

2019-20



STUDENT
ENROLLMENT



STUDENT
ACHIEVEMENT



COLLEGE
AND CAREER
READINESS



TEACHER
AND LEADER
QUALITY



SCHOOL
FINANCE



EARLY
LEARNERS



SOCIAL AND
EMOTIONAL
LEARNING

Rodel

A GREAT EDUCATION
CHANGES EVERYTHING



DELAWARE PUBLIC EDUCATION
AT A GLANCE

Delaware Public Education At A Glance is a snapshot of state-level data highlighting the latest trends in Delaware public education. This year we're excited to unveil new data on English learner students, advanced coursework, and social and emotional competency and techniques.

For the full, up-to-date rundown of **Delaware Public Education At A Glance**, including disaggregated and district-level data, visit us online at www.rodelde.org.



Rodel partners with policymakers, the private sector, philanthropy, and practitioners to make systematic changes that can improve students' lives.

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EDITORIAL DESIGN BY KELLY CARTER/FOUR DOG CREATIVE

cover photograph: istock/kali9

Inside photographs (in order of appearance): istock/SDI Productions; istock/SeventyFour; istock/kali9; istock/monkeybusinessimages; istock/monkeybusinessimages; istock/FatCamera; istock/SDI Productions

Delaware Public Education At A Glance is reflective of data available in December 2019.



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DELAWARE PUBLIC SCHOOL STUDENTS (2018-19)



There are more than 139,000 students enrolled in Delaware public schools.

Student Characteristics	State	
	Number	Percentage
TOTAL	139,144	
RACE		
White	60,496	43%
African American	42,064	30%
Hispanic/Latino	24,591	18%
Other minority*	12,164	9%
GENDER		
Male	71,386	51%
Female	67,758	49%
OTHER CHARACTERISTICS		
Low-income	43,780	31%
Special education	22,478	16%
English learner	13,363	10%

*Other minority includes Asian, Hawaiian, American Indian, and multi-racial.

Note: The low-income measure is used for many different purposes and the state methodology changed in 2013-14 for allocation of funds, reporting, and accountability purposes. Currently, low-income status is determined by student participation in the Department of Health and Social Services assistance programs such as Temporary Assistance for Needy Families and the Supplemental Nutrition Assistance Program (TANF).

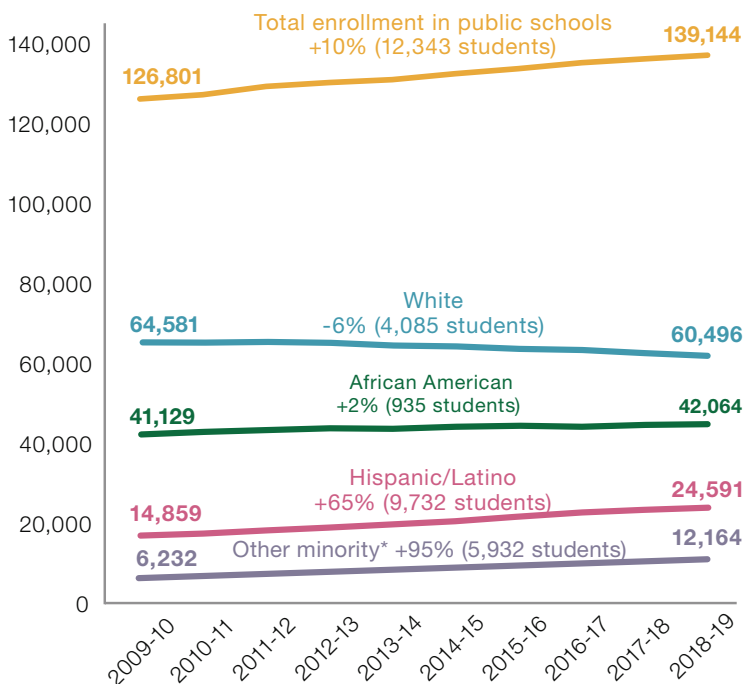
Percentages may not total 100 due to rounding.

Source: Delaware Department of Education. (2019). State Report Cards.



STUDENT ENROLLMENT TRENDS BY RACE SUBGROUP (2009-2019)

Students of color have come to comprise over half of the overall student population. In particular, the Hispanic/Latino student population increased by more than 9,700 students—or 65 percent—since 2009-10.



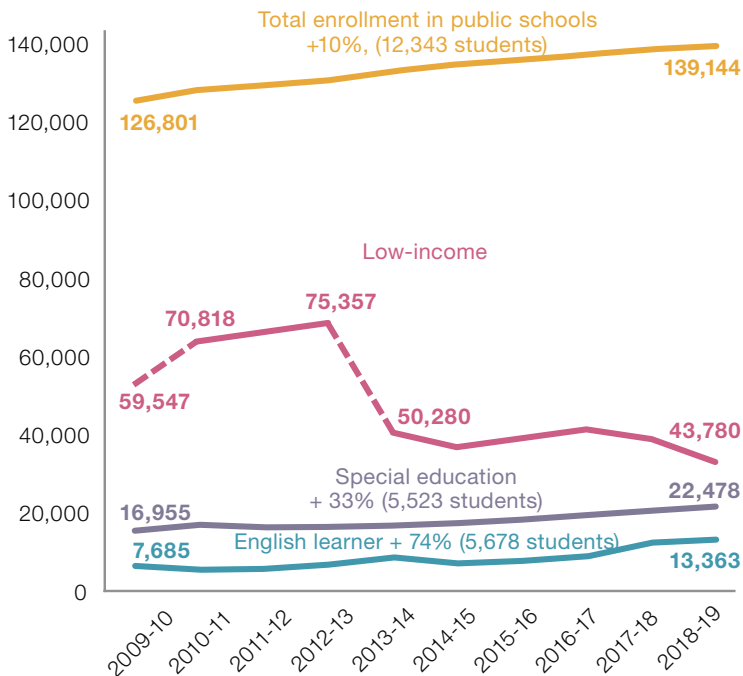
*Other minority includes Asian, Hawaiian, American Indian, and multi-racial.

Source: Delaware Department of Education. (2019). Delaware State Report Cards.



STUDENT ENROLLMENT TRENDS BY HIGH-NEEDS SUBGROUP (2009-2019)

Over the last 10 years, special education and English learner students have increased by 33 percent and 74 percent respectively, compared to only 10 percent increase statewide.



Note: The low-income student population has dropped by more than 28,000 students after the state changed the methodology for determining low-income status. The low-income measure is used for many different purposes, and the state methodology has changed beginning in 2013-14 for allocation of funds, reporting, and accountability purposes. Currently, low-income status is determined by student participation in the Department of Health and Social Services assistance programs such as Temporary Assistance for Needy Families and the Supplemental Nutrition Assistance Program. From 2011-2013, low-income status was determined by students who received any one of the following benefits: TANF, SNAP, Medicaid, or free or reduced price lunch. Prior to 2010-11, low-income status was determined by students who received a free or reduced lunch.

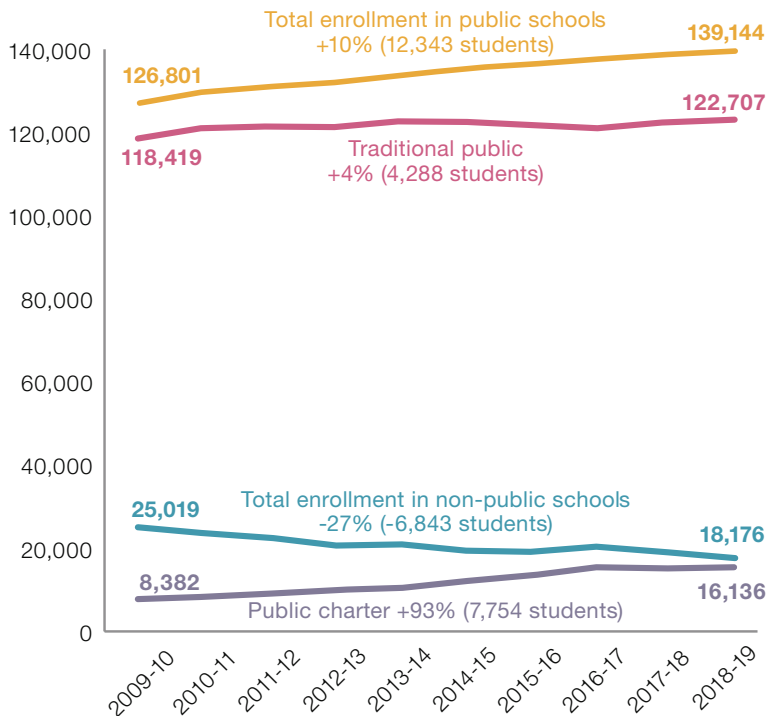
Source: Delaware Department of Education. (2019). Delaware State Report Cards.



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STUDENT ENROLLMENT TRENDS BY SCHOOL TYPE (2009-2019)

Public school enrollment (which includes public charter schools) has increased by over 12,000 students over the past 10 years.



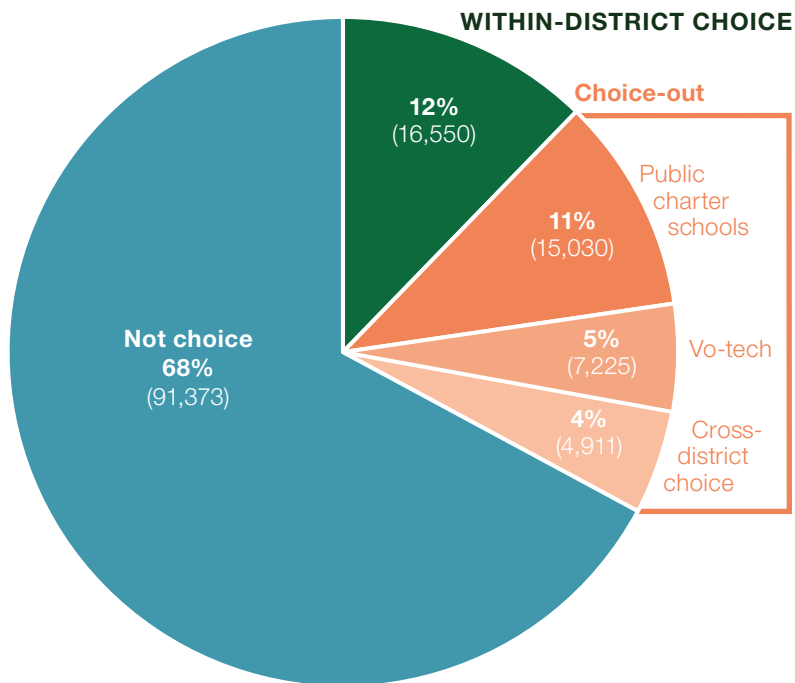
Note: Public charter schools authorized by the Red Clay Consolidated School District are counted under the "Public charter" total only.

Source: Delaware Department of Education. (2019). Online School and District Profiles: State Enrollment History for Public Schools; Delaware Department of Education. (2012). Detailed Enrollment and Specialty Enrollment Reports for 2008-2011 and 2018-19.



PUBLIC SCHOOL CHOICE (2016-17)

Approximately **one in three** Delaware public school students exercise school choice, electing to attend other schools within his or her district of residence, or choice out of their district to another public school.



Note: "Not choice" refers to students that attend designated feeder-pattern school. Choice to enroll in magnet schools may be categorized as either within-district choice or cross-district choice. Percentages may not total 100 due to rounding.

Source: Delaware Department of Education. (2017). 2016-17 Charter School and Across District Choice: Statistics and Maps.



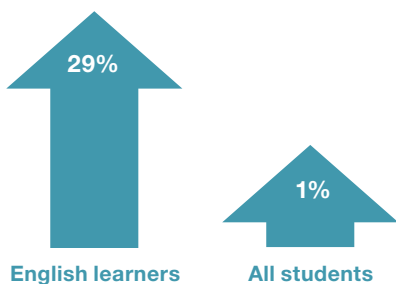
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ENGLISH LEARNERS IN DELAWARE

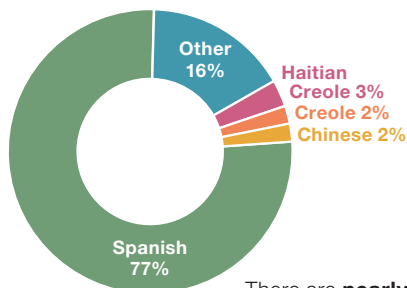
English learners (ELs) are a diverse and growing student population, yet Delaware only provides an additional three percent (\$500) in funding per English learner student. Research suggests systems should provide 100-200 percent more.

Student Growth from 2017 to 2018

EL enrollment: 10% of total public school enrollment, or about 12,000 students



Languages



There are **nearly 100 languages** spoken by the English learner population.

Student Characteristics

14% of English learners are also special education students and **half are also low-income** students.**



Three quarters (75%) of English learners are native born in U.S.**

*English learner enrollment and growth figures are taken from the 2016-17 and 2017-18 school year.

**English learner special education, low-income, and immigrant percentages are taken from the English Learners Annual report and reflect a snapshot of enrollment data from the end of the 2015-16 school year.

Note: Opportunity Funding provides formula grants to support high needs student supports, including unit funding for English learner students.

Source: Delaware Department of Education. (2019). State Report Cards.; Delaware Department of Education. (2017). School Profiles.; Millard, M. (2015). State funding mechanisms for English Language Learners. Education Commission of the States.

DELAWARE PUBLIC SCHOOLS (2019-20)



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There are more than 200 Delaware public schools, including magnet, public charter, and vocational technical (vo-tech) schools.

Type of School	New Castle	Kent	Sussex	Total
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ALL PUBLIC SCHOOLS

Elementary schools	57	25	21	103
Middle schools	17	8	9	34
High schools	22	8	9	39
Multiple grade levels	12	3	1	16
Pre-kindergarten/kindergarten*	6	3	1	10
Special, alternative and other	6	4	2	12
Total	120	51	43	214

PUBLIC CHOICE SCHOOLS**

Vocational technical (Vo-tech) schools	4	1	1	6
Public charter schools	15	6	1	22
Magnet schools	2	0	1	3
Total	21	7	3	31

*Most pre-kindergarten/kindergarten students are served within elementary schools and not included in this count.

**Public choice schools are counted above in the elementary, middle, and high school rows. Public choice schools refer to public school choice options without a designated feeder-pattern: vo-tech, public charter, and magnet schools.

Note: These totals reflect the public school totals reported for the 2019-20 school year. Schools with multiple grade levels include elementary to middle, middle to high, or elementary to high school.

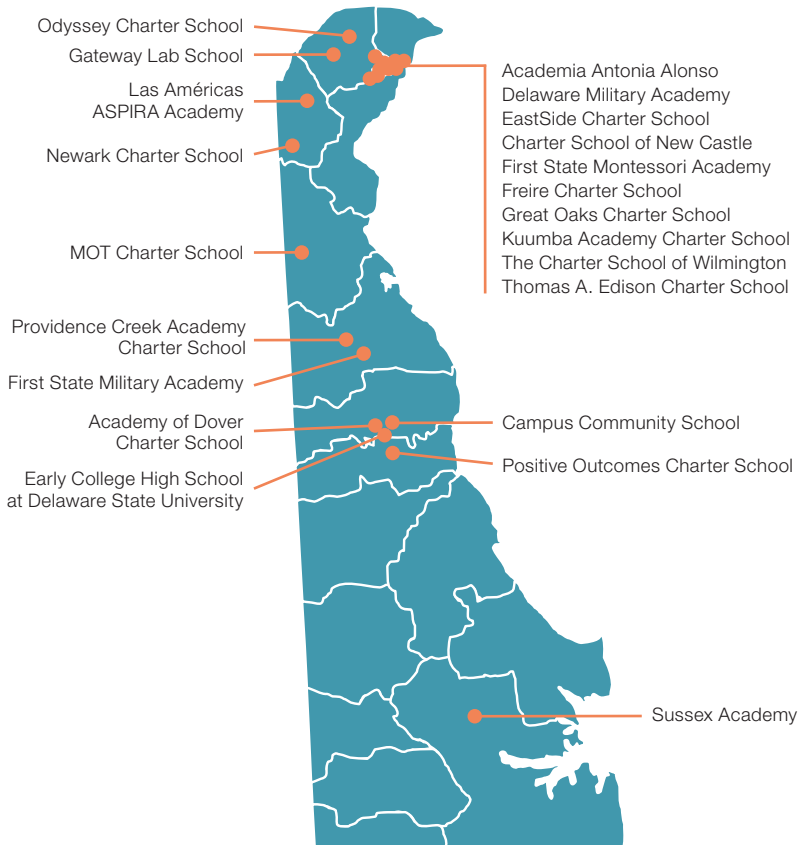
Source: Delaware Department of Education. (2019). Delaware School Report Cards.

PUBLIC CHARTER SCHOOLS (2019-20)



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In the 2019-20 school year, Delaware had 22 public charter schools.



Note: Red Clay Consolidated School Districts is the authorizer of two charter schools: Charter School of Wilmington and Delaware Military Academy. Delaware Academy of Public Safety and Security closed in fall 2018 and Design Thinking Academy Closed in 2019.

Source: Delaware Department of Education. (2019). Delaware Report Cards.



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SMARTER BALANCED: PROFICIENCY

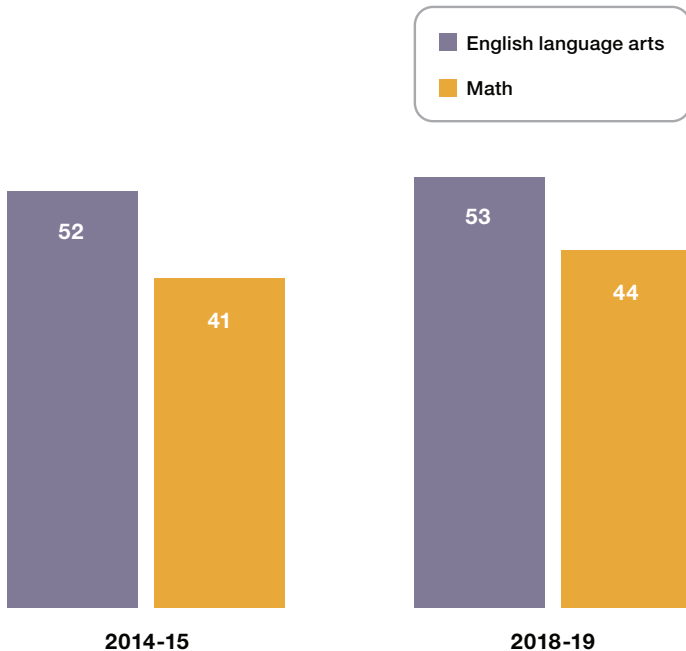
Percentage of students scoring at or above grade level on Smarter Balanced



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Statewide in 2018-19, approximately five out of 10 students were proficient or advanced in English language arts, and approximately four out of 10 students were proficient in math.

Since 2014-15, when the state adopted the assessment, the percentage of students scoring on grade level has slightly increased.



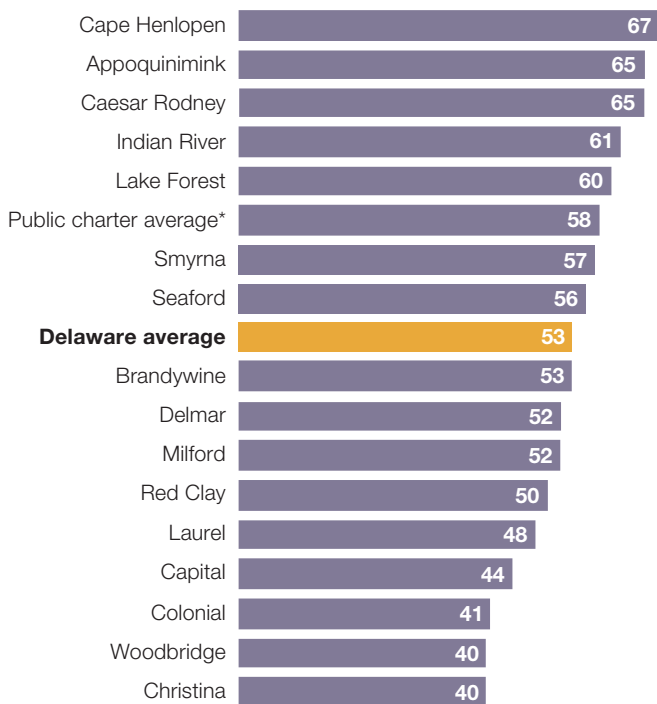
Note: In 2014-15, the state adopted Smarter Balanced Assessment for grades three through eight and 11. In 2015-16, the SAT replaced Smarter Balanced as the statewide assessment for 11th graders. Data provided for 2014-15 reflects the percent of students in grades three through eight proficient in English language arts and math. Percentage of students scoring proficient or advanced is calculated by dividing the total number of students scoring proficient or advanced by the total number of exams administered. Grades three through eight were tested in 2018-19.

Source: Delaware Open Data Portal. (2019). 2018-19 Student Assessment Performance.

SMARTER BALANCED: ENGLISH LANGUAGE ARTS PROFICIENCY BY DISTRICT (2018-19)



Percentage of students scoring at or above grade level in English language arts on Smarter Balanced



* Public charter average includes only state-authorized charter schools. Red Clay Consolidated School District proficiency includes two district-authorized public charter schools: Charter School of Wilmington and Delaware Military Academy.

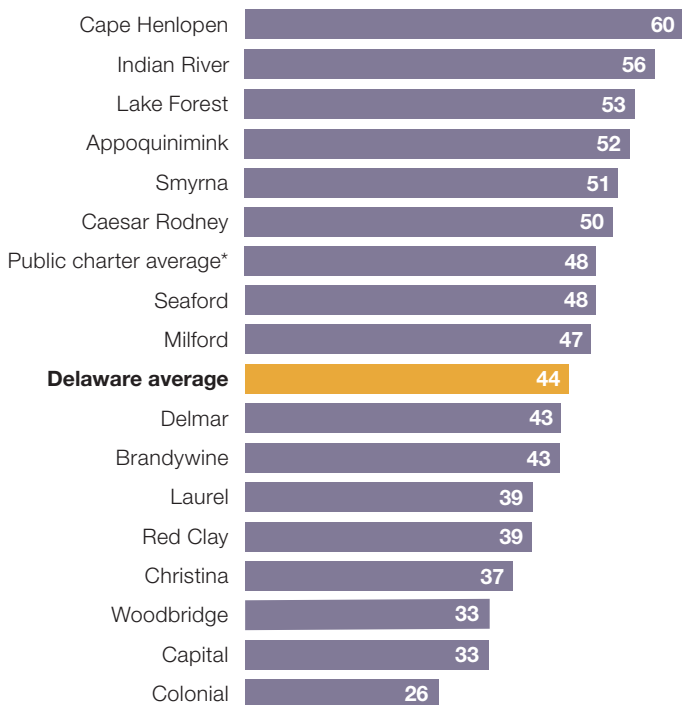
Note: Percentage of students scoring proficient or advanced calculated by dividing the total number of students scoring proficient or advanced by the total number of exams administered. Grades three through eight are tested. Vo-Tech schools are omitted since testing is only in grades three through eight. All districts met or exceeded the 95 percent participation benchmark.

Source: Delaware Open Data Portal. (2019). 2018-19 Student Assessment Performance.

SMARTER BALANCED: MATHEMATICS PROFICIENCY BY DISTRICT (2018-19)



Percentage of students scoring at or above grade level in math on Smarter Balanced



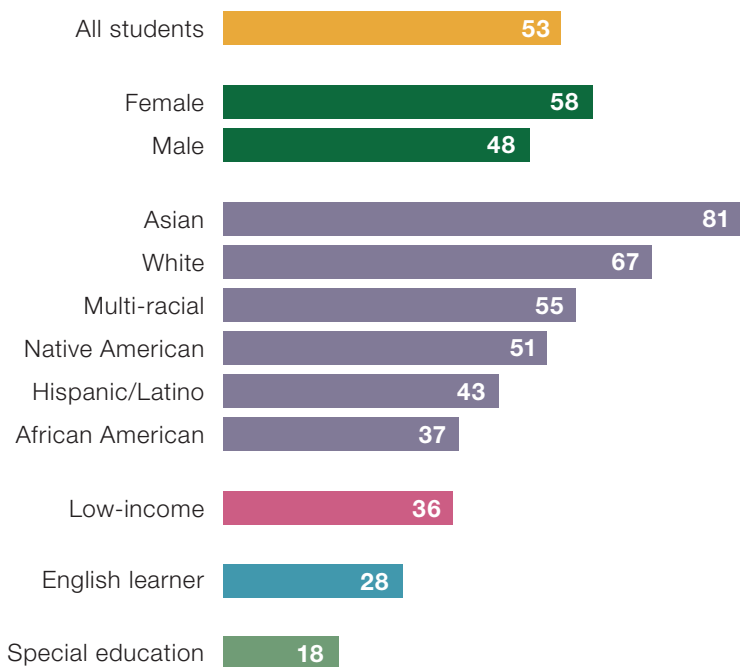
*Public charter average includes only state authorized charter schools. Red Clay Consolidated School District proficiency includes two district authorized public charter schools: Charter School of Wilmington and Delaware Military Academy.

Note: Percentage of students scoring proficient or advanced calculated by dividing the total number of students scoring proficient or advanced by the total number of exams administered. Grades three through eight are tested. Vo-Tech schools are omitted since testing is only in grades three through eight. All districts met or exceeded the 95 percent participation benchmark.

Source: Delaware Open Data Portal. (2019). 2018-19 Student Assessment Performance.

ACHIEVEMENT GAPS: ENGLISH LANGUAGE ARTS (2018-19)

Percentage of students scoring at or above grade level
in English language arts on Smarter Balanced



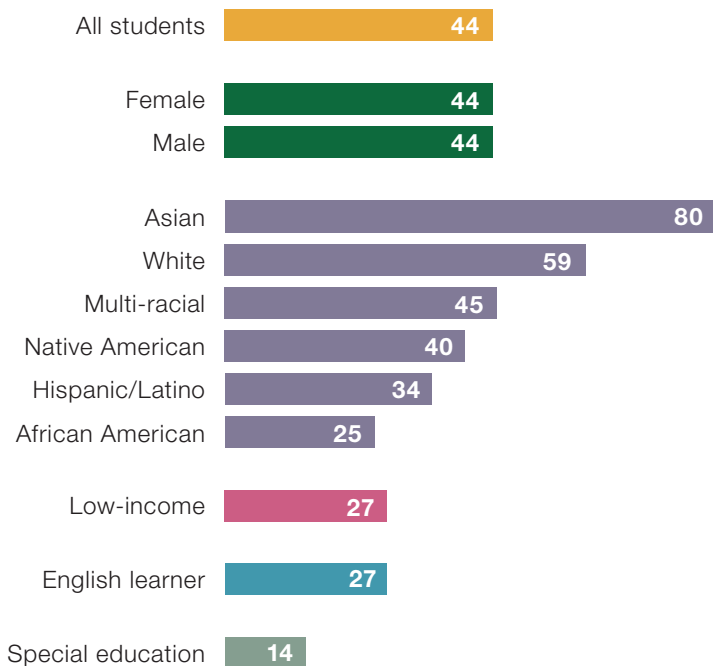
Note: Percentage of students scoring proficient or advanced is calculated by dividing the total number of students scoring proficient or advanced by the total number of exams administered. Grades three through eight are tested.

Source: Delaware Open Data Portal. (2019). 2018-19 Student Assessment Performance.

ACHIEVEMENT GAPS: MATHEMATICS (2018-19)



Percentage of students scoring at or above grade level
in math on Smarter Balanced



Note: Percentage of students scoring proficient or advanced is calculated by dividing the total number of students scoring proficient or advanced by the total number of exams administered. Grades three through eight are tested.

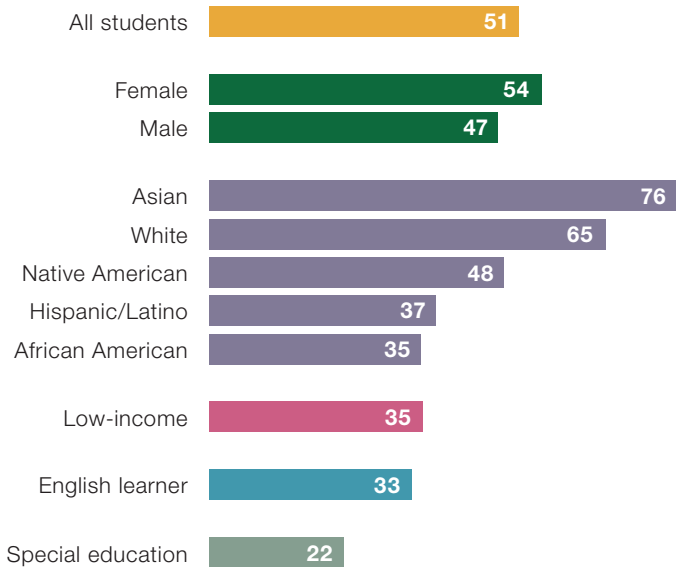
Source: Delaware Open Data Portal. (2019). 2018-19 Student Assessment Performance.

THIRD GRADE ENGLISH LANGUAGE ARTS PROFICIENCY (2018-19)



Percentage of third grade students scoring at or above grade level in English language arts on Smarter Balanced

Research indicates that third grade is a critical turning point for students. A child who can read on grade level by third grade is four times more likely to graduate by age 19 than a child who does not read proficiently by that time.



Note: Percentage of students scoring proficient or advanced is calculated by dividing the total number of students scoring proficient or advanced by the total number of exams administered. Grades three through eight are tested. See the Early Learning section for more information on Delaware early learners (ages birth through five) and early learning programs.

Source: Delaware Open Data Portal. (2019). 2018-19 Student Assessment Performance.; Annie E. Casey Foundation. (2011). Double Jeopardy: How Third-Grade Reading Skills and Poverty influence High School Graduation.

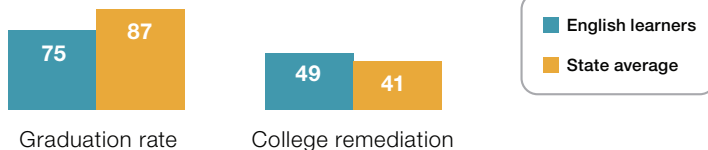
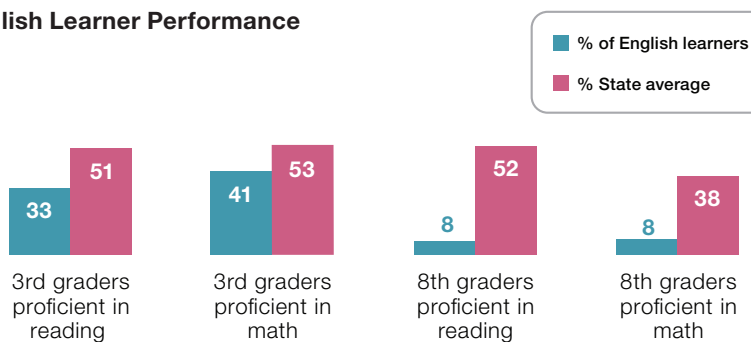
ENGLISH LEARNERS: SUPPORTS AND PERFORMANCE



English Learner Supports

- **20 percent** of English learners (EL) are receiving **no English language instruction** beyond what is provided to native speakers.
- **25 percent** of all EL students **do not have access to a certified EL teacher.**

English Learner Performance



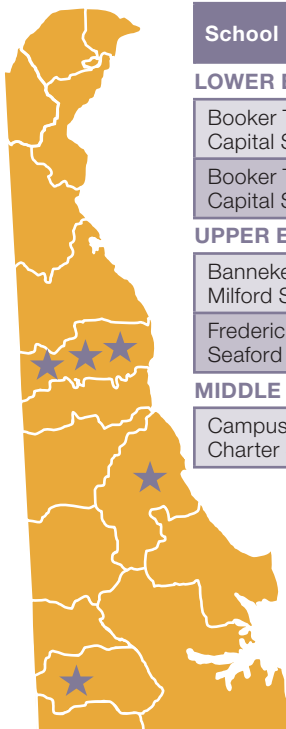
Notes: Reading and math proficiency reflect percentage of students scoring at or above proficiency on Smarter Balanced Assessment. Graduation rates reflect four year graduation rates for class of 2018. Remediation rates are defined as the percentage of students who enroll in college who may not be able to take credit bearing coursework until completing remedial courses.

Source: Delaware Open Data Portal. (2019). 2018-19 Student Assessment Performance.; Delaware Department of Education. (2018). College Success Report: Class of 2015. Delaware Department of Education. (2018). English Language Learner Report. Delaware Department of Education. (2019). Delaware Graduation Summary Statistics.



HIGH-ACHIEVING SCHOOLS SERVING LOW-INCOME STUDENTS (2018-19)

These **equity bright spots** are the top elementary and middle schools outperforming the state average in English language arts or math proficiency, and serving higher than average populations of low-income students.



School	Low-Income Population	Percent Proficient on Smarter Balanced
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LOWER ELEMENTARY (GRADE 3)

Booker T. Washington Capital School District	57%	61% ELA
Booker T. Washington Capital School District	57%	71% Math

UPPER ELEMENTARY (GRADE 5)

Banneker Elementary Milford School District	47%	71% ELA
Frederick Douglass Seaford School District	52%	56% Math

MIDDLE SCHOOL (GRADE 8)

Campus Community Charter School	38%	76% ELA
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Smarter Balanced state average:

ELA: 53%

Math: 44%

Note: Schools recognized as "equity bright spots" demonstrate higher levels of English language arts or math proficiency than their peers relative to overall school low-income population, and perform above the state average on Smarter Balanced (grades three through eight) and SAT (high school). No middle school met this criteria for math. No high schools met this criteria for ELA or math.

Source: Delaware Department of Education. (2019). 2019 Smarter Balanced Assessment Results.

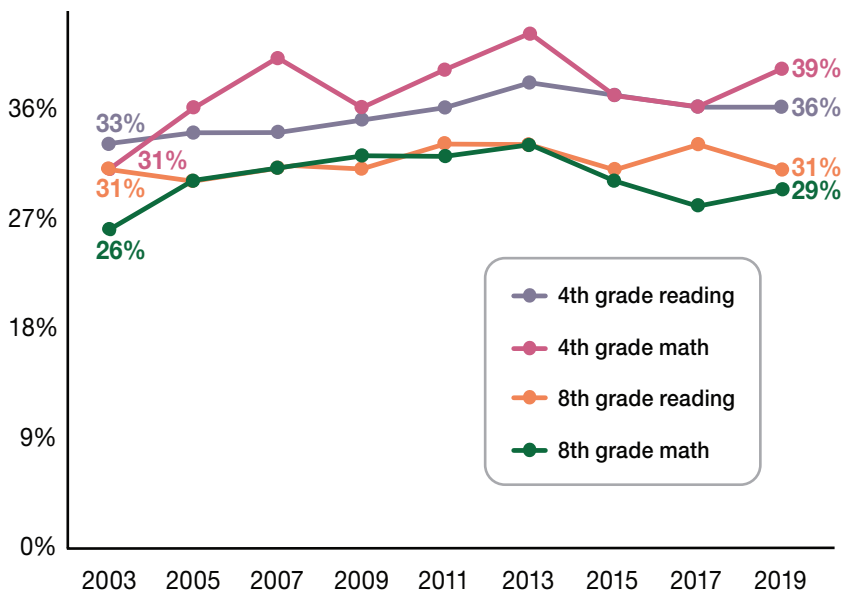


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NAEP ASSESSMENT SCORES: TRENDS IN PROFICIENCY (2003-19)

Percentage of Delaware students scoring proficient or advanced

The National Assessment of Educational Progress (NAEP), considered the “Nation’s Report Card,” provides the public with a representative sample of information on what large groups of students know and can do.



Note: NAEP reading and math assessments are administered to a representative sample of students every two years. Prior to 2003, fourth grade and eighth grade math and reading subject tests were not administered on a consistent bi-annual basis. Not all NAEP assessments administered before 2003 permitted accommodations for students with disabilities.

Sources: National Center for Education Statistics. (2019). State Profiles.

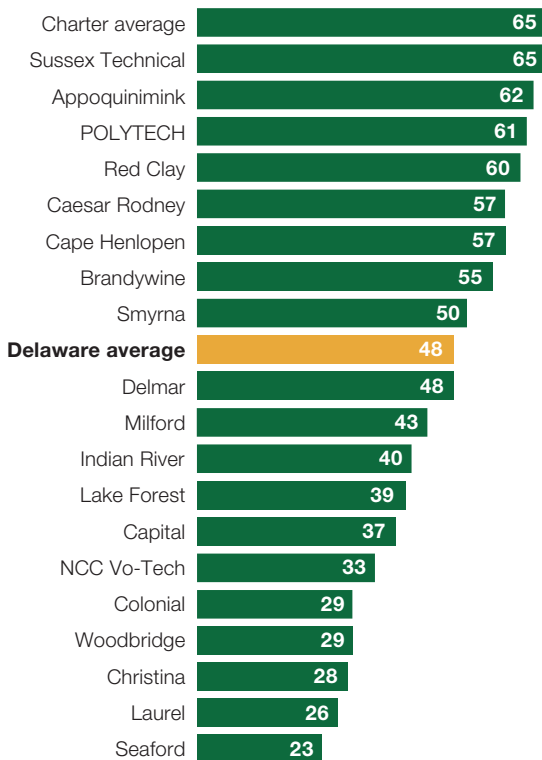


COLLEGE AND
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SAT READING AND WRITING PROFICIENCY (2018-19)



Percentage of students scoring at or above grade level on the evidence-based reading and writing portion of the SAT



Note: In spring 2016, the SAT replaced the Smarter Assessment as Delaware's 11th grade state assessment. Delaware administers the SAT annually each spring to 11th grade students for free. Scores reflect grade 11 and those in grade 12 who had not previously taken the SAT in high school. ELA and math proficiency scores were developed by a collaborative of states, and approved by the Delaware State Board of Education in 2016. Delaware's proficiency definition is aligned with the College Board's definition of college and career readiness. Red Clay average includes district-authorized magnet and charter schools.

Source: Delaware Department of Education. (2019). Delaware Report Card: Educational Data for Delaware Citizens.

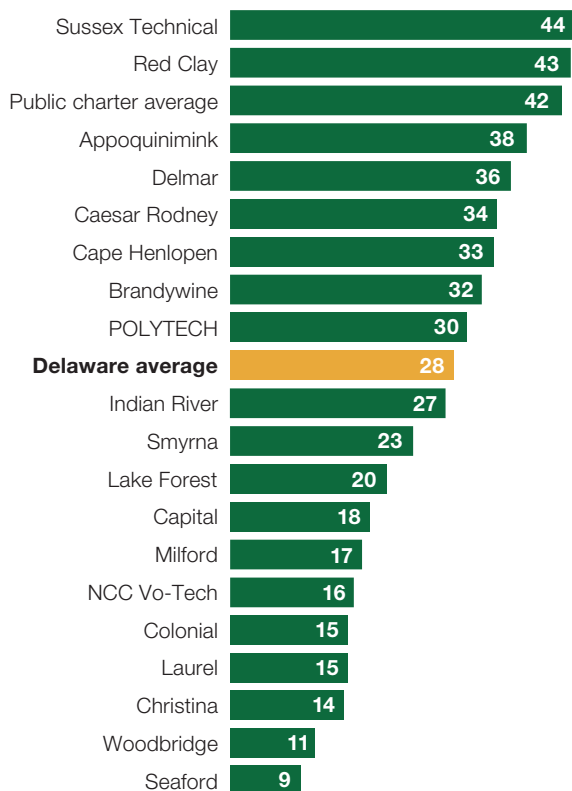
SAT MATH PROFICIENCY (2018-19)

Percentage of students scoring at or above grade level on the math portion of the SAT



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About three out of 10 high schoolers are performing on grade level in math on the SAT. Students scoring at or above grade level on the math portion of the SAT are considered college and career ready as defined by College Board.



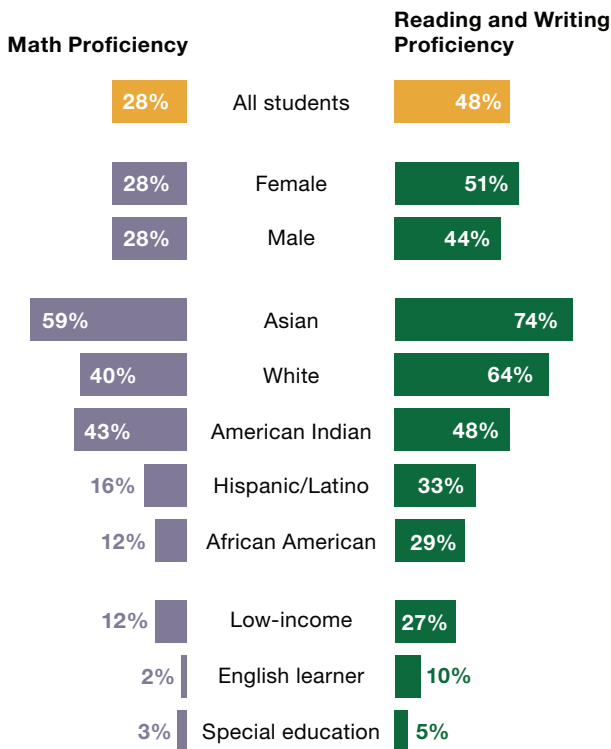
Note: In spring 2016, the SAT replaced the Smarter Assessment as Delaware's 11th grade state assessment. Delaware administers the SAT annually each spring to 11th grade students for free. Scores reflect grade 11 and those in grade 12 who had not previously taken the SAT in high school. ELA and math proficiency scores were developed by a collaborative of states, and approved by the Delaware State Board of Education in 2016. Delaware's proficiency definition is aligned with the College Board's definition of college and career readiness. Red Clay average includes district-authorized magnet and charter schools.

Source: Delaware Department of Education. (2019). Delaware Report Card: Educational Data for Delaware Citizens.

SAT PROFICIENCY BY SUBGROUP

(2018-19)

Percentage of students scoring at or above grade level on the SAT



Note: Delaware administers the SAT once in high school, typically to 11th graders. 2016-17 scores reflect grade 11 and those in grade 12 who had not previously taken the SAT in high school. ELA and math proficiency scores were developed by a collaborative of states, and approved by the Delaware State Board of Education in 2016. Delaware's proficiency definition is aligned with the College Board's definition of SAT college and career readiness.

Source: Delaware Department of Education. (2019). Delaware Student Assessment Reporting and Analysis for the Public: SAT Scores.

STATE MODEL PATHWAYS: PROJECTED JOB GROWTH AND WAGES (2019-20)



Delaware Pathways is an education and workforce partnership that creates early career experiences for high school students.

Career Cluster	State Model Pathway	Growth*	Wage
Health Science	Allied Health	15%	\$70,243
	Nurse Assistant		
	Public & Community Health		
Architecture/Construction	Engineering Technology	7%	\$50,985
Arts, A/V Technology, and Communications	Digital Communications Technology	-1%	\$53,082
Information Technology	CISCO Networking	12%	\$92,568
	Computer Science		
Business Management	Business Information Management	1%	\$55,576
Education & Training	K-12 Teacher Academy	7%	\$59,730
	Early Childhood Academy		
Finance	Academy of Finance	11%	\$76,141
Hospitality & Tourism	Culinary & Hospitality	10%	\$26,081
STEM	Energy Technologies	9%	\$99,755
	Biomedical Sciences		
	Engineering		
Manufacturing	Manufacturing Logistics	0%	\$44,379
	Engineering Technology		
	Manufacturing Production		
Agriculture, Food & Natural Resources	Environmental Science	4%	\$50,862
	Agri. Power & Engineering		
	Agri. Structure & Engineering		

*10-Year Projected Growth and Replacement from 2016-2026. Growth includes job replacements due to retirees, and is projected from 2016 to 2026.

Notes: Wages represent average wage by career cluster. Delaware's average wage in 2017 was \$52,200.

Sources: Delaware Department of Education. (2019). State Model Pathways. Delaware Department of Labor. (2016). Employment Projections 2016-2026. Delaware Department of Labor and U.S. Department of Labor, Bureau of Labor Statistics. (2017). Economic Development and Employer Planning System.

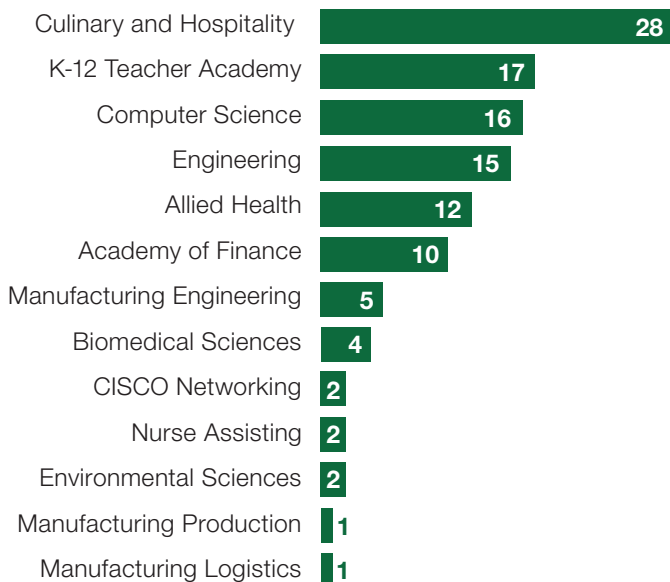


ENROLLMENT BY CAREER PATHWAY

(2017-18)

Percentage of students enrolled by Delaware Pathways course

A total of 8,328 high school students earned credit in a state model career pathway in 2017-18.



**Energy Technologies has 10 students enrolled. Note: The percentages noted above reflect students in grades nine through 12 who enrolled and earned credit in a pathways course. There are a total of 21 state-model career pathways. Agricultural Power & Engineering, Agricultural Structures & Engineering, Architectural Engineering & Structures, Business Information Management, Early Childhood Teacher Academy, and Public & Community Health launched in 2018-19 and do not currently have enrollment data. Data do not include local pathways.*

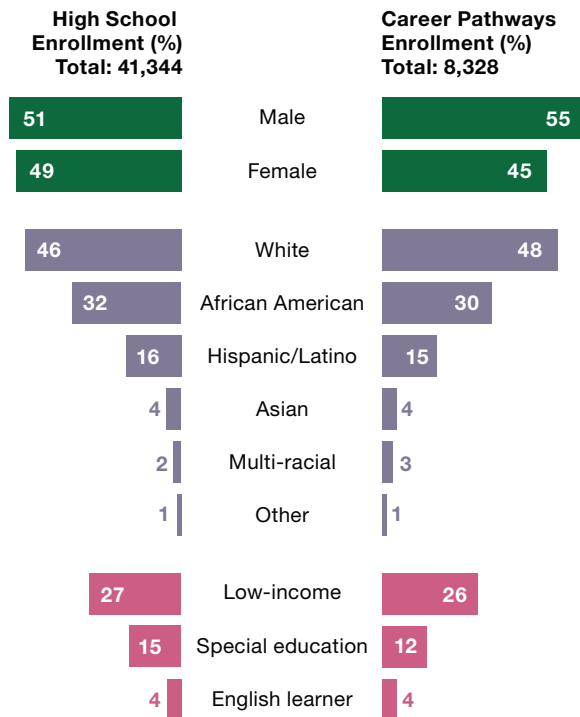
Source: Delaware Department of Education. (2017). Pathways Credit Earned by Subgroup.

STUDENTS ENROLLED IN PATHWAYS COURSE (2017-18)



Percentage of students enrolled by Delaware Pathways course compared to high school enrollment

Students enrolled in a state model pathway receive early career experiences and an opportunity to earn early college credits while in high school. About 20 percent (8,328 students) of all high school students are enrolled in a state model pathway.



Note: The percentages noted above reflect students in grades nine through 12 who enrolled and earned credit in a pathways course. High school enrollment includes grades nine through 12. There are a total of 21 state-model career pathways in high demand industries. Agricultural Power & Engineering, Agricultural Structures & Engineering, Architectural Engineering & Structures, Business Information Management, Early Childhood Teacher Academy, and Public & Community Health launched in 2018-19 and do not currently have enrollment data. Data do not include local pathways, which may differ from state-model pathways in that not all are high demand career industries.

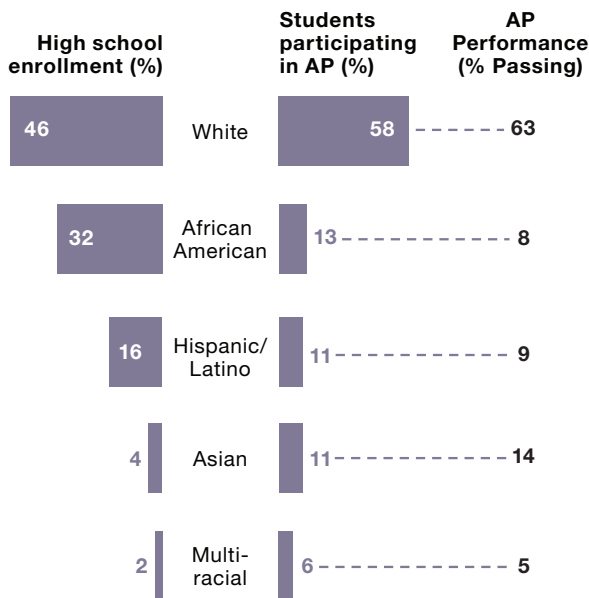
Source: Delaware Department of Education. (2018). Pathways Enrollment by Subgroup.

ADVANCED COURSEWORK: ADVANCED PLACEMENT (AP) PARTICIPATION AND PERFORMANCE (2017)



Demographics of students participating in and passing AP courses

There are a total of 5,342 public high school students participating in AP courses across Delaware. However, students of color are underrepresented in AP courses.



Note: Participation represents percentage students taking one or more AP exam. Performance represents percentage of all exam takers scoring a three, four, or five, on AP exams.

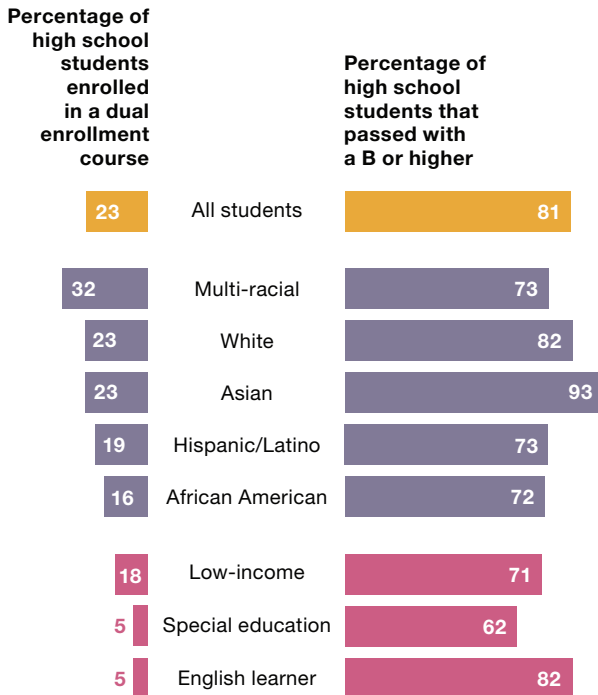
College Board. (2017). State and District Integrated Report. AP Delaware Public Schools. Delaware Department of Education. (2018). School Profiles.

ADVANCED COURSEWORK: DUAL ENROLLMENT (Class of 2018)



Percentage of graduating class that took at least one dual enrollment course and percentage of students enrolled in a dual enrollment course that earned a passing grade

Dual enrollment courses allow high school students to earn college credits while still in high school. Just 23 percent of the graduating class of 2018 participated in a dual enrollment course. Of those students, 81 percent received a passing grade of “B” or higher.



Note: Students earn both high school and college credit when enrolled in a dual enrollment course. Dual enrollment courses can be offered in a high school, on a college campus, or electronically. Students participating in dual enrollment must receive a B or higher in order to pass.

Source: Delaware Department of Education. (2019). Class of 2018 Dual Enrollment Participation and Performance.

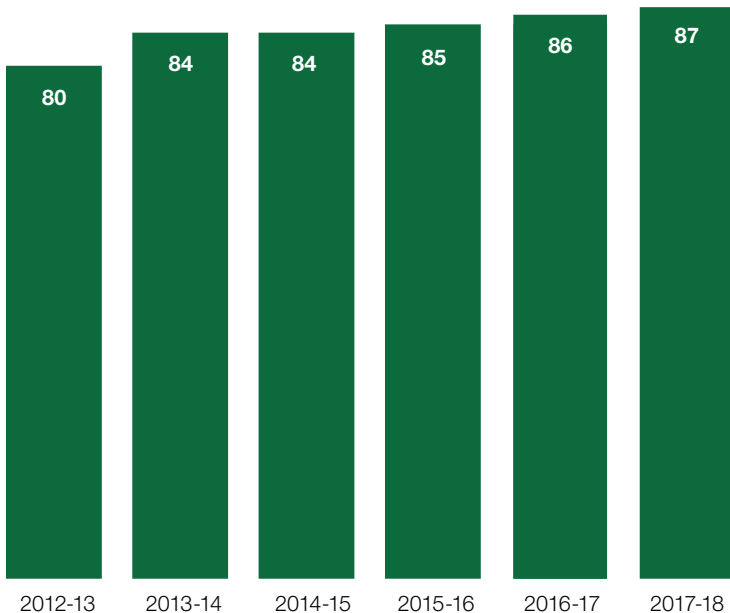
GRADUATION RATE TRENDS (2012-2018)

Percentage of students who graduate high school in four years



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In 2017-18, 87 percent of students graduated from high school in four years, compared to 80 percent in 2012-13.



Note: Beginning in 2010-11, Delaware and other states began using the ESEA adjusted cohort graduation rate—a common method to calculate four-year high school graduation rates across states. Since a different methodology was used, this data is not directly comparable to graduation rates prior to 2010-11.

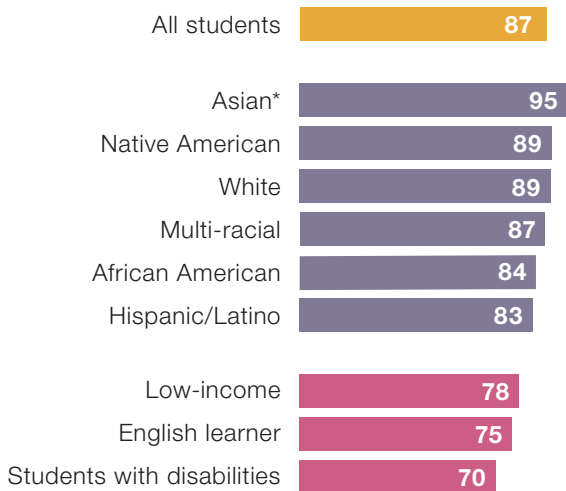
Source: Delaware Department of Education. (2019). ESEA Four-Year Adjusted School Graduation Rate.

GRADUATION RATE AMONG DELAWARE SUBGROUPS (Class of 2018)

Percentage of students who graduate high school in four years



Of the 10,287 students in the class of 2018, 87 percent (8,918 students) graduated in four years. While the average graduation rate is 87 percent, students with disabilities, English learners, and low-income students are less likely than their peers to graduate on time.



*Asian student graduation rate is above 95 percent

Note: Delaware uses the ESEA adjusted cohort graduation rate—a common method to calculate four-year high school graduation rates across states.

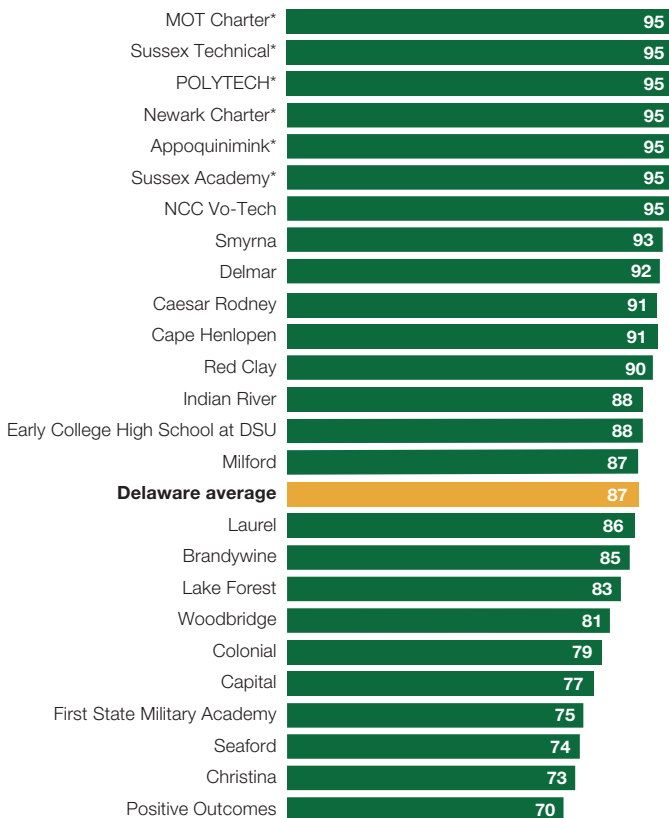
Source: Delaware Department of Education. (2019). Delaware Graduation Summary Statistics: 2017-18.

GRADUATION RATE BY DISTRICT (Class of 2018)

Percentage of students who graduate high school in four years



COLLEGE
AND CAREER
READINESS



*Graduation rate above 95 percent.

Note: Red Clay Consolidated School District includes Delaware Military Academy and Charter School of Wilmington, two district-authorized public charter schools serving high school students. Data not available for Freire Charter School, due to no graduating class during 2017-18. Beginning in 2010-11, Delaware and other states began using the ESEA adjusted cohort graduation rate—a common method to calculate four-year high school graduation rates across states. These data are not directly comparable to graduation rates prior to 2010-11.

Source: Delaware Department of Education. (2019). 2017-2018 Delaware Graduation Summary Statistics.

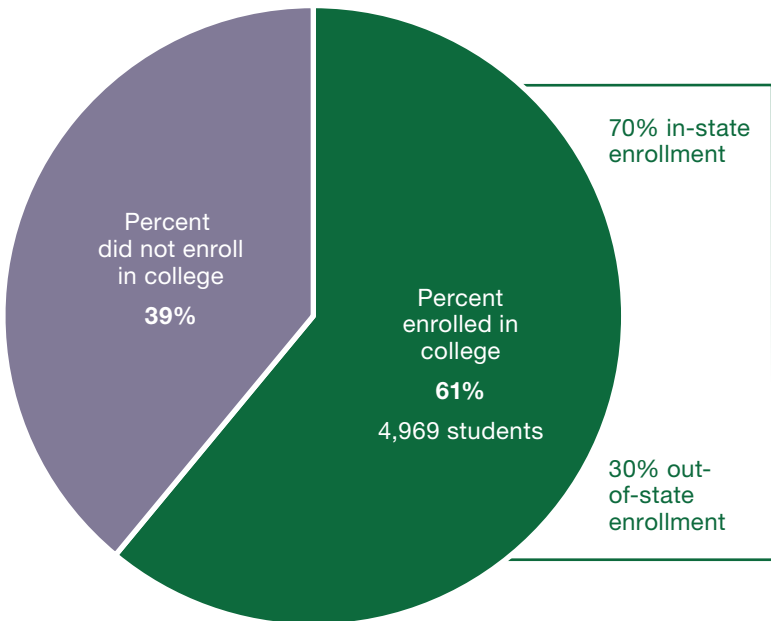


COLLEGE ENROLLMENT (Class of 2015)

Percentage of Delaware public high school graduates who seamlessly enrolled in college within six months of graduating high school

Of the almost 5,000 students that enrolled in college, 70 percent chose to enroll in a Delaware public or private college directly after graduating high school.

Four out of 10 high schoolers did not enroll in college.



Note: This percentage includes graduates from traditional public, public charter, and vocational technical schools. Percentages may be off due to rounding.

Source: Delaware Department of Education. (2017). State of Delaware College Success Report: Class of 2015.

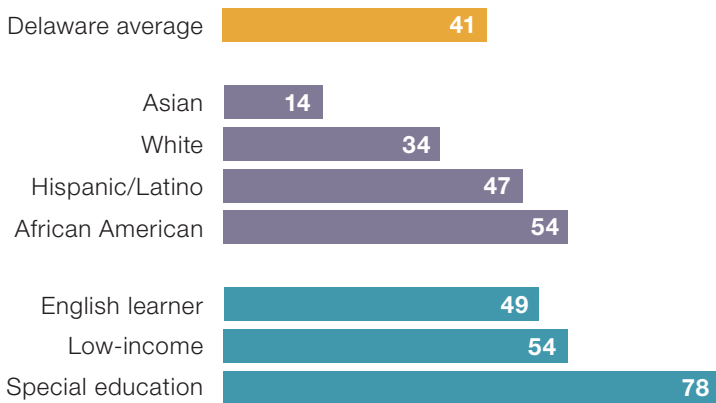
DELAWARE COLLEGE REMEDIATION, BY SUBGROUP (Class of 2015)



Percentage of Delaware public high school graduates attending Delaware colleges needing remediation

On average, four out of 10 Delaware public high school graduates enrolled in Delaware colleges were placed in remedial courses.

Remediation is an indicator that a student is not yet ready to take college-level math courses, English courses, or both. Remedial courses may not provide credits toward a degree, but students still must pay tuition (or use financial aid) for them.



Note: Remediation data includes Delaware public high school students from the class of 2015 who enrolled in one of the following in-state colleges: University of Delaware, Delaware State University, Wilmington University, Goldey-Beacom College, Delaware Technical Community College, and Wesley College. Data is not provided for public school students who enroll in out-of-state colleges.

Source: Delaware Department of Education. (2017) College Success Report: Class of 2015.

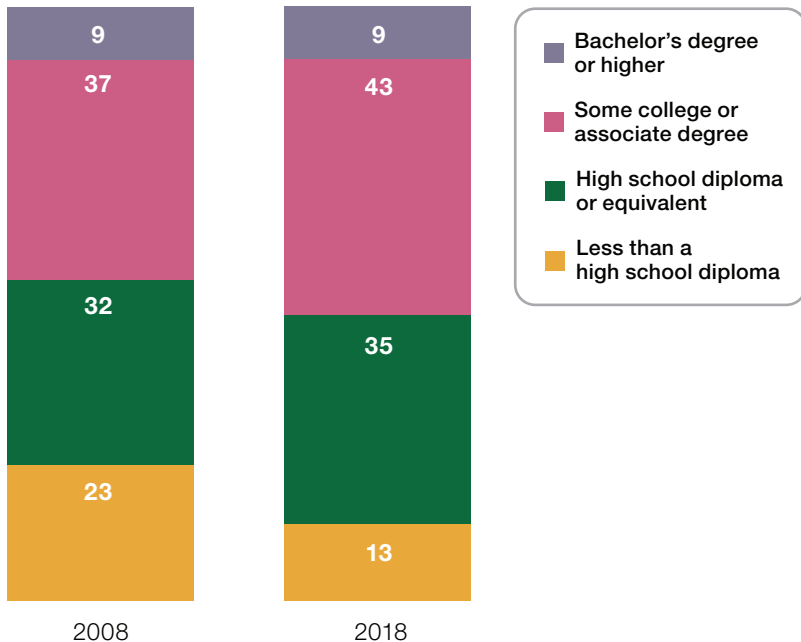
POSTSECONDARY EDUCATIONAL ATTAINMENT: YOUNG ADULTS 18-24

(2008, 2018)



Percentage of the Delaware population ages 18 to 24 by educational attainment

Over the past decade, the young adult population with postsecondary education has increased from 46 percent to 52 percent.



Note: Postsecondary educational attainment includes some college, a two-year, four-year, or professional degree. It is unclear what percentage of the young adult population residing in Delaware attended Delaware public high schools or Delaware colleges.

Source: U.S. Census Bureau. (2019). Educational Attainment, 2018 American Community Survey 1-Year Estimates; U.S. Census Bureau. (2018). Educational Attainment, 2008 American Community Survey 1-Year Estimates.

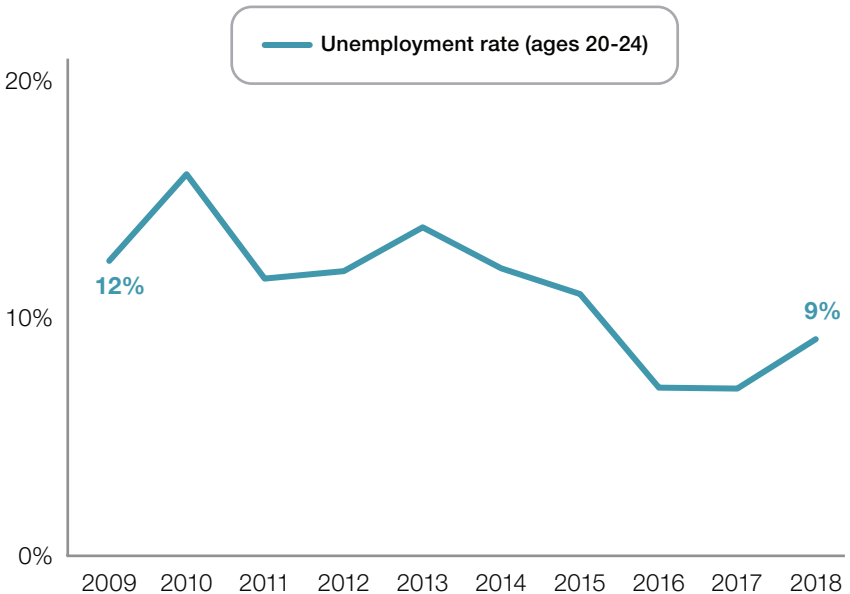
YOUTH UNEMPLOYMENT RATE (2009-2018)

Percentage of Delaware population age 20-24 unemployed



The youth unemployment rate is considered an indicator of early workforce training and professional experience.

Approximately nine percent of young adults (age 20-24) are unemployed.



Note: Unemployment rate is defined as the number of individuals in the labor force actively seeking paid work. 2016 unemployment rates for age 16-19 for the state of Delaware are unavailable due to shifts in methodology (to a higher minimum base count) by the Bureau of Labor Statistics.

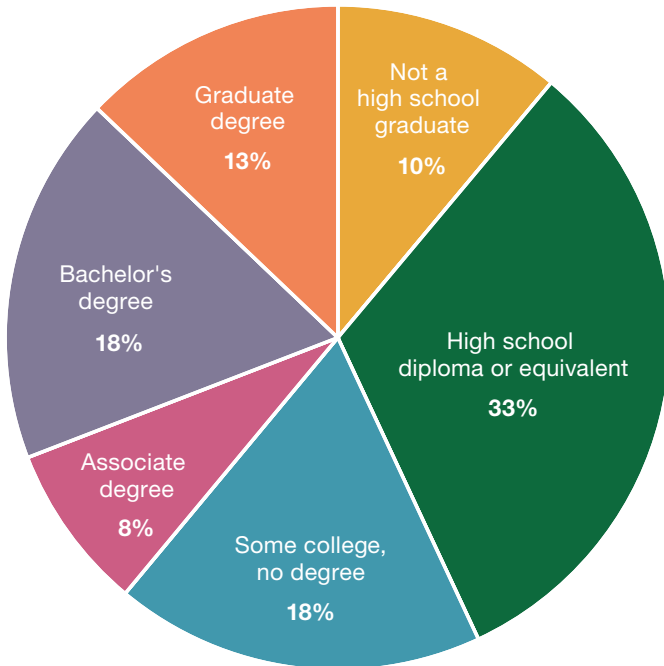
Source: Bureau of Labor Statistics. (2016). Geographic Profile of Employment and Unemployment.

POSTSECONDARY EDUCATIONAL ATTAINMENT: ADULTS, AGE 25 AND OVER (2018)



Percentage of the Delaware population age 25 and over by educational attainment

While 57 percent of the Delaware adult population has earned at least some postsecondary education, only 39 percent have received a two-year, four-year, or graduate degree.



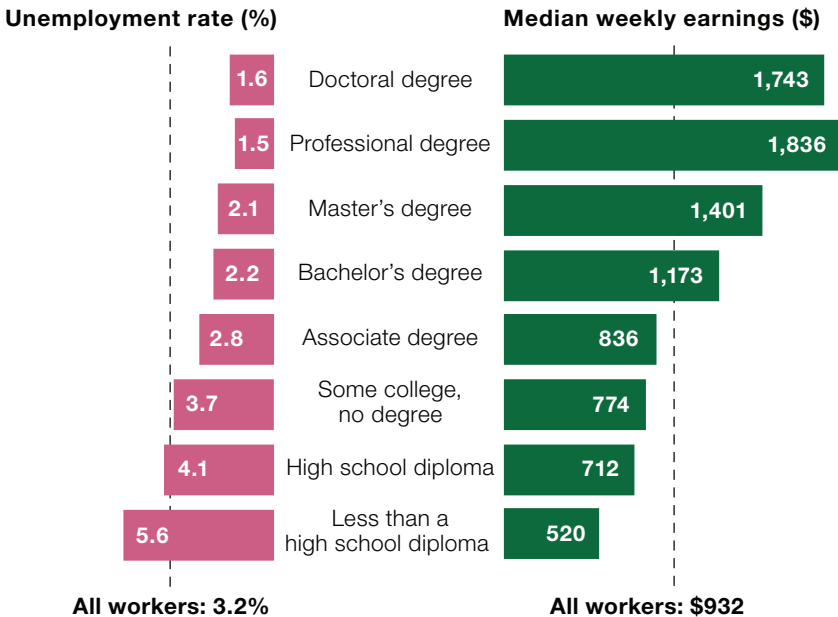
Note: Postsecondary educational attainment includes some college, a two-year, four-year, or professional degree. Percentages may not equal 100 due to rounding. It is unclear what percentage of the population is on-track to obtain a degree or has attained non-degree postsecondary education such as a credential, an apprenticeship, or a job training program.

Source: U.S. Census Bureau. (2019). Educational Attainment, 2018 American Community Survey 1-Year Estimates.

EARNINGS AND UNEMPLOYMENT RATES BY EDUCATIONAL ATTAINMENT (2018)



National data from the Bureau of Labor Statistics show higher levels of educational attainment are correlated with higher earnings and lower unemployment rates.



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers. These education categories reflect only the highest level of educational attainment. They do not take into account completion of training programs in the form of apprenticeships and other on-the-job training, which may also influence earnings and unemployment rates.

Source: U.S. Department of Labor, Bureau of Labor Statistics, Current Population Survey. (2019). 2018 Earnings and unemployment rates by educational attainment.



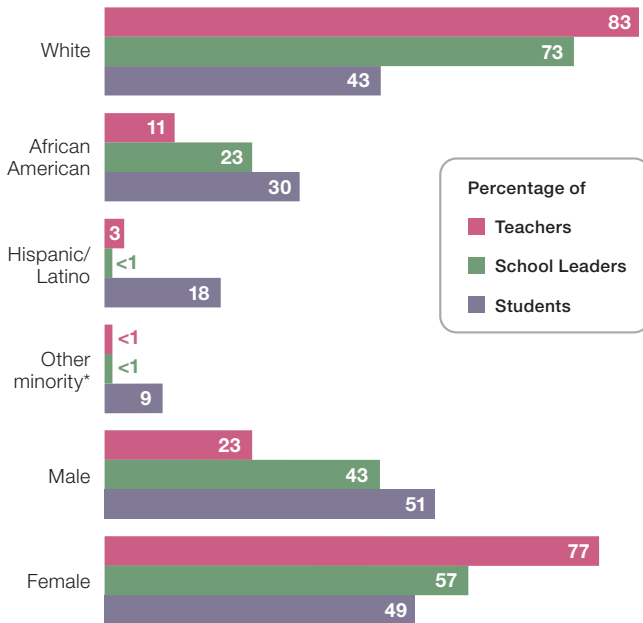
TEACHER AND
LEADER QUALITY

COMPARING TEACHER, SCHOOL LEADER, AND STUDENT DEMOGRAPHICS (2018-19)



Delaware teachers and school leaders are less racially diverse than the student populations they serve. More than half of all students are students of color, while less than 20 percent of teachers are non-white.

Research shows that a racially diverse teaching force can have positive effects for students, including lower drop-out rates, better access to advanced coursework (e.g. AP and dual enrollment), and higher expectations for students of color.



*Other minority includes Asian, Hawaiian, American Indian, and multi-racial

Note: School leader is defined as principals, assistant principals, superintendents, and assistant superintendents.

Source: Delaware Department of Education. (2019). State Report Cards. Detailed Personnel Report (2018-19); Ferguson. (2003). Teachers' Perceptions and Expectations and the Black-White Test Score Gap; Gershenson, Hart, Lindsay, Papageorge. (n.d). The Long-Run Impacts of Same-Race Teachers. Klopfenstein, Kristin, Beyond Test Scores: The Impact of Black Teacher Role Models on Rigorous Math Taking. (2005). Contemporary Economic Policy.

DELAWARE PUBLIC SCHOOL TEACHERS

(2018-19)



Approximately 9,600 teachers serve Delaware public schools.

Teacher Characteristics	State	
	Number	Percentage
TOTAL	9,623	
RACE/ETHNICITY		
White	8,026	83%
African American	1,069	11%
Hispanic/Latino	309	3%
Multi-racial	91	0.95%
Native American	19	0.2%
Native Hawaiian/Pacific Islander	2	0.02%
Unknown	1	0.01%
GENDER		
Male	2,248	23%
Female	7,375	77%

Note: Percentages may not total 100 due to rounding.

Source: Department of Education. (2019). State Report Cards

DELAWARE PUBLIC SCHOOL LEADERS

(2018-19)



More than 500 school leaders serve Delaware public school students.

Teacher Characteristics	State	
	Number	Percentage
TOTAL	545	
RACE/ETHNICITY		
White	400	73%
African American	125	23%
Hispanic/Latino	10	2%
Native American	2	0.37%
Multi-Racial	6	1.1%
Asian American	2	0.37%
GENDER		
Male	234	43%
Female	311	57%

Note: Data are for 545 full-time educators. School leader is defined as principals, assistant principals, superintendents, and assistant superintendents. Percentages may not total 100 due to rounding.

Source: Delaware Department of Education. (2019). State Report Cards



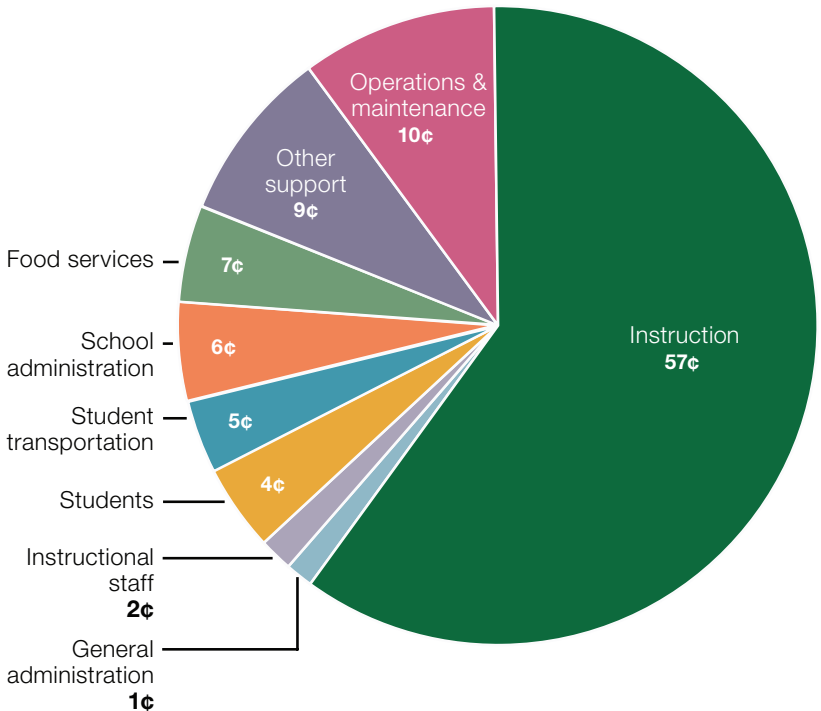
SCHOOL
FINANCE

TOTAL EDUCATION SPENDING FOR THE STATE (2017-18)



In 2017-18, public education spending across Delaware was approximately \$2.27 billion, which includes state, local, and federal dollars.

For every dollar spent on education:



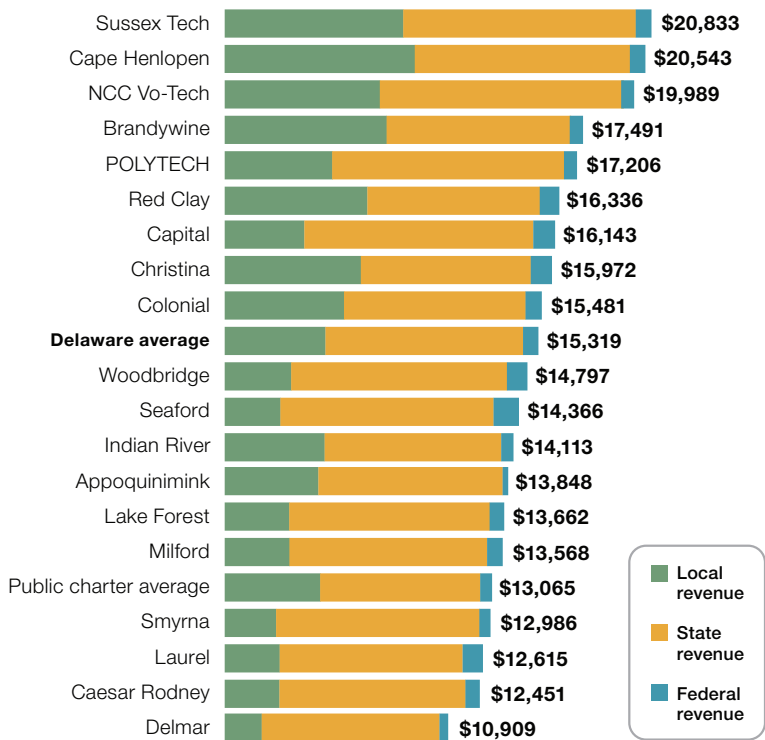
Note: Categories are based on school districts' annual financial statement to the Delaware Department of Education. Total education spending for the state is inclusive of local, state and federal funds. It is unclear whether capital funds are included. "Instruction" refers to the total expenditures spent on instruction, including personnel salaries and excludes within-state tuition.

Source: Delaware Department of Education. (2019). Report of Educational Statistics 2017-2018 Finance Information.

AVERAGE REVENUES PER PUPIL BY DISTRICT (2017-18)



Statewide, approximately 59 percent of revenue comes from state sources, 33 percent from local sources, and eight percent from federal sources. The level of funding available through local revenue sources varies across districts more so than state and federal sources.



Note: Per-pupil information calculated by dividing total revenue by total student enrollment based on September 30 unit count (2017-18 school year). Vocational technical teachers serve and support students in grades nine through twelve who are engaged in vocational technical career programs. Vocational technical school districts are funded differently than non vocational technical school districts

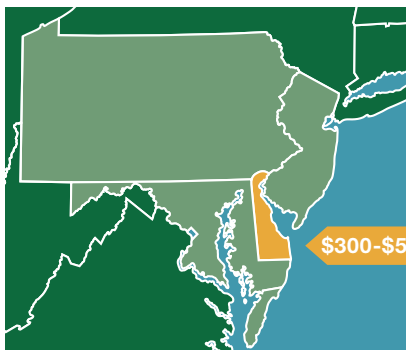
Source: Delaware Department of Education. (2019). Report of Educational Statistics 2017-2018 Finance Information.

DELAWARE PUBLIC EDUCATION FUNDING SYSTEM



Delaware has an **80-year-old funding system**, and is one of only eight states that funds schools based on faculty needs, rather than student needs.

Delaware provides an additional two to three percent (\$300-\$500) in unsustainable, grant-based funding per English learner and low-income student. Research suggests systems should provide 100-200 percent more.



Pennsylvania's Funding Formula = \$6,000 per high-need student

New Jersey's Funding Formula = \$4,000-\$5,000 per high-need student

Maryland's Funding Formula = \$9,000 per high-need student

Other states typically spend 25 percent, or \$1,500-\$2,000 more per English learner or low-income student.

Less than 10 percent of state funding provided to districts is truly flexible since units are mostly prescriptive.

70 percent of funding follows personnel, whose salaries are based on years of experience and degrees, not the needs of students served.



Rank	State	Total
1	Washington, D.C.	\$31,382
2	New York	\$26,954
4	New Jersey	\$21,603
7	Pennsylvania	\$19,780
11	Delaware	\$18,157
	US Average	\$14,273

Delaware ranks 11th in the nation in per-pupil spending, behind regional neighbors.

Source: United States Census. (2019). 2017 Annual Survey of School System Finances. Education Commission of the States. (2018). Delaware School Funding.



EARLY
LEARNERS

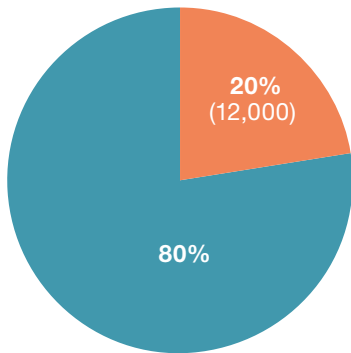
EARLY LEARNERS IN DELAWARE (2018)

Delaware has an estimated 66,271 early learners (from birth through age five).



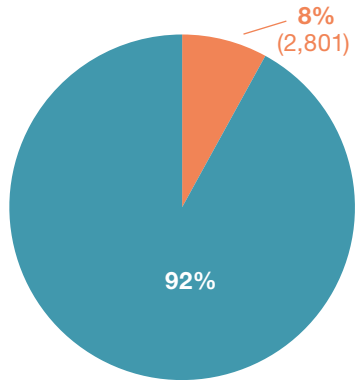
EARLY LEARNERS

Living in poverty



- Percent of children living in poverty
- Percent of children not living in poverty

Disabilities or developmental delays*



- Disabilities or developmental delays
- No disabilities or developmental delays

* Children with disabilities or developmental delays only include students age three to five for the 2018-19 school year.

Note: The percent of children age zero to five who live in families with incomes below the federal poverty level. The federal poverty level definition consists of a series of thresholds based on family size and composition. In calendar year 2017, a family of two adults and two children fell in the poverty category if their annual income fell below \$24,858. Disabilities or developmental delays are defined as children who have an Individual Education Plan.

Source: Kids Count Data Center. (2018). Children in poverty by age group. Population Reference Bureau, analysis of data from the U.S. Census Bureau, Census 2000 Supplementary Survey, 2001 Supplementary Survey, 2002 through 2018 American Community Survey. Delaware Department of Education. (2019). Delaware IDEA Child Count and Educational Environment Ages 3-5 for School Year 2018-19, Disability and Age.

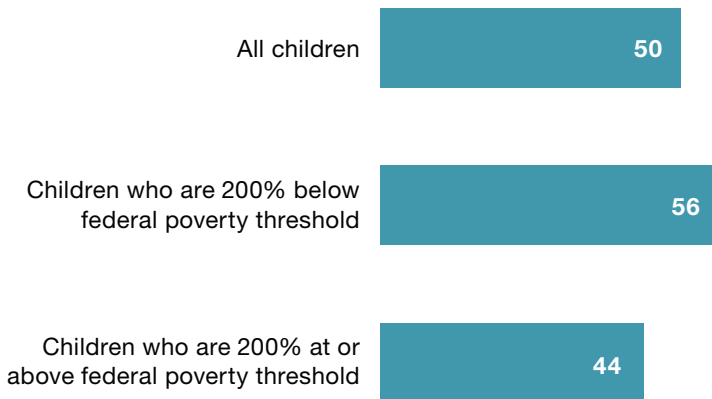
YOUNG CHILDREN NOT IN SCHOOL (2018)

Percentage of children ages three to four not enrolled in school, including nursery school, preschool, or kindergarten



Half of all children ages three to four (12,000 kids) across Delaware are not in preschool. Sixty percent of children in poverty are not in preschool.

High-quality preschool improves school readiness, including social and emotional development and academic success.



Note: "Nursery school" and "preschool" include any group or class of institution providing educational experiences for children during the years preceding kindergarten. Places where instruction is an integral part of the program are included, but private homes that primarily provide custodial care are not included. Children enrolled in programs sponsored by federal, state or local agencies to provide preschool education to young children—including Head Start programs—are considered as enrolled in nursery school or preschool. Children who are above or below 200 percent of poverty who are not in school only include those for which poverty status is determined. Because of this these two numbers will not sum to the total children three to four who are not in school.

The federal poverty definition consists of a series of thresholds based on family size and composition. In 2018, a 200 percent poverty threshold for a family of two adults and two children was \$50,200.

**Percent of all young children who are not in school in Delaware from 2016-2018.*

Source: Population Reference Bureau, analysis of data from the U.S. Census Bureau, 2005-09, 2010-14, 2011-15, 2012-16, 2013-2017, and 2014-2018 five-year American Community Survey.; Population Reference Bureau, analysis of data from the U.S. Census Bureau; pooled 2007-09 to 2016-18 one-year American Community Survey.

DELAWARE PRE-K ENROLLMENT RANKING (2018)



Delaware is in the bottom quartile and behind all neighboring states when it comes to pre-K enrollment. Only 845 children—five percent of four-year-olds and two percent of three-year-olds—enrolled in state-sponsored pre-K

State	Total
District of Columbia	1
Florida	2
Vermont	3
Oklahoma	4
Wisconsin	5
West Virginia	6
Iowa	7
Georgia	8
New York	9
Texas	10
Delaware	38

Note: Ranking includes total state-supported pre-K enrollment for four-year-olds. Delaware's state-funded pre-K for four-year-olds, Early Childhood Assistance Program (ECAP), was established in 1994. In 2017-2018, the state expanded eligibility for Delaware Early Childhood Assistance Program (ECAP)-funded programs to three-year-olds to move toward a system of continuity within the state. ECAP is implemented in both district and community settings.

Source: National Institute for Early Education Research. (2018). The State of Pre-School 2018: Delaware State Profile.

DELAWARE EARLY LEARNER SURVEY RESULTS (2017, 2018)



The Delaware Early Learner Survey is a tool through which kindergarten teachers observe all incoming kindergarten students and indicate their progress toward attaining skills that lead to success in school and life.

The data are used to customize instruction to meet students' developmental needs and inform ongoing efforts to improve educational quality.

According to the Delaware Early Learner Survey, approximately one third to one half of students are entering kindergarten without skills needed for success.

Domain	Examples Of Child Activity	Percent Accomplished (2017)	Percent Accomplished (2018)
Social and Emotional	Sustains positive interactions with small group of other children	55%	58%
Physical	Holds drawing or writing tools, steers wheelchair; can pedal/ push objects that move	64%	61%
Language	Follows multistep directions; describes use of items	62%	53%
Literacy	Recognizes and names as many as 10 letters; indicates where to start reading	69%	70%
Cognitive	Sustains work on interesting tasks; uses drawings or movements to represent ideas	54%	54%
Mathematics	Verbally counts to 20; describes basic 2D and 3D shapes using own words	44%	45%

Note: Children who meet a threshold, or a cut score for widely held expectations of five-year-old children, are considered "accomplished" in the domain indicator.

Source: Delaware Department of Education. (2019). 2018 and 2017 Delaware Early Learner Survey Key Findings.

DELAWARE'S PRE-K EXPULSION PROFILE



EARLY
LEARNERS

Disproportionate discipline can start as early as pre-K. African American preschoolers, boys, and older preschoolers (four years old) are more likely to receive a suspension or expulsion. Children who are suspended or expelled are 10 times more likely to drop out of high school, fail academically, have negative attitudes toward school, and face incarceration.



In a study of 40 states' pre-K expulsion data, Delaware ranked fourth.

- Delaware expels 13 preschoolers per 1,000 pre-K students
- 12 percent of teachers in Delaware expelled at least one child
- The Delaware preschooler expulsion rate is nine times the rate for K-12 students

Note: A 2005 report by Yale University Child Study Center is one of the few data sources offering nation and state level data on pre-K expulsion. This data could be a conservative estimate since it only looks at state-funded pre-k programs, which serve fewer than 1,000 Delaware four-year olds, only a small sample of the 15,000 kids in child care from ages zero to 12. Child care programs vary in size and may be public or private. They are not required to report discipline data, nor is there is a system in Delaware to collect data from all public and private child care providers.

Source: Gilliam. (2005). Prekindergarteners Left Behind: Expulsion Rates in State Prekindergarten Systems. Yale University Child Study Center. U.S. Depts. of Health and Human Services and Education. (2016). Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings. National Survey of Children's Health. (2016). Community and School Activities: Individual items for healthy to ready to learn measure.

EARLY CHILD CARE'S ECONOMIC CONTRIBUTION



High-quality child care not only helps children learn, it helps parents earn. Quality child care is key to the safety and development of all children, can lead to a more skilled workforce and is a significant part of our economy.

1,600 Jobs

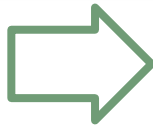
The Delaware child care industry employs about 5,436 individuals who **support an additional 1,600 jobs** in local economies.

\$140 Million

Delaware's child care industry revenue of **\$168.6 million led to another \$140 million** in spillover impact on local economies.

\$92.9 Million

The **\$92.9 million in Delaware** employee and proprietors' earnings within the child care industry **generates \$60 million in additional earnings** throughout Delaware.



Adapted from Committee for Economic Development: The Business Case for Investing in High Quality Child Care in Delaware.

Source: Committee for Economic Development. (2016). This Business Case for Investing in High Quality Child Care in Delaware.

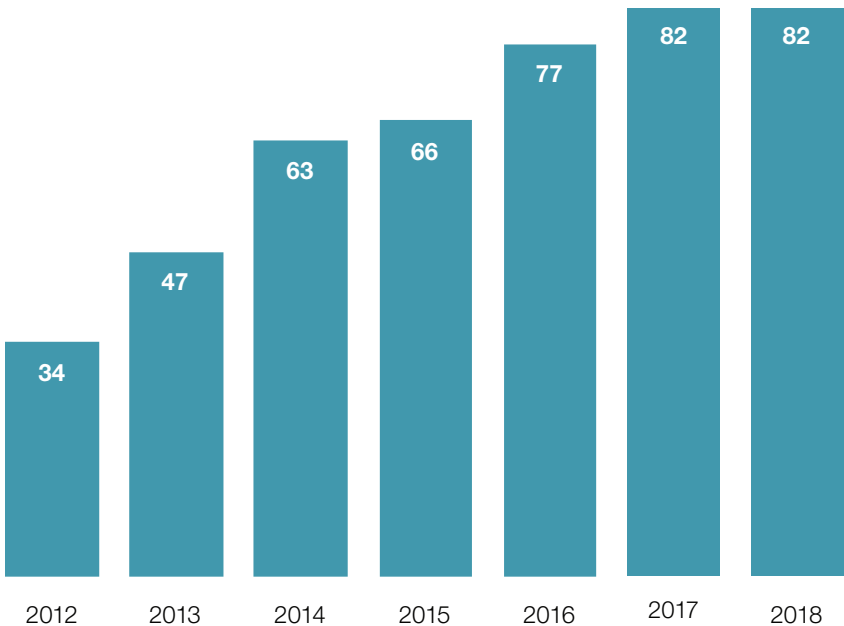
HIGHLY RATED DELAWARE STARS EARLY LEARNER PROGRAMS (2018)



Percentage of Stars programs rated three or higher out of five

Delaware Stars for Early Success is a five-level Quality Rating and Improvement System used to assess, improve, and communicate the level of quality in early care and education and school age settings.

In 2018, 82 percent (393) of Stars programs received a Star level rating of three or higher (out of five). There are 477 programs participating in all five Star levels.



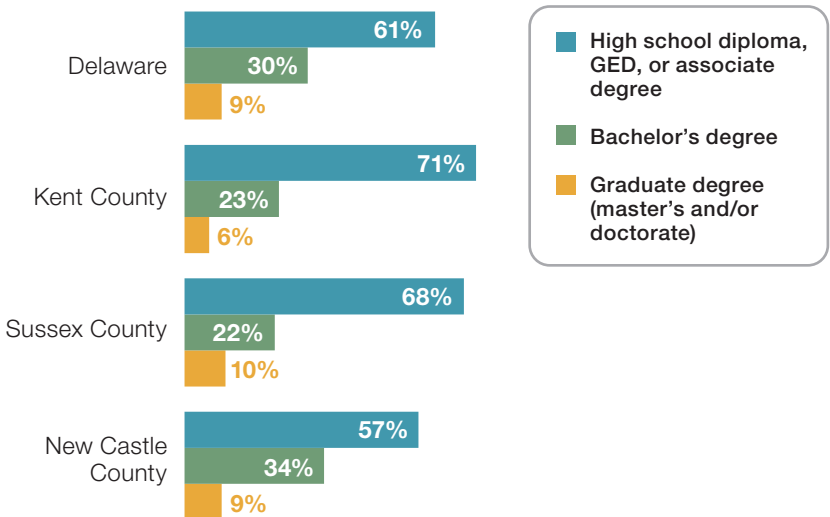
Notes: Data reflective of December 31st for each year.

Source: Office of Early Learning. (2018). Delaware Stars Highly Rated Stars Programs.

EARLY LEARNER WORKFORCE EDUCATIONAL ATTAINMENT (2017)



Only four out of 10 early learning professionals in Delaware have a bachelor's degree or higher. Research indicates an early childhood teacher with a bachelor's degree in early childhood development or specialized training is better able to support children's healthy development and school readiness.



Note: The Institute of Medicine recommends that teachers of children birth to age eight hold a minimum educational attainment of a bachelor's degree in early childhood development.

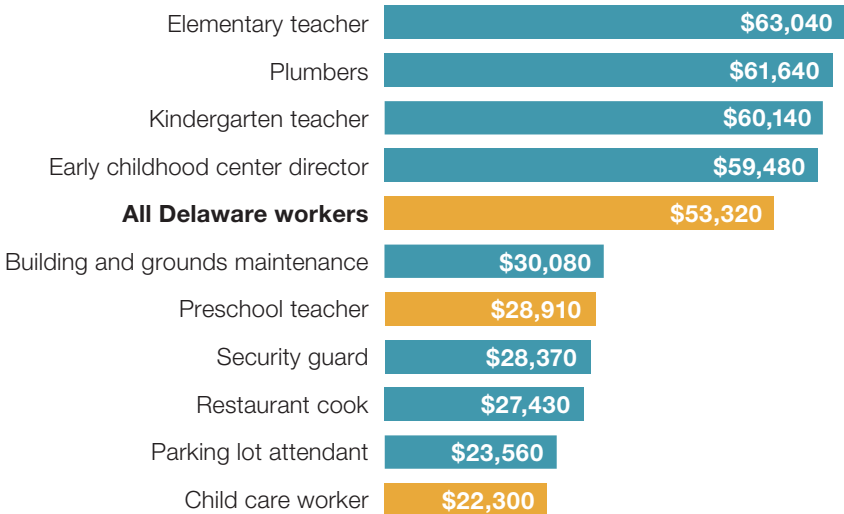
Source: University of Delaware. (2017). Center for Applied Demography and Survey Research. Bueno, M., Darling-Hammond, L., Gonzales, D. (2010). A Matter of Degrees: Preparing Teachers for the Pre-K Classroom. Pew Center on the States. Institute of Medicine. (2015). Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation.

EARLY CHILDHOOD EDUCATOR PAY COMPARED TO OTHER PROFESSIONS

(2018)



Many early childhood teachers and child care workers earn unlivable wages and are likely to qualify for public benefits, such as Supplemental Nutrition Assistance Program (SNAP, formerly called Food Stamps) benefits. Research shows workers who are paid better stay in jobs longer and make stronger contributions to children’s health and development, resulting in better outcomes for children.



Notes: Figures above depict Delaware mean annual wage for occupations shown.

Source: Center for the Study of Child Care Employment, University of California, Berkley. (2018). Early Childhood Workforce Index 2018: Delaware. Bureau of Labor Statistics. (2018). Occupational Employment Statistics.; Center for the Study of Child Care Employment, UC Berkely, COWS, UW Madison. (2018). At the Wage Floor: Covering Homecare and Early Care and Education Workers in the New Generation of Minimum Wage Laws. U.S. Department of Education. (2016). High-Quality Early Learning Settings Depend on a High-Quality.



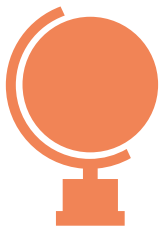
SOCIAL AND
EMOTIONAL
LEARNING

THE IMPACT OF SOCIAL AND EMOTIONAL LEARNING



Social and emotional learning (SEL) is the process of acquiring and applying the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy, establish and maintain positive relationships, and make responsible decisions.

In schools and classrooms across the country, social and emotional learning practices take many forms, ranging from formal standalone lessons to integration with academics to work on school climate, relationship building, or social justice.



A meta-analysis of 210 studies of more than 270,000 students showed that students who participated in evidence-based SEL programs had an **11 percentage point gain in academic achievement**, compared to students that did not participate.

Emerging evidence indicates that students who have stronger SEL skills in kindergarten are more likely to have positive long-term life outcomes, including **staying out of jail, avoiding substance abuse and having stronger mental health.**

Currently, nearly half of Delaware children enter kindergarten without the SEL skills they need to be successful.



SEL programming is worth the investment. One study indicated an average **\$11 return on investment from research-based SEL programs.**

Sources: CASEL. (2017). SEL Impact.; Belfield et. al., "The Economic Value of Social Emotional Learning." (2015). Durlak et. al "Impact Enhancing Students' Social and Emotional Learning: A Meta-Analysis School-Based Universal Interventions." (2011). Jones et al. (2015). Early Social-Emotional Functioning and Public Health Relationship Between Kindergarten Social Competence and Future Wellness. Delaware Department of Education. (2017). Early Learner Survey Results.

SOCIAL AND EMOTIONAL LEARNING TECHNIQUES (2017-18)

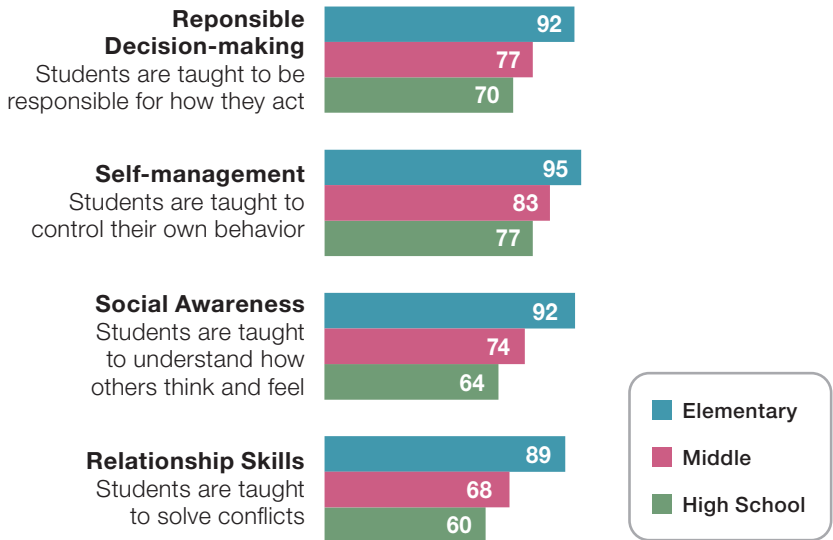


Percentage of educators reporting that students are taught social and emotional skills

The Delaware School Climate Survey assesses four social and emotional skills: responsible decision-making, self management, relationship skills, and social awareness.

Middle and high school educators are less likely to report that students are taught social and emotional skills, compared to elementary educators.

Students are taught...



Notes: Based on educator survey responses. Educators were asked to indicate the level of agreement or disagreement to the above statements. More 6,500 (70 percent) teachers across the state participated in the School Climate Survey for 2017-18 school year.

Source: Delaware Positive Behavior Support Project. (2018). 2018-19 School Climate Survey.

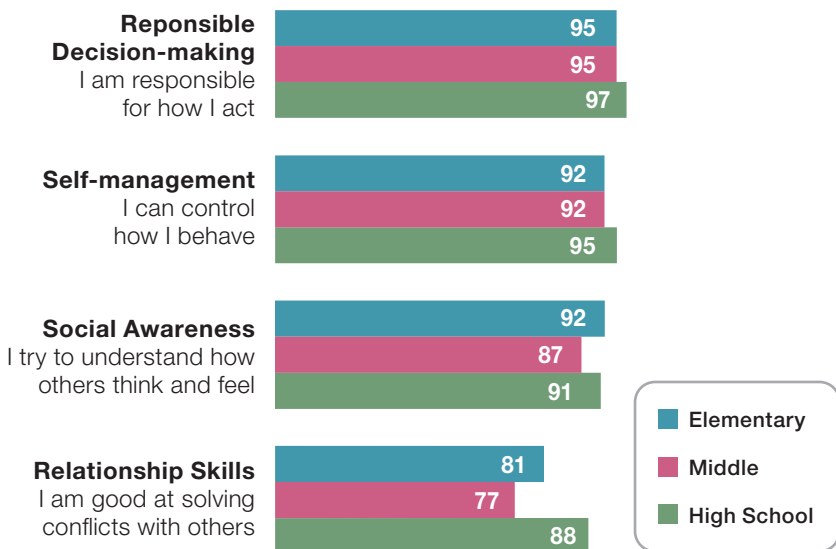
SOCIAL AND EMOTIONAL LEARNING COMPETENCIES (2018-19)



Percentage of students reporting they have social and emotional skills

The School Climate Survey assesses four social and emotional skills: responsible decision making, self management, relationship skills, and social awareness.

High school and middle school students are less likely to report having social awareness skills than their younger peers.



Notes: Based on student survey responses. Students were asked to indicate whether a corresponding version of the statement was somewhat or very much like them. For example, students responded to: "I feel responsible for how I act."

More than 38,000 (45 percent) students from third grade to 12th grade across the state participated in the School Climate Survey for 2017-18 school year.

Source: Delaware Positive Behavior Support Project. (2019). 2018-19 School Climate Survey.

ADVERSE CHILDHOOD EXPERIENCES (ACES)

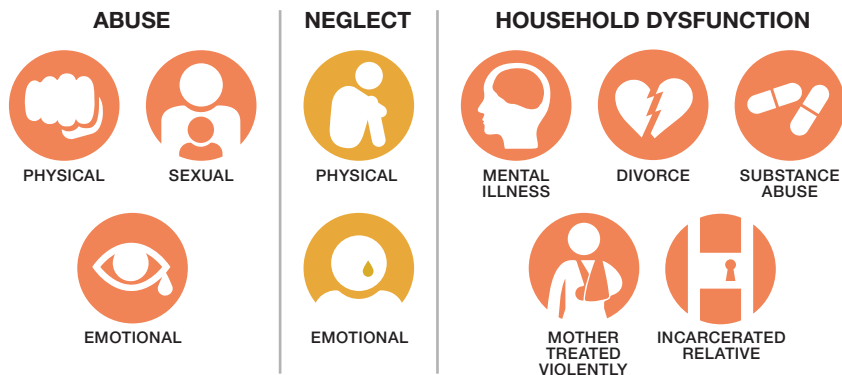


ACEs are traumatic events that occur during childhood and often lead to toxic stress, that is, prolonged activation of an individual's stress response system. Children with more ACEs are more likely to also show negative long-term health and social outcomes.

Negative outcomes associated with ACEs include an increased **risk for substance abuse** (drug and alcohol use), **chronic medical conditions** (diabetes, heart disease), and **mental health issues** (suicide attempts and depression). ACEs also can also negatively impact student achievement, leading to outcomes such as grade repetition, lower academic scores, disengagement in school, and attendance problems.

ACEs related trauma have a significant impact on all students, but particularly on underserved children. **ACEs can be prevented through protective factors**. Protective factors are the conditions and attributes that can help build resilience and buffer toxic stress.

The Three Types of ACEs Include



Note: Figure above adapted from Robert Wood Johnson Foundation. (2017). *The Truth About ACEs*.

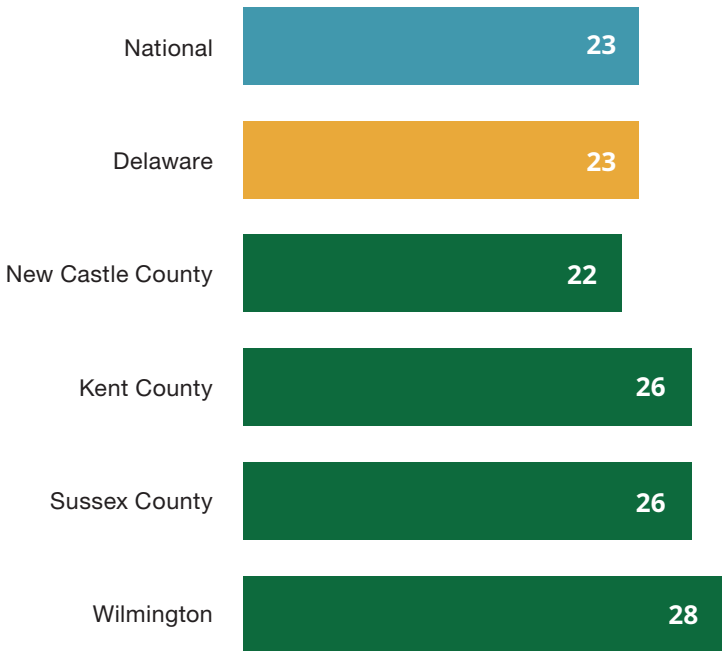
Sources: Children's Health Fund. (2017). *Health Barriers to Learning: The Prevalence and Educational Consequences in Disadvantaged Children*. U.S. Department of Health and Human Services: Children's Bureau. (2014). *Issue Brief: Protective Factors Approaches in Child Welfare*.

ADVERSE CHILDHOOD EXPERIENCES (ACES) (2016)



Percentage of Delaware children who've experienced two or more ACEs age 0-17

Nearly one in four Delaware children have had two or more ACEs. ACEs are traumatic events that occur during childhood and often lead to toxic stress, that is, prolonged activation of an individual's stress response system. Children with more ACEs are more likely to show negative long-term health and social outcomes.



Notes: Many ACEs studies are retrospective, asking adults to recall childhood experiences and then examining the prevalence of various chronic conditions and economic outcomes.

Source: Data Resource Center for Child and Adolescent Health. (2016). Adverse Childhood Experiences Among Wilmington City and Delaware's Children. Data Resource Center, supported by Cooperative Agreement 1-U59-MC06801-01 from the U.S. Department of Health and Human Services. Health Resources & Services Administration, Maternal & Child Health Bureau.

PROTECTIVE FACTORS



While adverse childhood experiences (ACEs) are prevalent, communities, families, and individuals can build attributes that buffer the impact of trauma and chronic stress. Resilience is the ability to adapt well in the face of adversity, trauma, and stress; it can be built through protective factors.

Protective factors are the skills, strengths, resources, supports, and coping strategies that individuals, families, communities, and larger society can build and foster to **counter trauma and chronic stress**.

Protective factors can be built within individuals, families, and communities. Some examples of protective factors include:

Individuals

Conflict Resolution, Positive Relationships, Culture



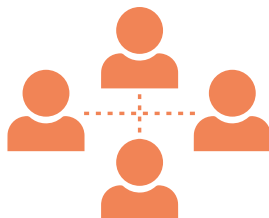
Families

Role Models, Supportive Relationships, Health, Networks, Stability



Communities

Access to Services, School, Mentors, Neighborhood Safety

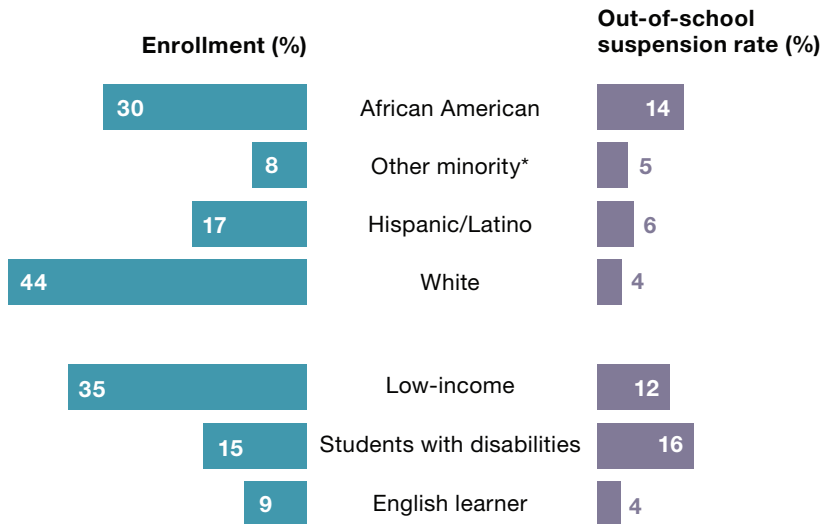




SCHOOL DISCIPLINE: STUDENT SUSPENSION (2017-18)

Demographics of students who received out-of-school suspension

More than 11,000 students were suspended in 2017-18 school year, about eight percent of all students enrolled. Students with disabilities are more likely to face out-of-school suspension than their peers, followed by African American students and low-income students. An out-of-school suspension means students are missing out on valuable school time.



*Other minority includes Asian, Hawaiian, American Indian, and multi-racial.

Notes: Out-of-school suspension rate represents the percentage of students suspended within that particular subgroup. Total enrollment based on September 30th student count.

An out-of-school suspension is an instance in which a child is temporarily removed from his/her regular school for at least half a day (but less than the remainder of the school year) for disciplinary purposes to another setting (e.g., home, behavior center). Out-of-school suspensions include removals in which no educational services are provided, and removals in which educational services are provided (e.g., school-provided at home instruction or tutoring).

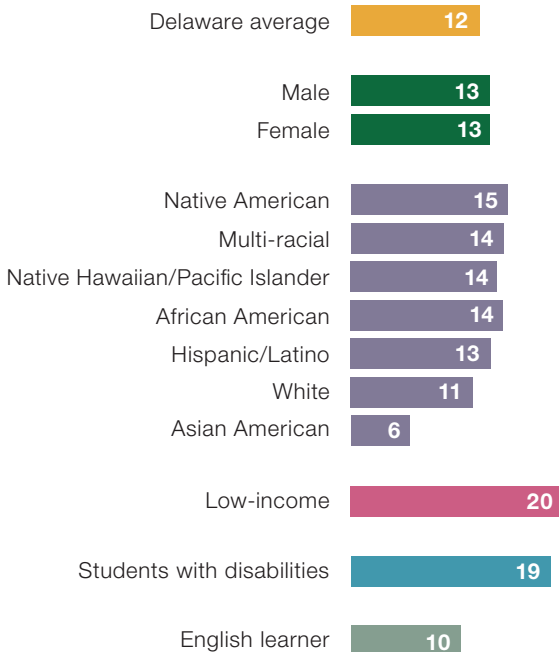
Source: Delaware Department of Education. (2018). 2018 Statewide Summary Report: School Discipline Improvement Program.



CHRONIC ABSENTEEISM (2018-19)

Percentage of public school students who are chronically absent

Chronic absenteeism, missing 10 percent or more school days excused or unexcused, can have a negative impact on student achievement. Low-income students, students of color, and students with disabilities are disproportionately impacted by chronic absenteeism. Many of these absences are due to health problems (physical or mental) or barriers such as lack of a nearby school bus, a safe route to school, or food insecurity.



Notes: Chronically absent students are those students who are absent for any reason (excused or unexcused), such as illness or out-of-school suspension, for 10 percent or more of a school's total school time between September 30 and May 31. Delaware Department of Education reports on-track attendance, which is the percentage of students who are not chronically absent. Chronic absenteeism is not truancy, as truancy counts only unexcused absences.

Source: Delaware Department of Education. (2019). State Report Cards.

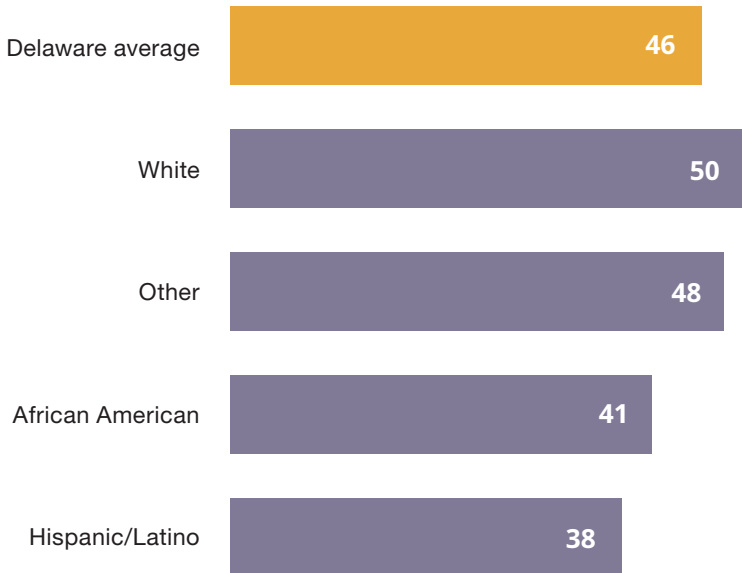
HEALTH: MEDICAL HOME CARE (2017-18)

Percentage of children (ages 0-17) with an adequate medical home



SOCIAL AND
EMOTIONAL
LEARNING

Medical home care is considered to be accessible, family-centered, continuous, comprehensive, coordinated, compassionate and culturally effective care. Comprehensive, family-centered medical care is linked to better performance in school and less risky behaviors. African American and Hispanic/Latino children are less likely to have access to an adequate medical home than their white peers.



Note: The American Academy of Pediatrics specifies seven qualities essential to medical home care: accessible, family-centered, continuous, comprehensive, coordinated, compassionate and culturally effective care. Ideally, medical home care is delivered within the context of a trusting and collaborative relationship between the child's family and a competent health professional who is familiar with the child and family and the child's health history. To qualify as having a Medical Home, families must report the criteria for adequate care: personal doctor or nurse, usual source for care, and family-centered care.

Source: Child and Adolescent Health Measurement Initiative. Data Resource Center for Child and Adolescent Health. 2018 National Survey of Children's Health (NSCH) data query. Retrieved from www.childhealthdata.org. CAHMI: www.cahmi.org.

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