

Delaware's Waiver Plan 2019-20

The state will continue to meet all other requirements of section 1111 of ESEA and implementing regulations with respect to all State-determined academic standards and assessments, including reporting student achievement and school performance, disaggregated by subgroups, to parents and the public.

The state plan and timeline intended to address the reduction of percentages exceeding the one percent cap of alternate assessment participation will be included, pursuant to the additional federal requirements detailed in 34 C.F.R. §200.6(c)(4). This plan will also include State guidelines clarification, professional development, oversight, and support for identified areas of need. Consistent with the plan submitted in this waiver request, DDOE will implement system improvements and monitor future administrations to avoid exceeding the 1% cap. DDOE will provide four levels of support. After data review, the business rules have been applied to meet the appropriately meet our LEAs needs:

Category of Support	Criteria
Universal Supports	$\leq 1\%$ DeSSA-Alt Participation <ul style="list-style-type: none">LEAs with Total Test Population <300 and DeSSA-Alt tested students <5.
Level 1 Supports	1.1% - 1.5% DeSSA-Alt Participation
Level 2 Supports	$>1.6\%$ DeSSA-Alt Participation <ul style="list-style-type: none">LEAs with Special Schools and High incidences of Students with DisabilitiesLEAs on Level 1 supports for 3 years with no change. (2021-22)
Level 3 Supports	<ul style="list-style-type: none">LEAs who are on Level 2 supports for 3 years with no change. (2021-22)

Under the applied Business rules:

- LEAs receiving Universal Supports 2019 – 27
- LEAs receiving Level 1 Supports 2019 – 3
- LEAs receiving Level 2 Supports 2019 - 7

Universal Supports

At this universal level, the State will address overall trends and overarching needs by participating in and/or providing the following:

- Data collection, analyses, and reporting of overall data and subgroup data
- Defining oversight for LEAs exceeding one percent

- Clarifying the state definition of “students with the most significant cognitive disabilities”
- Updating the State Guidelines, as needed, for participation in alternate assessments
- Launching a webinar specific to the State Guidelines
- Highlight the updated Accessibility Guidelines manual (attached) and the accompanying training available via Schoology
- Provide additional IEP and accommodations training for staff and families
- Increase awareness and solicit feedback related to the one percent threshold for alternate assessments, the state plan, along with related state and LEA level data stakeholder groups including
 - Access to General Curriculum committee
 - Governor’s Advisory Council for Exceptional Citizens (GACEC) (state advisory council)
- Provide monthly training and updates related to the definition, participation guidelines, and one percent topics to cadres, coalitions, and coordinator meetings
- Provide one percent data collection and justification forms to LEAs
- Publicly post justification forms, state waiver request, and plan with timeline
- Ensure support and guidance for all LEAs
- Using the Companion document for the State Guidelines during IEP meetings
- Creation of Informational Video Snippets (<10 min.)
 - Topics:
 - Waiver “101”
 - Delaware’s Most Significant Disabilities definition
 - Participation Guidelines
 - Companion Guide
 - Learner Characteristics Inventory (LCI)
 - IEP Rubric
 - Updates, changes, professional development available

Level 1 Supports

Includes Universal Supports plus, at this level, the State will address overall trends and overarching needs by participating in and/or providing the following:

- Data collection, analyses, and reporting of overall data and subgroup data
- Training in the State Guidelines
- Provide additional IEP and accommodations training for staff and families
- Ensure support and guidance for all LEAs by meeting with Special Education Leadership to monitor the checklist completion

Districts and Charters will be provided with a Level 1 Support Checklist that they will be required to complete and submit to DDOE as evidence of meeting the requirements. This is due 1/25/2020. Those who completed checklists in 1/2018 will be required to provide evidences to DDOE by 1/25/2020.

After 3 years at Level 1 supports, the LEA will move to Level 2 supports.

Level 2 Supports

Includes Universal and Level 1 Supports in addition:

At level 2, the State will address more specific trends and LEA needs in support of a reduction of the percentage of students participating in alternate assessments. DDOE will review the implementation of state participation guidelines, provide technical support, evaluate professional development needs, and provide ongoing oversight for level 2 LEAs.

Technical Assistance and Professional Development

- Targeted assistance to LEAs
 - Initial LEA team “Zoom” meeting with both groups, including topics:
 - Waiver “101” (Going over the Waiver and the Status of the State and the Status of LEA)
 - Delaware’s plan
 - Requirements, Levels, Supports, Timeline
- Professional development related to inclusion of students with cognitive disorders within sending districts and program development
- Professional development in accordance with identified LEA needs related to eligibility, knowledge, and selection of available and appropriate accommodations
- Three Shoulder-to-Shoulder support sessions

LEAs will be provided with a Level 2 Support Plan for reducing the 1% Cap that they will be required to complete and submit to DDOE as evidence of meeting the requirements. This is due 1/25/2020. LEAs who completed checklists in 1/2018 will be required to provide evidences to DDOE by 1/25/2020.

Level 3 Supports

LEAs who remain on Level 2 for 3 years will receive Level 3 Supports. They will be provided a more in-depth structured level of technical and ongoing support. Each LEA will use a Level 3 Monitoring Tool which includes a Self-Assessment.

Areas of focus may include:

Technical Assistance, Professional Development and Support

- Targeted training on the identification process and State Participation Guidelines
- Documentation and triangulation of data review
- IEP team decision-making process
- Tools and strategies for instruction and student support
- Selection of accommodations for instruction and assessment purposes
- Deeper data dive
 - Focus on disability categories
 - Appropriateness of participation

Delaware’s Timeline

Timeframe	Tasks 2019-20
Sept. 2019	Justifications for 2019 distributed for completion.

Sept. 2019	Shared information with Special Education Leadership on the 1% Cap.
Oct. 14, 2019	Justification forms due from LEAs and posted on our 1% website .
Oct 2019 – Dec 2019	Creation of Monitoring Tool for Level 3 supports
Oct. 14 – Dec. 2, 2019	Conduct research on the new data Expansion of state definition to include the word pervasive. Participation Guidelines <ul style="list-style-type: none"> - Added State Definition to the guidelines. - Changed content area stipulation to state that student must be eligible to test in all content areas.
August 2019-March 2020	State provides Alternate Assessment Participation Decision-Making workshop professional development – Trainings scheduled for 11/6/2019, 1/21/2020 and 2/11/2020 State provides webinar on State Definition and Participation Guidelines
July 2019-March 2020	State provides Linking Assessment to Instruction workshop offerings – trainings scheduled for 12/12/2019; 1/29/2020 and 2/26/2020
November 2019	AGEC – Meeting – shared completed Companion Guide , posted to our website. Updated Participation Guidelines and state definition. (Appendix B-3)
Dec. 16, 2019	DDOE will submit a Waiver Extension Request
Dec. 20, 2019	Notify LEAs who will continue to receive Level 1 and Level 2 supports. LEAs on Checklists and Support Plans 2019 must submit evidences by January 25, 2020.
January 2020	Revise the Level 1 checklist and Level 2 support plans Provide 2-3 Webinars to go over the expectations of the plans.
January-May 2020	Ongoing targeted assistance to LEAs on Level 2 Support Plans