and one career- preparedness option, including Advanced Placement, International Baccalaureate, or SAT performance; postsecondary credit attainment; industry credential; work-based learning extension; and Armed Services Vocational Aptitude Battery performance		—	—

Enrichment and environment	—	—
Certificate of multiliteracy**		

*Summative index scores will be translated into an overall text-based identification. These labels are given as an example in the state's plan.

**Delaware includes this measure with its college- and career-readiness indicators.

Notes: The Delaware Department of Education has not finalized the weightings for the individual measures that comprise the indicators in its school classification system. In addition, a state's description of its school classification system may differ from this organization's, which was designed to make cross-state comparisons. This analysis assumes that all applicable indicators are used for school classifications. Actual indicators applied may vary based on student demographics and grade configurations.

Source: The authors reviewed the submitted consolidated state plans of 16 states and Washington, D.C., under the Every Student Succeeds Act. See U.S. Department of Education, "ESSA State Plan Submission," available at <https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html> (last accessed July 2017).

TABLE 2
Delaware school improvement timeline

Activities by school year for first and second cohorts

First cohort timeline		Second cohort timeline
2017-18	Collect data to identify schools for comprehensive support and improvement and targeted support and improvement*	2021-22
	Provide final notification of identification	
	Planning year to determine intervention strategy in schools, including:	
2018-19	<ul style="list-style-type: none"> • Conducting needs assessment • Determining student achievement improvement goals • Submitting school improvement applications for funding 	2022-23
2019-20	Launch district and school support system	2023-24
2020-21	Continue operation of district and school support system	2024-25
2021-22	Determine if schools met improvement targets by end of school year	2025-26

*Schools with "consistently underperforming subgroups" will be identified in 2019-20 and "chronically low-performing subgroup" schools will be identified in 2021-22.

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TABLE 3
Delaware school improvement funding

Grant structure and amounts

Competitive grants	×
Formula grants	✓*
Maximum amount, comprehensive schools	\$600,000–700,000
Maximum amount, targeted schools	TBD

*Delaware will determine a per-pupil funding amount to distribute the first \$2.4 million of its \$3.2 million total in improvement funds.

Note: The remaining \$800,000 will support state administrative costs and targeted support and intervention schools, if funds are available.

Source: The authors reviewed the submitted consolidated state plans of 16 states and Washington, D.C., under the Every Student Succeeds Act. See U.S. Department of Education, "ESSA State Plan Submission," available at <https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html> (last accessed June 2017).

TABLE 4
Delaware school identification details

Alignment with statutory requirements for school identification

School type	Outstanding issues in identification methods
Lowest performing, Title I	—
Low graduation rate	—
Chronically low-performing subgroups	—
Consistently underperforming subgroups	—
Low-performing subgroups	—

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A selection of Delaware's key school improvement strategies

- Collaboration between states and districts to assess local needs using root cause analyses
- Root-cause analysis of instructional and support programs as well as school- and district-level operational systems
- These reviews will be conducted by external partners in support of collecting objective data about school and district performance

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