

Delaware: 2013 Accountability Profile

What new performance goal did Delaware adopt after receiving waivers to <i>No Child Left Behind</i> provisions?	
Performance Goal ➤	To reduce by half the percentage of non-proficient students by 2017 — among all students and in all student groups
Grade Level	Measures (Approved for 2013)
Elementary	State assessments: reading, mathematics Attendance rate Participation rate
Middle Grades	State assessments: reading, mathematics Attendance rate Participation rate
High	State assessments: reading, mathematics Graduation rate Participation rate
How will Delaware measure school performance and student progress after receiving waivers?	
<p>Delaware will keep the same methodology for calculating adequate yearly progress (AYP) as defined in <i>NCLB</i> — i.e., the percentage of students meeting annual targets in reading and mathematics. Schools that meet their annual targets for all students and individual student groups (as defined by <i>NCLB</i>) are identified as making AYP. However, Delaware will use its flexibility to <i>NCLB</i> to set differentiated annual targets for schools and student groups, using 2011 proficiency levels as the starting point. This means schools and student groups will have different annual targets.</p> <p>Schools can make AYP either by meeting performance targets (based on proficiency levels) or by meeting growth model targets (based on student growth) — for all students and individual student groups. Delaware will no longer use the “Needs Improvement” label and associated interventions in schools that do not make AYP.</p>	
Delaware’s Accountability Model, 2013	
<p>To make AYP, elementary and middle grades must:</p> <ul style="list-style-type: none"> • test 95 percent of all students and each student group, • meet a 90 percent attendance target, and • meet growth targets or performance targets for both reading and mathematics, for all students and individual student groups. <p>To make AYP, high schools must:</p> <ul style="list-style-type: none"> • test 95 percent of all students and each student group, • meet graduation targets for all students and individual student groups, and • meet growth targets or performance targets for reading and mathematics, for all students and individual student groups. 	
<p>Source: Delaware ESEA Flexibility Request — http://www2.ed.gov/policy/eseaflex/approved-requests/de.pdf.</p>	

How will Delaware identify schools in its school accountability system, using the *Reward, Focus and Priority School* labels?

In Delaware, all schools receive an accountability designation (Met AYP/AYP Not Met) based on school performance and progress in meeting annual targets. Title I schools¹ that meet the established criteria are further classified as Reward, Priority and Focus Schools. Keeping with the principles of flexibility, Delaware developed separate criteria for identifying these schools and differentiated levels of state intervention.

Category	Entrance Criteria	Interventions	Exit Criteria
Reward ²	Title I schools that: <ul style="list-style-type: none"> made AYP reduced achievement gap among individual student groups have highest performance for all students and student groups, or show high progress for all students and student groups. 	Public recognition and financial rewards	Identified annually
Focus	10 percent of low-performing Title I schools with: <ul style="list-style-type: none"> largest gaps between low-income and non-low income students, or lowest performance for student groups 	Customized interventions approved by state agency	Meet specialized performance targets for two consecutive years for each student group identified as having low performance
Priority	5 percent of low-performing Title I schools that include: <ul style="list-style-type: none"> those identified as a “Persistently Low-Achieving School” by a state agency Title I or Title I-eligible high schools with less than 60 percent graduation rate, and those operating under Tier I and Tier II SIG³ 	Placed under state-run Partnership Zone with customized interventions approved by state agency All Partnership Zone schools remain under state control for three years.	There are two options for exiting Priority status: <ul style="list-style-type: none"> Option 1: Make AYP at least once by second year in Partnership Zone Option 2: Meet specialized AMOs for reading and mathematics by second year in Partnership Zone

Notes: ¹Title I schools are those that receive federal monies to serve a large population of students from low-income families.

²Delaware also has a Recognition Program to reward high-performing or high-progress schools. Unlike Reward Schools, Recognition Schools could be Title I or non-Title I schools. ³Schools currently operating under a federal Student Improvement Grant (SIG).

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