



**National  
Urban League**

**State:** Delaware

## **ESSA State Plan Equity Report Card**

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on [naturbanleague.org](http://naturbanleague.org).



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**Plan Approved:** October 31, 2018; Link to full text can be found [here](#)

Equity Indicators	NUL Score
<p><b>1. Goals and Indicators</b></p> <ul style="list-style-type: none"> <li>Delaware’s long-term goal is for “76.1% of students to be proficient in reading and 70.3% of students to be proficient in math by 2030.”</li> <li>The Delaware Department of Education (DDOE) applies the same goal to each subgroup of reducing the percentage of students not proficient by 50% by 2030.</li> <li>The DDOEs chosen School Quality and Student Success (SQSS) indicators are: “Proficiency in science, proficiency in social studies, and chronic absenteeism for all schools; college and career preparedness and 9th grade on track for high schools”.</li> </ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>2. Subgroup Performance</b></p> <ul style="list-style-type: none"> <li>Subgroups have no independent effect of a school’s rating. Subgroup performance on indicators will be used to identify schools for targeted support but not overall school ratings.</li> <li>Delaware will be using an n-size of 15.</li> </ul>	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p><b>3. Supports &amp; Interventions for Struggling Schools</b></p> <ul style="list-style-type: none"> <li>The DDOE’s definition used to identify schools for targeted support and intervention is more narrow than “additional targeted support and improvement” (ATSI) and limits the total number of identified schools to 5% of schools.</li> </ul>	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p><b>4. Resource Equity</b></p> <ul style="list-style-type: none"> <li>Delaware’s accountability system includes a college and career preparedness indicator that measures Advanced Placement (AP), International Baccalaureate (IB), SAT performance, industry credentials, and postsecondary credits.</li> <li>The DDOE’s plan describes a process it will use to provide individualized support to schools and LEAs in need of improvement including helping schools/LEAs identify needs, review resources and identify equity gaps, plan and implement evidenced based strategies using Title I set asides.</li> <li>The DDOE’s ongoing assessment of potential resource inequities will be included as part of the regular monitoring to 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 and per-pupil expenditures of federal, state, and local funds.</li> </ul>	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>5. Educator Equity</b></p> <ul style="list-style-type: none"> <li>The DDOE provides definitions for ineffective, out-of-field, and inexperienced teachers. I also provides strategies and timelines for reducing gaps in disproportionate rates of access to quality educators.</li> <li>The DDOE’s plan prioritizes cultural competency and trauma-informed practices among teachers and administrators, but is vague on details.</li> <li>The DDOE uses a combination of Title II, Part A program and state funds to improve educator effectiveness and equity support to LEAs through evidenced based strategies including: increasing high quality prep programs for leaders in high needs schools; leadership training for leaders in high needs schools; a statewide educator recruitment portal; and resources for induction and mentoring programs.</li> </ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>6. Stakeholder Engagement</b></p> <ul style="list-style-type: none"> <li>The DDOE engaged a variety of diverse stakeholders, including parents and advocates from underserved communities, in the development of the plan although it is unclear to what extent engagement was equitable.</li> <li>The DDOE’s plan is vague with regards to how it will continue robust stakeholder engagement</li> </ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor



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during implementation.	
<p><b>7. Breaking the School to Prison Pipeline</b></p> <ul style="list-style-type: none"> <li>The DDOE will be reporting on the number of suspensions and expulsions, but should consider including this metric in the school rating system.</li> <li>Delaware discusses breaking the school to prison pipeline in the context of school conditions, highlighting school climate surveys, anti-bullying and restorative practices.</li> <li>The DDOE should be more intentional about its approach on ending disproportionate discipline practices.</li> </ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>8. Equitable Access to Early Childhood Learning</b></p> <ul style="list-style-type: none"> <li>The DDOE’s plan adopts the voluntary use of Title I funds to create and expand equitable access to early childhood learning opportunities.</li> <li>The DDOE also articulates a use of Title II funds for professional development for early learning capacity building.</li> </ul>	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>9. Equitable Implementation of College and Career Standards</b></p> <ul style="list-style-type: none"> <li>Delaware’s accountability system includes a college and career preparedness indicator that measures outcomes such as AP, IB, SAT performance, industry credentials, and postsecondary credits earned.</li> <li>The DDOE will be reporting testing participation rates. Schools that don’t meet the 95% threshold will be required to develop a plan for meeting requirements. Schools consistently not meeting the 95% threshold will be subject to “additional actions and interventions.”</li> </ul>	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>10. Out of School Time Learning</b></p> <ul style="list-style-type: none"> <li>The DDOE will use Title IV funds for out-of-school time learning.</li> <li>The DDOE should also consider allowing Title I funds to be used for extended learning.</li> </ul>	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>11. Equitable Access to High Quality Curricula</b></p> <ul style="list-style-type: none"> <li>Delaware’s accountability system includes a college and career preparedness indicator that measures outcomes such as AP, IB, SAT performance, industry credentials and postsecondary credits earned.</li> <li>The state should consider an indicator that measures access to and participation in STEM programming as well.</li> <li>The DDOE will partner with the Delaware Positive Behavior Support Project to provide professional development and technical assistance around social and emotional learning.</li> </ul>	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p><b>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</b></p> <ul style="list-style-type: none"> <li>The DDOE’s plan does not include a prototype of its report card which makes it difficult to understand how the state will meet ESSA reporting requirements.</li> <li>Delaware’s School Success Framework (DSSF) uses descriptive ratings (exceeds, meets, or meets few expectations) to differentiate schools annually based on all indicators and identify schools for support.</li> <li>The DDOE will report data on additional indicators beyond what is required for compliance such as postsecondary outcomes defined as the percent of students who enroll in a postsecondary institution within one year after high school graduation.</li> </ul>	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<b>Overall Rating</b>	<b>Sufficient</b>