

**State of Delaware
American Diploma Project Network
Action Plan**

The Challenge

The State of Delaware has embarked on the major reform of the middle school and high school. We recognize the high school of yesterday will not provide our students with the skills and knowledge needed for today and the world of the future. We acknowledge that we have students who have dropped out of high school without graduating, and for those that do graduate with a diploma, the skills and knowledge needed to be successful in the postsecondary or work environment have changed. The business community has also voiced their concerns about the significant number of those they hire right out of high school that have serious deficiencies in mathematics, reading and writing skills.

As a nation and a state, the educational pipeline is losing talent at every stage. For every 100 9th grade students in Delaware, approximately 82 graduate from high school on time. This is particularly problematic at a time when experts say that roughly two-thirds of new jobs will require some education beyond high school (college, work, apprenticeships or military). As Thomas Friedman (*The World is Flat*), Bill Gates and many others have observed, nations such as China and India have recognized that educational excellence is the key to future economic prosperity and have organized themselves accordingly. Unfortunately, too few of our graduates are academically competitive and the education gap is widening. Without significant improvements to our educational system, the future well-being of our economy and communities are at risk.

Employers know it; they estimate that about half of high school graduates do not have the skills to advance beyond low-paying, entry-level jobs. College professors know it; they estimate that more than 4 in 10 entering freshmen are not prepared for college courses. The American public knows it; strong majorities favor sweeping improvements to high schools. And students know it; less than one-quarter say they were significantly challenged in high school and more than two-thirds wish they had worked harder. Now it is up to Delaware to act quickly and decisively to ensure that all students graduate well prepared.

Delaware's Response

Delaware has joined with 21 other states in the American Diploma Project (ADP), an effort to raise expectations and achievement in our high schools so that all students graduate with the knowledge and skills they need to be successful in college and work. Delaware has also received the National Governor's Association (NGA) Honors State Grant. Over the next three years, the Governor will work with leaders from the K-12 and postsecondary education communities, the business community and the civic community to take the following steps on behalf of Delaware's students:

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- Align academic standards in high school with the expectations for college and workplace success, so that all students who meet the standards are prepared for their next steps in life.
- Upgrade high school course requirements so that all students are required to complete a college- and work-ready curriculum in order to earn a high school diploma.
- Streamline the assessment system so that the tests students take in high school can also serve as readiness tests for college and work.
- Develop an accountability system to hold high schools and colleges accountable for the success of their students.

In order to make the changes in policy and practice necessary to improve the preparation of our high school students, Delaware has formed the Delaware Honors State Grant Policy Team that will serve as the ADP Action Team. This team consists of state and local government officials, as well as representatives of higher education, K-12 education, the business community, and civic and community organizations. This group (listed at the back of the plan) has helped shape the Delaware ADP agenda and NGA Honors State Grant agenda and is committed to carrying both out.

SUMMARY OF DELAWARE ADP ACTION PLAN

Alignment of High School Expectations with Demands of College and Work

Delaware will align high school diploma requirements with the knowledge and skills required for success in postsecondary education and work. The work will include:

- Making high school course curriculum requirements (courses and respective academic standards) more challenging so that they prepare students to succeed in college and high skills jobs.
- Requiring all high school students to complete this college- and work- ready curriculum in order to earn a diploma as determined by the State Board of Education.
- Making the completion of the college-ready high school curriculum a requirement for college admissions, so that students who are admitted are prepared to succeed.

Testing and Accountability

Delaware will develop a system of assessments and incentives to hold high schools accountable for graduating students who are prepared for college and work, and to hold postsecondary institutions accountable for their success once enrolled. The system will include:

- Administering tests of college-readiness that all students will take in high school to ensure they have been taught the academic content necessary for success.

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- Streamlining student assessments across systems by aligning high school tests with college admissions and placement tests.
- Linking and reporting data across the K-12 and postsecondary systems in ways that improve the transition from high school to college, including sharing college persistence data with respective feeder high schools to inform instructional practice and curriculum alignment.
- Working to improve the experiences students have after they arrive in college—the full range of institutional policies and practices that support achievement, persistence and success.

DELAWARE’S PLAN FOR IMPLEMENTING ADP AND NGA HONOR STATES GRANT IMPERATIVES BY 2008

THE FOLLOWING OUTLINES THE TIMELINE AND WORKPLAN FOR THE STATE OF DELAWARE FOR THE NEXT TWO YEARS AS IT RELATES TO THE MIDDLE AND HIGH SCHOOL REFORM. ADDITIONALLY, THIS TIMELINE AND WORKPLAN REFLECTS THE GOALS OF THE STATE OF DELAWARE TEN YEAR PLAN.

Restore the Value of the High School Diploma

Goal: The high school diploma will represent the skills and knowledge students need to be successful in either postsecondary education or the workplace. (*Blueprint for State Action Agenda pg. 4*)

Long-Term Target 1

By September 2015, all public high schools will facilitate all students’ successful transitions to postsecondary education or the workforce. All public high school students will have the skills and knowledge needed for acceptance and success in the workplace or postsecondary education without the need for remedial courses.

Short-Term Targets

- By May 2006, the State Board of Education will revise the graduation requirements to define the number of courses required in each content area, as well as the course content descriptions that align with a College/Workplace Readiness curriculum of study. State graduation requirements will be aligned with the entrance requirements at the University of Delaware and Delaware State University. (*Legislative Action – House Joint Resolution No. 9*)
- By June 2007, the percentage of all students who graduate from high school each year with a diploma will increase to 86.0% or greater. (DDOE Strategic Plan, Performance Measure 1.5.1)
- By June 2007, the percentage of all students who drop out of school will decrease to 5.0% or less. (DDOE Strategic Plan, Performance Measure 1.5.2)

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- By September 2007, all Delaware public high school incoming freshman will be encouraged to follow a default College/Workplace Readiness curriculum of study for a State of Delaware High School diploma.

The critical activity towards these targets will be the work of the State Board of Education and the P-20 Council, in collaboration with key stakeholder groups, to review and strengthen the graduation requirements. The report by Achieve, Inc. will be used as a guide to ensure that the requirements and course content descriptions align with a college/work readiness curriculum. We will establish standards commissions for all content areas that will be led by Delaware educators, higher education, business, and community leaders who will be charged with the development of the 11th and 12th grade standards in the same way that K-10 standards were developed. These commissions will also examine and make recommendations for innovative, content focused programs for the last two years of high school.

Long Term Target 2 (Blueprint for State Action Agenda pg.6)

By 2015, all Delaware public school districts and charter schools will have curriculum aligned to the Delaware developed standards, will have model units that will incorporate a variety of instructional and assessment strategies to meet the needs of a diverse student population, and will have a system of ongoing professional development for all teachers to ensure systemic implementation.

Short-Term Targets

- By June 2006 the Statewide Recommended Curriculum for English language arts and mathematics will be completed. The curriculum will be designed around the Grade Level Expectations established for each grade to align state assessments with state standards as required by NCLB.
- By June 2007, all districts will provide evidence of alignment of their curricula in grades K-10 in ELA and mathematics.
- By August 2007, the Statewide Recommended Curriculum including model units and formative assessments will be completed in all content areas and will provide the framework for district curriculum alignment in these content areas.
- By August 2008, all public school districts and charter schools will have provided evidence to the Delaware Department of Education that their curriculum is aligned to the standards in all content areas.
- By August 2008, all public school teachers will have received training on the Statewide Recommended Curriculum relevant to their current teaching assignment.

Work groups comprised of Department of Education staff and district and school personnel are already engaged in the development of Statewide Recommended Curriculum in the four major content areas. We will design professional development to familiarize all teachers and administrators with the Statewide Recommended Curriculum and to enable them to assist their districts in providing the evidentiary documentation

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regarding curriculum alignment. Districts and charter schools will receive technical assistance as needed on the development of curriculum and alignment review. Similar efforts are beginning for other content areas.

Long-Term Target 3 (Blueprint for State Action Agenda pg.7)

By September 2015, the State of Delaware will regularly assess a student's college or workplace readiness.

Short Term Target

- March 2006, the Task Force on Best Practices of Educational Assessments will provide information on various models of assessments and potential changes to the current Delaware Student Testing Program (DSTP) with the possibility of including a college and workplace readiness component. (*Legislative Action – House Joint Resolution No. 4*)
- By July 2007, the Delaware Department of Education will pilot a college or workplace readiness exam.

The Postsecondary Success Subcommittee of the P-20 Council review best practices of college and workplace readiness exams that already exist (e.g., California's Early Assessment Program, ACT WorkKeys assessments, Educational Testing Service-College Board). We are exploring the possibility of joining the network of states that are currently working with Achieve on this issue. We will enter into a contract either to adopt an existing exam or to develop Delaware specific college or workplace readiness assessments.

Long-Term Target 4 (Blueprint for State Action Agenda pg.8)

By September 2015, all industry related and career and technical programs will be fully aligned to industry and business standards and result in a job that will allow the individual to be financially independent through entry into postsecondary education, an apprenticeship, industry certification or additional technical training.

Short-Term Target

- By September 2006, a review of the current standards and existing career and technical programs will be conducted.
- By December 2007, adjustments will be made to align career and technical pathways to industry recognized certifications where applicable and appropriate.

Delaware will convene a cross agency committee including representatives from middle and high schools, Department of Education, Department of Labor, and the Delaware Economic Development Office to review the standards and to align the career competencies to ensure that where appropriate they result in an industry certification, entry into postsecondary education or entry into an apprenticeship. An intensive program review model that will strengthen the career and technical education system in Delaware by aligning career and technical standards to industry standards will be undertaken. The committee will also review current internship and cooperative work experience practices

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and explore Adopt-a-School initiatives, mentoring and job shadowing programs in order to strengthen programs.

Redesign High Schools

Goal: All public high schools will establish a learning community that respects and supports learning for all students, staff members, families and communities. (*Blueprint for State Action Agenda pg.15*)

Long-Term Target 1

By September 2010, each Delaware public high school student will have an Individual Learning Plan that sets the path and logical steps for attainment of the student's goals and provides the core values of a civil and democratic society.

Short-Term Targets

- By May 2007, students in the focus high schools will meet with a mentor/advisor regarding their Individual Learning Plans to ensure it is aligned with their aspirations and career pathways.
- By September 2007, secondary school staff in selected schools under improvement will receive professional development on student advisory programs and other similar initiatives that take into account individual development that aid in postsecondary transitions.
- By September 2007, Delaware public high schools will have a transition program for students as they move between middle schools and high schools to assure access of all students to college and workplace ready curricula.
- By September 2007, all incoming freshman will have five year Individual Learning Plans that connect students to career pathways.

Activities related to these targets include assisting the focus high schools in identifying models for implementing advisee programs in high schools, help to identify the pool of mentors/advisors for their particular school and needs and providing professional development on the Individual Learning Plans to the mentors/advisors. We also plan to develop a paperless system for the Individual Learning Plans to ease editing, managing and monitoring of the plans and to determine baseline data on the number of Delaware public high school students accepted into postsecondary education with reliability tied to the unique student identifier and information from the local education agencies and charter high schools.

The P-20 Council Subcommittee on Postsecondary Success will assist in the creation of effective transition programs with the intent of defining alternatives to tracking and ability grouping. They will review best practices and develop models for reorganizing the school building, schedule and staff roles that provide quality interactions between students and school personnel. (e.g. small learning communities, schools within schools, Personal Adult Advocate model). This will include the exploration of looping models

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that allow school staff to follow cohorts of students that will enable them to know the personal skills, challenges and goals of individual students.

Long-Term Target 2

By September 2010, each Delaware public high school will have demonstrated results from the literacy and math recovery programs that ensure students have the skills they need to succeed in high school and allow them to take courses that will prepare them for postsecondary education and the workplace.

Short-Term Targets

- By June 2007, current programs designed to provide additional instructional time, including before/after school, Saturday and summer programs will have participated in a statewide evaluation.
- By September 2007, selected public high schools under improvement will ensure 9th grade transition programs reflect best practice and provide differentiated instruction targeted to students with literacy and math deficiencies.
- By December 2007, the percentage of students with disabilities ages 6 – 21 in general education classes greater than 80% of the day will increase to 53% based on the student's Individual Education Program (DDOE Strategic Plan, Performance Measure 1.7.1)

The Department of Education will develop a statewide evaluation for programs designed to provide additional instructional time, including before/after school, Saturday and summer school. We will continue to explore best practice for providing recovery programs in literacy and mathematics and recommend curriculum models, including those that provide additional supports for students who may struggle with challenging courses of study, that tie to our Statewide Recommended Curriculum and standards. The design of the plan will also include strategies targeted to increase the number of students with disabilities effectively included in the general education classroom participating with their non-disabled peers. On-going professional development will be in place for teachers/ transition specialists specifically designed to provide instructional strategies proven to meet the needs of students with multiple abilities.

Long-Term Target 3

By 2015, each Delaware public high school will align the school-wide, ongoing professional development program with staff member personalized goals related to content knowledge and instructional strategies. As a result the focus will be attention to student diversity and addressing individual student needs. They will expose students to varying viewpoints, perspectives and experiences that will prepare them for graduation.

Short-Term Targets

- By June 2007, a select number of the high schools under improvement will encourage staff members to pilot the use of personalized goal plans as part of their school's professional development plans or as part of professional development clusters targeting such plans.

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- By September 2007, the state will provide for the expansion of the school leader induction program by continually improving the mentoring program and increasing the assessment center opportunities.

School improvement planning and individual educator professional development is increasingly data driven. Examination of data assists teachers, specialists and administrators in focusing on actions they must take in order to meet the instructional needs of their students. In Delaware, all educators must complete 90 hours of professional development every five years in order to maintain certification. Specific professional development activities at the building level, as well as professional development clusters that provide 2%, 4% or 6% increases good for a five-year period on the state salary schedule for educators who complete the clusters successfully, can be developed to address specific needs. This compensation system will be helpful in providing incentives for educators to use Personal Learning Plans.

Long-Term Target 4

By September 2015, families, educators, boards of education and communities will be continually informed and able to engage in discussions regarding the importance of maintaining high quality high schools that prepare all students for adult success.

Short-Term Targets

- By Fall 2005, the Delaware Department of Education will participate in the Southern Regional Education Board's (SREB) Go Alliance.
- By June 2006, training will be developed for local school boards of education and local school superintendents regarding public engagement with families and communities necessary to create the support for educational programs and policies consistent with the best practices.
- By 2007, training will be provided to several local school boards of education and local school superintendents on public engagement with families and communities to create the support for educational programs and policies consistent with the best practices.

One of the most critical components of this project is an aggressive communication campaign focused on creating a clearly, defined purpose that engages the community, parents, students, school personnel, elected officials and business community in defining issues to be tackled and to provide hard facts and other relevant information regarding the importance of building an extended and inclusive educational community that reflects 21st century skills and knowledge. Delaware plans to use grant funds to enable participation in SREB's **Go Alliance** program, which is a program designed to improve high school completion as well as student attendance and success in college. We will focus the overall communication campaign around providing the public with information regarding the skills and knowledge necessary for our young adults to be successful in postsecondary education or the workplace and emphasize that the skills required for college and the workplace do not differ. (Achieve) Some strategies may include establishing focus groups of parents, students, teachers, business community, and elected

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officials; conducting surveys, placing print ads, a billboard campaign, TV/Radio Spots and strategic use of the Internet.

Set Goals, Measure Progress, and Hold High Schools and Colleges Accountable

Goal 1: All public high school and college students will be provided the supports necessary to succeed in either postsecondary education or the workplace ultimately resulting in the individual's ability to be financially independent. *(Blueprint for State Action Agenda pg.28)*

Long-Term Target 1

By September 2015, a data system will be in place that will allow the State to measure and track the progress of all students as they transition to higher education or the workplace. The data will also be used to evaluate and examine policies and programs pre-kindergarten through grade 12 so that appropriate adjustments can be made to improve the system so that it supports high achievement for all students.

Short-Term Targets

- By September 2006, the state institutions of higher education, the Department of Education, and local education agencies through the work of the P-20 Council will have consensus regarding the implementation of a statewide unique student identifier from pre-k through postsecondary education.
- By November 2007, we will have begun a pilot to test the core student growth parameters of the P-20 Council's data system to ensure the data being collected informs us in the way in which it is intended.
- By December 2007, a similar system will be agreed upon by the business community with specific timelines for piloting and full implementation.

The Postsecondary Success Subcommittee of the P-20 Council will work collaboratively with the Delaware institutions of higher education, DDOE's Technology Management and Design workgroup and local education agencies on the design and implementation of the data system that supports the unique student identifier. It is important that this data system not only provides the means for high schools to track the success of their graduates but also for higher education institutions to track their students so that policies and practices are in place to support students as they move through the higher education system. This is particularly critical for students who are the first in their families to attend college.

Long-Term Target 2

By September 2015, all public high school students will have the opportunity to attend a two-year degree program from Delaware Technical and Community College at no tuition cost to the student as long as they meet the state grant criteria.

Short-Term Targets

- By July 2006, the state will provide funding to attend Delaware Technical and Community College for all Delaware public high school students who maintain a

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- 2.5 grade point average and have no criminal record. (*Legislative Action- Senate Bill No. 30*)
- By August 2007, Delaware public school average SAT scores for verbal, quantitative, and combined portions of the assessment will be maintained or increase to at least 98% of the national average public SAT scores for verbal, quantitative, and combined portions of the assessment. (DDOE Strategic Plan, Performance Measure 1.6.4)

As we take steps in support of this legislation to implement the program, we must immediately begin efforts to publicize the existence of the program at both middle and high schools throughout the state and in the community at large.

Long-Term Target 3

By September 2015, all Delaware public high school students will have the ability to gain college credit while in a Delaware public high school.

Short-Term Targets

- By May 2006, all Delaware public high schools will offer Advanced Placement courses in most core content areas of English language arts, science, mathematics, and social studies.
- By May 2007, the number of students taking Advanced Placement exams will increase from 9.5% in 2004 to 15 %.
- By May 2007, at least one of the focus high schools will establish an International Baccalaureate program.

The Postsecondary Success Subcommittee of the P-20 Council will be charged with developing the policies governing dual enrollment. The committee will also develop the appropriate processes to continually certify that college level courses taken in high schools are equivalent to other college courses, and to validate honors and college-credit bearing courses statewide. Funding will be secured to ensure that Delaware continues to provide financial assistance to students for Advanced Placement test fees.

THE WORK OUTLINED ABOVE COINCIDES WITH THE WORK AND EXPECTATIONS OUTLINED IN THE ADP AGENDA.

Alignment of High School Expectations with Demands of College and Work

August 2005 – January 2007 (*18 month work plan*)

Delaware will take the following steps to align high school standards and course requirements with what students need to know and be able to do to succeed in college and the workplace:

Academic Standards for College and Work

- Launch process with the K-12, postsecondary and business communities to define the knowledge and skills students need to succeed in credit bearing courses in

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Delaware colleges and universities and in high growth industries. Use national ADP benchmarks and the state's academic standards for college and work to identify gaps in existing high school standards and to revise those standards as necessary.

- Involve high school teachers and college faculty, as well as business and industry representatives.
 - Use the American Diploma Project benchmarks and other national models as starting points for this work.
 - Revise high school standards as necessary to align with college- and work-ready benchmarks.
 - Solicit public input on academic standards drafts.
 - Commission external review of standards by Achieve.
- Have postsecondary and business communities validate that if students meet the state's academic standards, they will be ready for success in college and careers.
 - Bring final standards to the State Board of Education and postsecondary governing board for adoption.

Course Requirements

- Determine the required (default) core college- and work-ready curriculum (courses/credits and clearly articulated academic standards for courses). Agree on appropriate opt-out provision and process. Solicit input and support from policy makers, stakeholders and the general public.
- Draft the State Board rules and legislation necessary to make the core college- and work-ready curriculum required of all students. Solicit input and support from the legislators, state board members and the general public.
- Identify state policies and programs needed to support implementation of the new requirements, including professional development and curriculum resources. Determine reasonable timelines for policy implementation.
- Develop communications plan to inform and engage key stakeholders throughout the process. Communicate policy changes widely and consistently.

Testing and Accountability

August 2005 – August 2008

Delaware will develop a system of assessments and incentives to hold high schools accountable for graduating students who are college- and work-ready, as well as a system to hold postsecondary institutions accountable for student success once enrolled.

Testing

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- Develop a system for assessing academic college- and work-readiness of all high school students.
 - Determine the assessments to be given at the state level, including the type of test (end-of-course, end-of-grade, or cumulative survey test) and the subjects to be tested.
 - Develop timeline for test development, piloting, and full administration.
 - Ensure alignment with Delaware academic standards for college and work.
- Identify changes necessary to streamline student assessments across K-12 and postsecondary systems. Review current college admissions and placement processes. Develop plan for using new high school exams for college placement purposes where possible.
- Determine additional ways to make high school assessments matter for students. Consider including scores on new assessments on high school transcripts and encouraging employers to use transcripts in hiring decisions. Also consider feasibility of phasing in new college- and work-ready assessments as part of high school graduation requirements.

Accountability

- Seek legislative changes necessary to include results of high school assessments as indicators of school performance in Delaware's current school accountability system.
- Make Delaware's core college- and work-ready curriculum (or documented equivalent) the minimum academic requirement for admission to Delaware's colleges and universities. Ask college boards of trustees to adopt this policy effective no later than with the first graduating class held to the required (default) core curriculum. Seek legislative action if necessary to ensure this alignment for students.
- Link and report data across the K-12 and postsecondary systems in ways that can foster improved student achievement. Establish longitudinal data system to track student progress from elementary through middle and high school and into postsecondary. Share college persistence and success data with high schools to inform instructional practice and curriculum alignment.
- Identify college success strategies needed to improve the experiences students have after they arrive at college. Identify changes in state and institutional policy and practice that will be necessary to support positive student outcomes.
- Identify performance indicators and publish high school and college report cards to highlight progress and challenges.

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- Develop communications plan to inform and engage key stakeholders throughout the process. Communicate policy changes widely and consistently.

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Delaware's Honor State Grant Policy Team/ ADP Action Team

Members

Valerie A. Woodruff, Secretary of Education
Cheryl Semmel, Governor's Office
Dr. Daniel Rich, Provost, University of Delaware
David Sokola, Chair of the Senate Education Committee
Nancy Wagner, Chair of the House Education Committee
Jean Allen, President, State Board of Education
Bob Sutton, Business Roundtable
Jim Wolfe, Delaware Chamber of Commerce
Tony Marchio, Chief State School Officers
Pete Basile, Executive Director, Delaware School Administrators Association
Susan Francis, Delaware School Boards Association
Howard Weinberg, Delaware State Education Association
George Krupanski, Delaware Boys and Girls Clubs

Goal: All public high schools will establish a learning community that respects and supports learning for all students, staff members, families and communities. (*Blueprint for State Action Agenda pg.15*)

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Long-Term Target 1

By September 2010, each Delaware public high school student will have an Individual Learning Plan that sets the path and logical steps for attainment of the student's goals and provides the core values of a civil and democratic society.

Short-Term Targets

- By May 2007, students in the focus high schools will meet with a mentor/advisor regarding their Individual Learning Plans to ensure it is aligned with their aspirations and career pathways.
- By September 2007, secondary school staff in selected schools under improvement will receive professional development on student advisory programs and other similar initiatives that take into account individual development that aid in postsecondary transitions.
- By September 2007, Delaware public high schools will have a transition program for students as they move between middle schools and high schools to assure access of all students to college and workplace ready curricula.
- By September 2007, all incoming freshman will have five year Individual Learning Plans that connect students to career pathways.

Activities related to these targets include assisting the focus high schools in identifying models for implementing advisee programs in high schools, help to identify the pool of mentors/advisors for their particular school and needs and providing professional development on the Individual Learning Plans to the mentors/advisors. We also plan to develop a paperless system for the Individual Learning Plans to ease editing, managing and monitoring of the plans and to determine baseline data on the number of Delaware public high school students accepted into postsecondary education with reliability tied to the unique student identifier and information from the local education agencies and charter high schools.

The P-20 Council Subcommittee on Postsecondary Success will assist in the creation of effective transition programs with the intent of defining alternatives to tracking and ability grouping. They will review best practices and develop models for reorganizing the school building, schedule and staff roles that provide quality interactions between students and school personnel. (e.g. small learning communities, schools within schools, Personal Adult Advocate model). This will include the exploration of looping models that allow school staff to follow cohorts of students that will enable them to know the personal skills, challenges and goals of individual students.

Long-Term Target 2

By September 2010, each Delaware public high school will have demonstrated results from the literacy and math recovery programs that ensure students have the skills they need to succeed in high school and allow them to take courses that will prepare them for postsecondary education and the workplace.

Short-Term Targets

- By June 2007, current programs designed to provide additional instructional time, including before/after school, Saturday and summer programs will have participated in a statewide evaluation.
- By September 2007, selected public high schools under improvement will ensure 9th grade transition programs reflect best practice and provide differentiated instruction targeted to students with literacy and math deficiencies.

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- By December 2007, the percentage of students with disabilities ages 6 – 21 in general education classes greater than 80% of the day will increase to 53% based on the student's Individual Education Program (DDOE Strategic Plan, Performance Measure 1.7.1)

The Department of Education will develop a statewide evaluation for programs designed to provide additional instructional time, including before/after school, Saturday and summer school. We will continue to explore best practice for providing recovery programs in literacy and mathematics and recommend curriculum models, including those that provide additional supports for students who may struggle with challenging courses of study, that tie to our Statewide Recommended Curriculum and standards. The design of the plan will also include strategies targeted to increase the number of students with disabilities effectively included in the general education classroom participating with their non-disabled peers. On-going professional development will be in place for teachers/ transition specialists specifically designed to provide instructional strategies proven to meet the needs of students with multiple abilities.

Long-Term Target 3

By 2015, each Delaware public high school will align the school-wide, ongoing professional development program with staff member personalized goals related to content knowledge and instructional strategies. As a result the focus will be attention to student diversity and addressing individual student needs. They will expose students to varying viewpoints, perspectives and experiences that will prepare them for graduation.

Short-Term Targets

- By June 2007, a select number of the high schools under improvement will encourage staff members to pilot the use of personalized goal plans as part of their school's professional development plans or as part of professional development clusters targeting such plans.
- By September 2007, the state will provide for the expansion of the school leader induction program by continually improving the mentoring program and increasing the assessment center opportunities.

School improvement planning and individual educator professional development is increasingly data driven. Examination of data assists teachers, specialists and administrators in focusing on actions they must take in order to meet the instructional needs of their students. In Delaware, all educators must complete 90 hours of professional development every five years in order to maintain certification. Specific professional development activities at the building level, as well as professional development clusters that provide 2%, 4% or 6% increases good for a five-year period on the state salary schedule for educators who complete the clusters successfully, can be developed to address specific needs. This compensation system will be helpful in providing incentives for educators to use Personal Learning Plans.

Long-Term Target 4

By September 2015, families, educators, boards of education and communities will be continually informed and able to engage in discussions regarding the importance of maintaining high quality high schools that prepare all students for adult success.

Short-Term Targets

- By Fall 2005, the Delaware Department of Education will participate in the Southern Regional Education Board's (SREB) Go Alliance.

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- By June 2006, training will be developed for local school boards of education and local school superintendents regarding public engagement with families and communities necessary to create the support for educational programs and policies consistent with the best practices.
- By 2007, training will be provided to several local school boards of education and local school superintendents on public engagement with families and communities to create the support for educational programs and policies consistent with the best practices.

One of the most critical components of this project is an aggressive communication campaign focused on creating a clearly, defined purpose that engages the community, parents, students, school personnel, elected officials and business community in defining issues to be tackled and to provide hard facts and other relevant information regarding the importance of building an extended and inclusive educational community that reflects 21st century skills and knowledge. Delaware plans to use grant funds to enable participation in SREB's **Go Alliance** program, which is a program designed to improve high school completion as well as student attendance and success in college. We will focus the overall communication campaign around providing the public with information regarding the skills and knowledge necessary for our young adults to be successful in postsecondary education or the workplace and emphasize that the skills required for college and the workplace do not differ. (Achieve) Some strategies may include establishing focus groups of parents, students, teachers, business community, and elected officials; conducting surveys, placing print ads, a billboard campaign, TV/Radio Spots and strategic use of the Internet.

NGA Action Agenda Key Strategy: Set Goals, Measure Progress, and Hold High Schools and Colleges Accountable

In our effort to set goals, measure progress, and hold high schools and colleges accountable, the state has committed to tracking students and putting in place policies that ensure a variety of postsecondary options that lead to success for all.

Goal 1: All public high school and college students will be provided the supports necessary to succeed in either postsecondary education or the workplace ultimately resulting in the individual's ability to be financially independent. (*Blueprint for State Action Agenda pg.28*)

Long-Term Target 1

By September 2015, a data system will be in place that will allow the State to measure and track the progress of all students as they transition to higher education or the workplace. The data will also be used to evaluate and examine policies and programs pre-kindergarten through grade 12 so that appropriate adjustments can be made to improve the system so that it supports high achievement for all students.

Short-Term Targets

- By September 2006, the state institutions of higher education, the Department of Education, and local education agencies through the work of the P-20 Council will have consensus regarding the implementation of a statewide unique student identifier from pre-k through postsecondary education.
- By November 2007, we will have begun a pilot to test the core student growth parameters of the P-20 Council's data system to ensure the data being collected informs us in the way in which it is intended.

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- By December 2007, a similar system will be agreed upon by the business community with specific timelines for piloting and full implementation.

The Postsecondary Success Subcommittee of the P-20 Council will work collaboratively with the Delaware institutions of higher education, DDOE's Technology Management and Design workgroup and local education agencies on the design and implementation of the data system that supports the unique student identifier. It is important that this data system not only provides the means for high schools to track the success of their graduates but also for higher education institutions to track their students so that policies and practices are in place to support students as they move through the higher education system. This is particularly critical for students who are the first in their families to attend college.

Long-Term Target 2

By September 2015, all public high school students will have the opportunity to attend a two-year degree program from Delaware Technical and Community College at no tuition cost to the student as long as they meet the state grant criteria.

Short-Term Targets

- By July 2006, the state will provide funding to attend Delaware Technical and Community College for all Delaware public high school students who maintain a 2.5 grade point average and have no criminal record. (*Legislative Action- Senate Bill No. 30*)
- By August 2007, Delaware public school average SAT scores for verbal, quantitative, and combined portions of the assessment will be maintained or increase to at least 98% of the national average public SAT scores for verbal, quantitative, and combined portions of the assessment. (DDOE Strategic Plan, Performance Measure 1.6.4)

As we take steps in support of this legislation to implement the program, we must immediately begin efforts to publicize the existence of the program at both middle and high schools throughout the state and in the community at large.

Long-Term Target 3

By September 2015, all Delaware public high school students will have the ability to gain college credit while in a Delaware public high school.

Short-Term Targets

- By May 2006, all Delaware public high schools will offer Advanced Placement courses in most core content areas of English language arts, science, mathematics, and social studies.
- By May 2007, the number of students taking Advanced Placement exams will increase from 9.5% in 2004 to 15 %.
- By May 2007, at least one of the focus high schools will establish an International Baccalaureate program.

The Postsecondary Success Subcommittee of the P-20 Council will be charged with developing the policies governing dual enrollment. The committee will also develop the appropriate processes to continually certify that college level courses taken in high schools are equivalent to other college courses, and to validate honors and college-credit bearing courses statewide. Funding will be secured to ensure that Delaware continues to provide financial assistance to students for Advanced Placement test fees.