

2021



STUDENT
ENROLLMENT



STUDENT
ACHIEVEMENT



COLLEGE
AND CAREER
READINESS



TEACHER
AND LEADER
QUALITY



SCHOOL
FINANCE



EARLY
LEARNERS



SOCIAL AND
EMOTIONAL
LEARNING

Rodel

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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 early learning, 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 rodelde.org/ataglance.

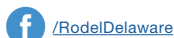


Rodel partners with policymakers, the private sector, philanthropy, and practitioners to make systematic changes that can improve students' lives.

The COVID-19 pandemic changed schools forever when it arrived in Delaware in February 2020. It brought about wide-scale virtual learning, vast new volumes of health and safety protocols, and exposed some of the most persistent challenges in our education system.

As such, data from the past year are less available than they've been in previous years. The U.S. Department of Education granted waivers for standardized testing in all states in spring 2020, leaving student assessment data particularly scant. Rodel will dive deeper into COVID's impact on school data in the years to come.

100 West 10th Street
Suite 704
Wilmington, Delaware 19801
P: 302.571.1536
F: 302.571.1538
www.rodelde.org



EDITORIAL DESIGN BY KELLY CARTER/FOUR DOG CREATIVE

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Delaware Public Education At A Glance is reflective of data available in January 2021. Data released past this date will be included in next year's edition.



STUDENT
ENROLLMENT

DELAWARE PUBLIC SCHOOL STUDENTS (2020-21)



Currently, there are 138,414 students enrolled in Delaware, a decrease from the previous school year.

Student Characteristics	SY 2020-21	
	Number	Percentage
TOTAL	138,414	
RACE		
White	58,481	42%
African American	41,599	30%
Hispanic/Latino	25,263	18%
Multi-racial	6,396	5%
Asian American	5,914	4%
Native American	567	<1%
Native Hawaiian/Pacific Islander	194	<1%
GENDER		
Male	70,729	51%
Female	67,685	49%
OTHER CHARACTERISTICS		
Low-income	36,994	27%
Students with disabilities	23,202	17%
English learner	13,261	10%

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.

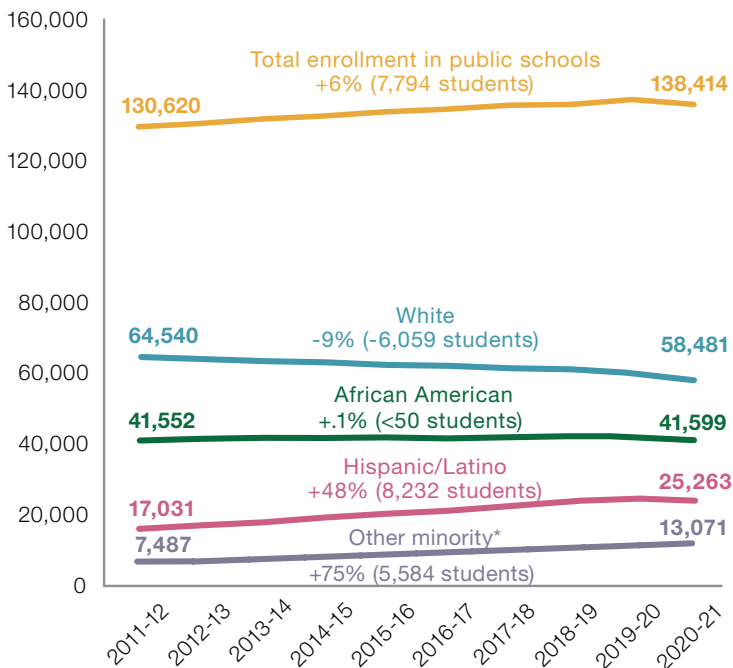
Sources: Delaware Department of Education. (2020). Student enrollment and unit allotment report for school year 2020-2021; Delaware Department of Education. (2020). Delaware report card: Educational data for Delaware citizens.



STUDENT ENROLLMENT TRENDS BY RACE SUBGROUP (2011-2021)

Students of color comprise over half of the overall student population in Delaware. In particular, the Hispanic/Latino student population increased by more than 8,000 students—or 48 percent—since 2011-12. White student enrollment in public schools has steadily decreased over the past decade by more than 6,000 students or nine percent.

While public school enrollment is higher than it was a decade ago, there was a notable drop in enrollment between 2019-20 and 2020-21 largely attributed to the impact of COVID-19.



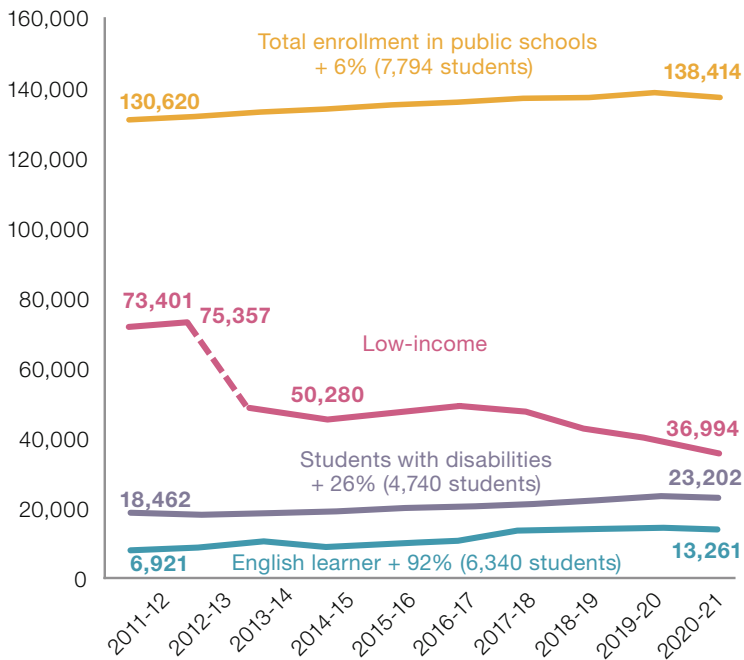
*Other minority includes Asian, Hawaiian, American Indian, and Multi-racial.

Sources: Delaware Department of Education. (2020). Student enrollment and unit allotment report for school year 2020-2021; Delaware Department of Education. (2020). Delaware report card: Educational data for Delaware citizens; Delaware Department of Education. (2019). Annual student enrollment and unit allotment reports (2011-2019).



STUDENT ENROLLMENT TRENDS BY HIGH-NEEDS SUBGROUP (2011-2021)

Over the last decade, the students with disabilities and English learner student populations have increased by 26 percent and 92 percent respectively, compared to a six-percent increase in enrollment of public school students statewide.



Note: The low-income measure is used for many different purposes, and the state methodology 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. Low-income data not available for SY20-21.

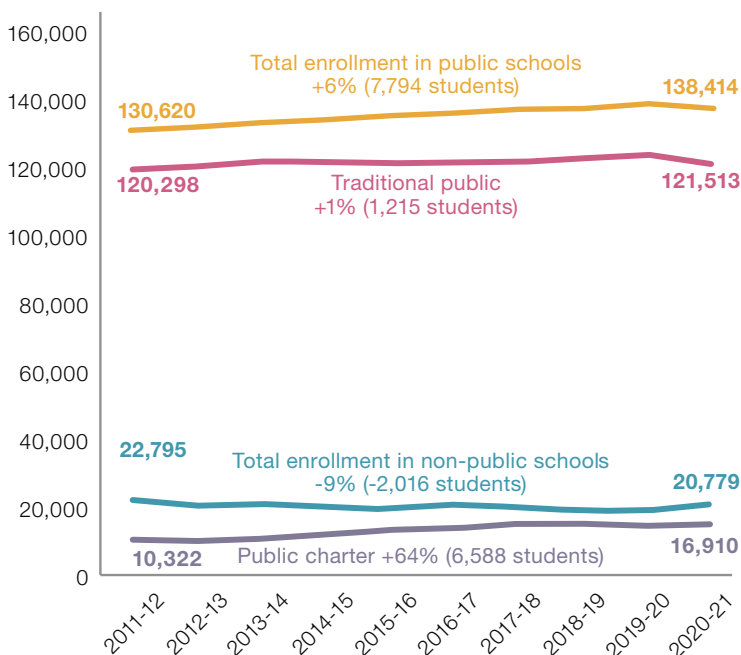
Sources: Delaware Department of Education. (2020). Student enrollment and unit allotment report for school year 2020-2021; Delaware Department of Education. (2020). Delaware report card: Educational data for Delaware citizens; Delaware Department of Education. (2019). Annual student enrollment and unit allotment reports (2011-2019).



STUDENT ENROLLMENT TRENDS BY SCHOOL TYPE (2011-2021)

Public school enrollment (which includes public charter schools) has increased by over 7,000 students over the past 10 school years, but experienced a notable decrease from 2019-20 to 2020-21. This decrease is largely attributed to the COVID-19 pandemic.

Enrollment in non-public schools had been on a decline until the current 2020-21 school year. Charter enrollment has increased substantially over the past decade and (slightly) continued this trend for the 2020-21 school year.



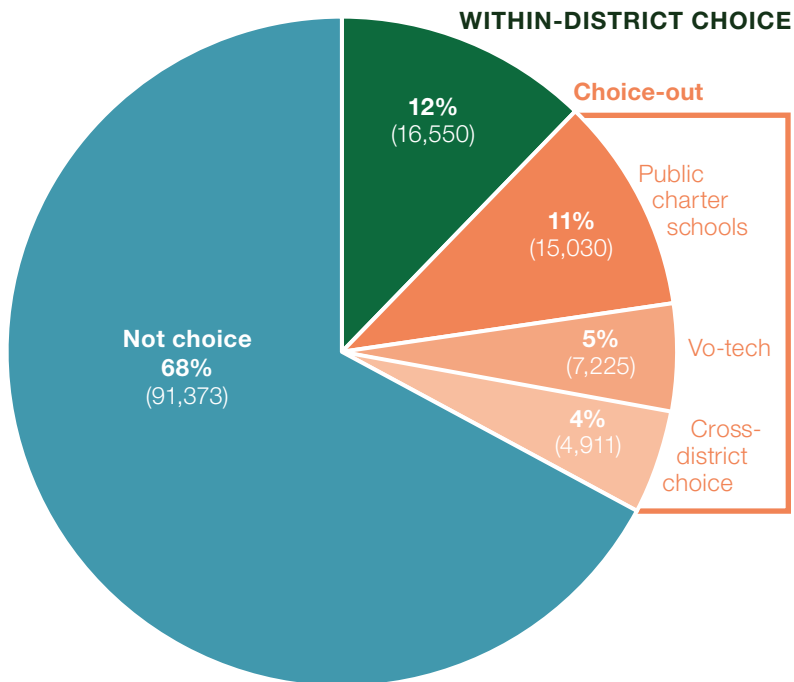
Note: Public charter schools authorized by the Red Clay Consolidated School District are counted under the "Public charter" total only. Enrollment in non-public schools includes all students enrolled in Delaware's non-public schools, not just Delaware students.

Sources: Delaware Department of Education. (2020). Delaware report card: Educational data for Delaware citizens; Delaware Department of Education. (2020). Student enrollment and unit allotment report for school year 2020-2021; Delaware Department of Education. (2019). Annual student enrollment and unit allotment reports (2011-2019); Delaware Department of Education. (2020). Detailed enrollment and specialty enrollment report; Delaware Department of Education. (2020). Detailed enrollment and specialty enrollment reports (2011-2019).



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.

Source: Delaware Department of Education. (2017). 2016-17 Charter school and across district choice: Statistics and maps.

DELAWARE PUBLIC SCHOOLS (2020-21)



**STUDENT
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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	58	25	22	105
Middle schools	17	8	9	34
High schools	20	8	9	37
Multiple grade levels	12	3	2	17
Pre-kindergarten/kindergarten*	6	3	1	10
Special, alternative	6	4	2	12
Total	119	51	45	215

PUBLIC CHOICE SCHOOLS**

Vocational technical (vo-tech) schools	4	1	1	6
Public charter schools	15	6	2	23
Magnet schools	2	0	1	3
Total	21	7	4	32

*Most prekindergarten/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 2020-21 school year. Schools with multiple grade levels include elementary to middle, middle to high, or elementary to high school.

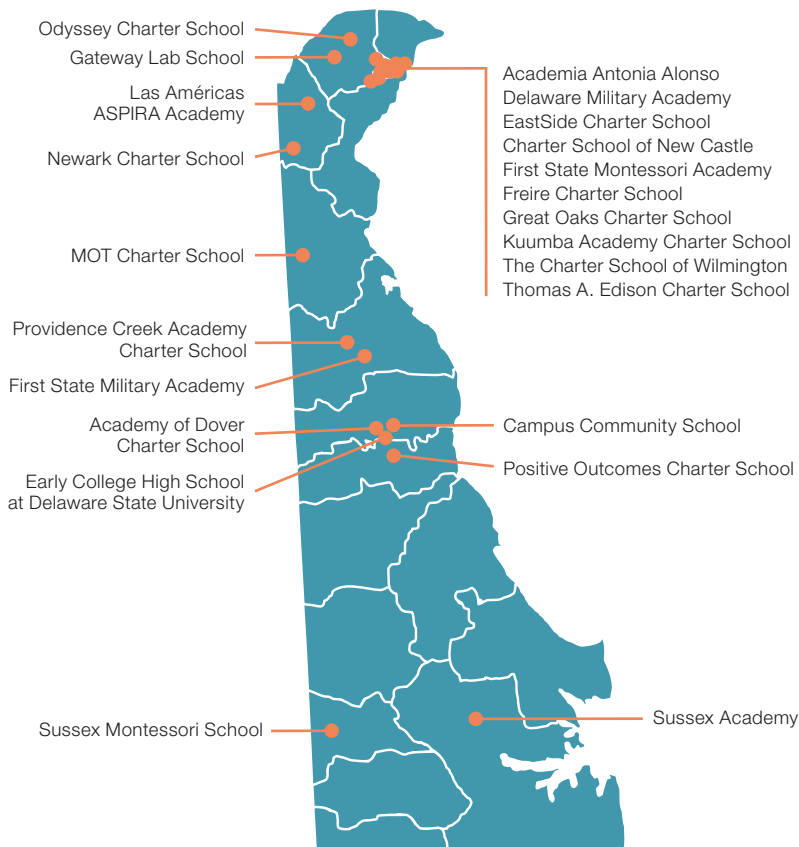
Source: Delaware Department of Education. (2020). Delaware report card: Educational data for Delaware citizens.



**STUDENT
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PUBLIC CHARTER SCHOOLS (2020-21)

In the 2020-21 school year, Delaware had 23 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. (2020). Delaware report card: Educational data for Delaware citizens.



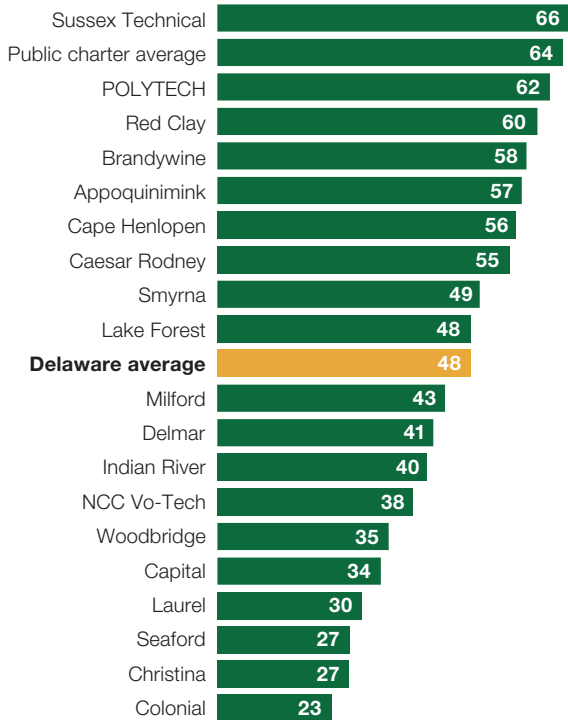
COLLEGE AND
CAREER READINESS

SAT ENGLISH LANGUAGE ARTS PROFICIENCY (2019-20)



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

About half of high schoolers are performing on grade level in English Language Arts (ELA) on the SAT. Students scoring at or above grade level on the reading and writing portion of the SAT are considered college and career ready as defined by College Board.



Notes: 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 participate for free. Data reflect students in grades nine through 12 who took the SAT during the Spring 2020 SAT Day. 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. Scores for Charter School of Wilmington were not included in the ELA data set. Delaware was able to administer the SAT School Day in March 2020 to the majority of 11th grade students, prior to school closures due to the COVID-19 pandemic.

Source: Delaware Department of Education. (2020). Student assessment performance [Data set]. Delaware Open Data Portal.

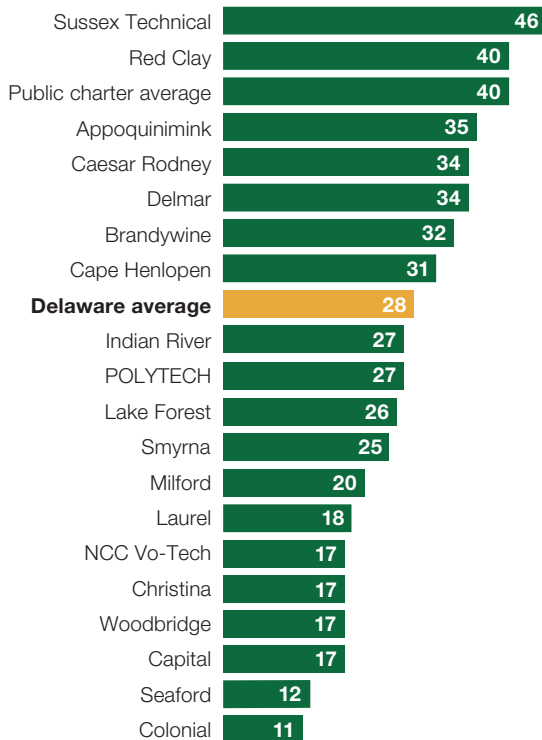
SAT MATH PROFICIENCY (2019-20)

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



COLLEGE
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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 participate for free. Data reflect students in grades nine through 12 who took the SAT during Delaware's Spring SAT Day in 2020. 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. Delaware was able to administer the SAT School Day in March 2020 to the majority of 11th grade students, prior to school closures due to the COVID-19 pandemic.

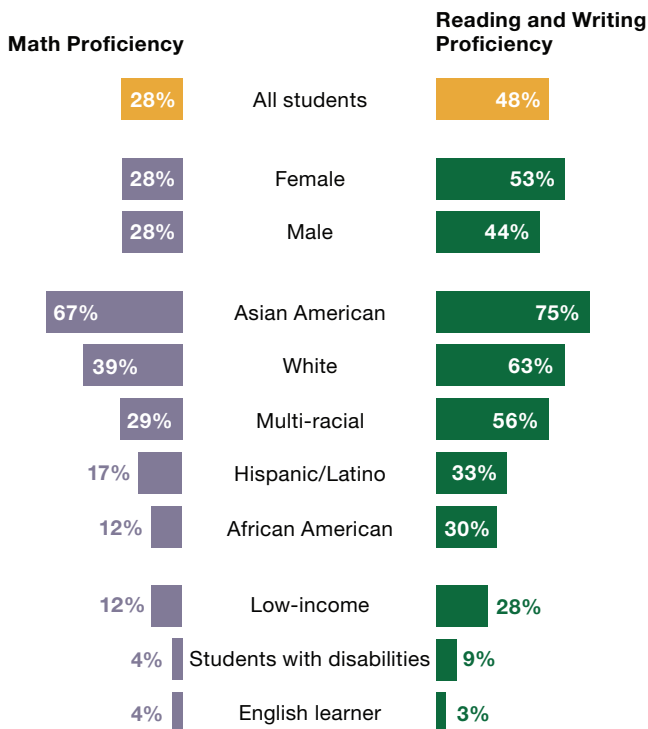
Source: Delaware Department of Education. (2020). Student assessment performance [Data set]. Delaware Open Data Portal.



SAT PROFICIENCY BY SUBGROUP

(2020)

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. Data include grade levels nine through 12. 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. Delaware was able to administer the SAT School Day in March 2020 to the majority of 11th grade students, prior to school closures due to the COVID-19 pandemic.

Source: Delaware Department of Education. (2020). Student assessment performance [Data set]. Delaware Open Data Portal.



COLLEGE
AND CAREER
READINESS

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	14.6%	\$64,654
	Nurse Assistant		
	Public & Community Health		
Architecture/Construction	Engineering Technology	7.1%	\$53,761
Arts, A/V Technology, and Communications	Digital Communications Technology	-0.8%	\$53,098
Information Technology	CISCO Networking	12.2%	\$85,032
	Computer Science		
Business Management	Academy of Business Information & Management	0.6%	\$54,105
Education & Training	K-12 Teacher Academy	6.7%	\$63,768
	Early Childhood Teacher Academy		
Finance	Academy of Finance	11.1%	\$83,080
Hospitality & Tourism	Culinary & Hospitality	9.5%	\$28,782
	Hospitality & Tourism Management		
STEM	Biomedical Science	9.0%	\$103,213
	Engineering		
Manufacturing	Manufacturing Logistics Technician	-0.1%	\$44,692
	Manufacturing Engineering Technology		
	Manufacturing Production Technician		
Agriculture, Food & Natural Resources	Animal Science & Management	3.6%	\$41,506
	Agri. Power & Engineering		
	Agri. Structure & Engineering		
	Environmental & Natural Resource Science (ENRS)		
	Natural Resource Management		
Plant Science			

*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 for 2019. Delaware's average wage in 2019 was \$54,370.

Sources: Delaware Pathways. (2020). Career Pathways; Delaware Department of Labor. (2016). Employment projections 2016-2026; Delaware Department of Labor & U.S. Department of Labor, Bureau of Labor Statistics. (2020). Economic development and employer planning system; Bureau of Labor Statistics. (2021). Occupational employment statistics.

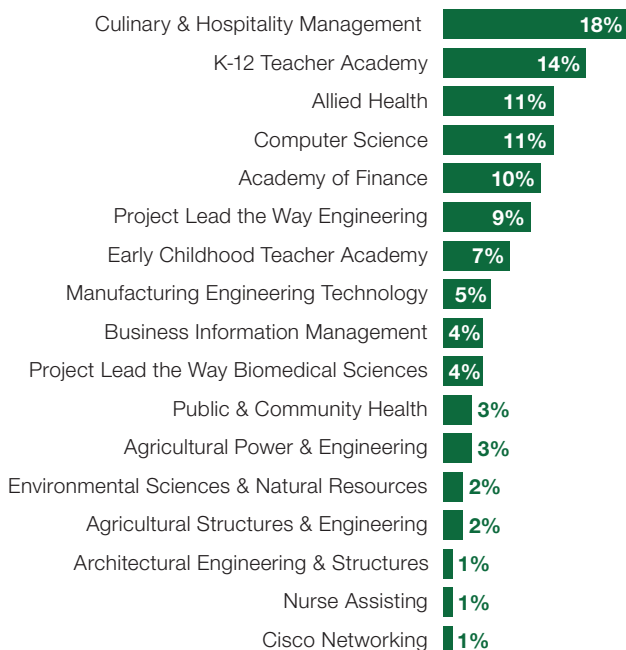


ENROLLMENT BY CAREER PATHWAY

(2019-20)

Percentage of students earning credit in each Delaware Pathways program

A total of 15,056 high school students earned credit in Delaware Pathways programs during the 2019-20 school year. Enrollment has dramatically increased over the past five years. During the 2015-16 school year, only 1,850 students earned credit in a career pathway program.



**Energy Technologies, Manufacturing Production, Manufacturing Logistics had <1% enrollment for the 2019-20 school year.*

Note: The percentages noted above reflect an unduplicated count of students in grades nine through 12 who enrolled and earned credit in a pathways program. Data do not include local pathways.

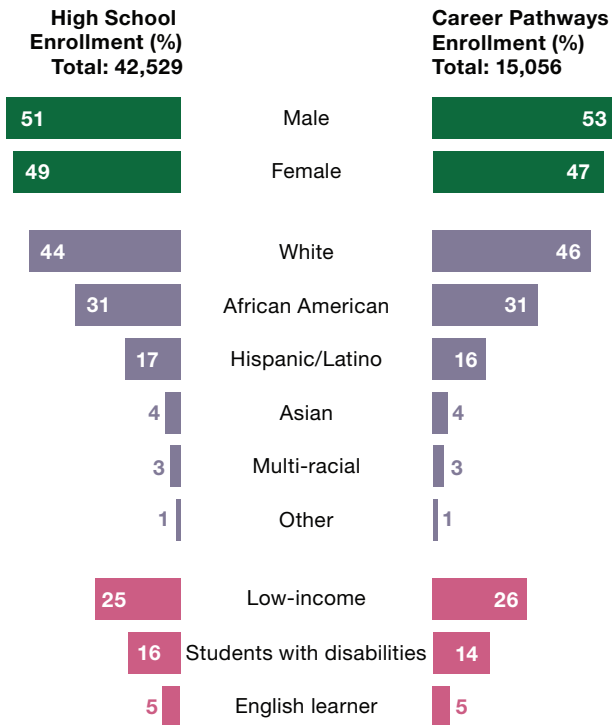
Source: Delaware Department of Education. (2020). Delaware Pathways Enrollment.



STUDENTS ENROLLED IN PATHWAYS COURSES BY SUBGROUP (2019-20)

Percentage of students earning credit in a Delaware Pathways program 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. As of the 2019-20 school year, 15,056 high school students are enrolled in Delaware Pathways.



Note: The percentages noted above reflect students in grades nine through 12 who enrolled and earned credit in a pathways course. Data do not include local pathways or middle school pathways.

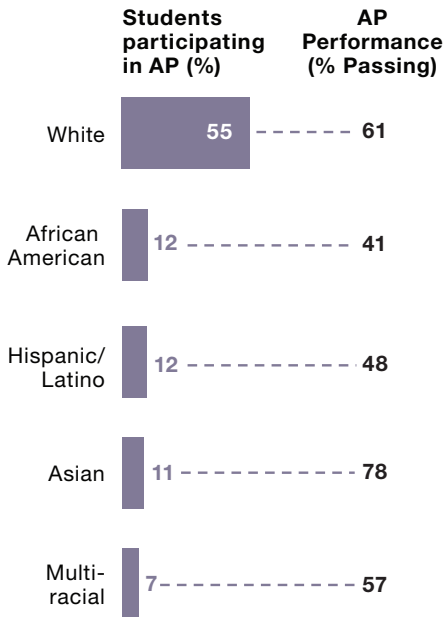
Source: Delaware Department of Education. (2020). Delaware Pathways Enrollment.

ADVANCED COURSEWORK: ADVANCED PLACEMENT (AP) PARTICIPATION AND PERFORMANCE (2020)



Demographics of students participating in and passing AP courses

A total of 5,282 public school students in Delaware participated in AP courses in 2020. 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 AP exams with a score of 3, 4, or 5 taken within each racial subgroup.

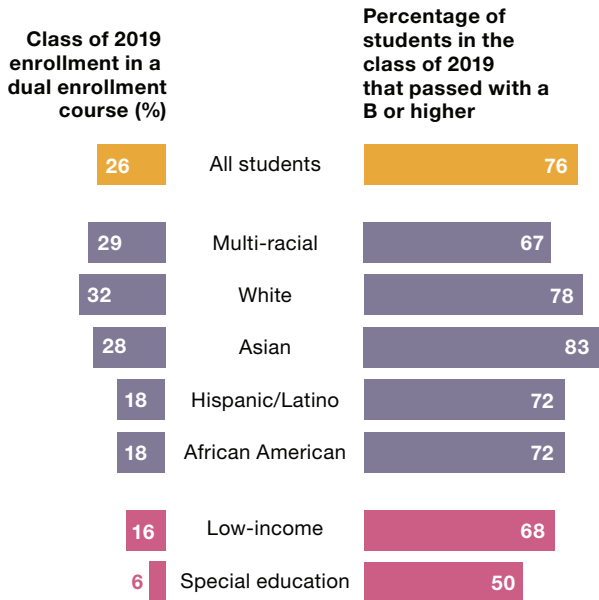
Source: The College Board. (2020). AP Program participation and performance data: Delaware summary report for 2020.



ADVANCED COURSEWORK: DUAL ENROLLMENT (Class of 2019)

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 26 percent of the graduating class of 2019 participated in a dual enrollment course. Of those students, 76 percent received a passing grade of “B” or higher.



Note: Data was not available for English Learners, American Indian, or Hawaiian students. Students earn both high school and college credit when enrolled in a dual enrollment course. Percentages of high school students that passed with a B or higher represents the percentage of the subgroup. 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, a numerical grade of 83 or higher, in order to pass. The class of 2019 number is based on a four-year graduation rate.

Source: Delaware Department of Education. (2020). Dual enrollment class of 2019.

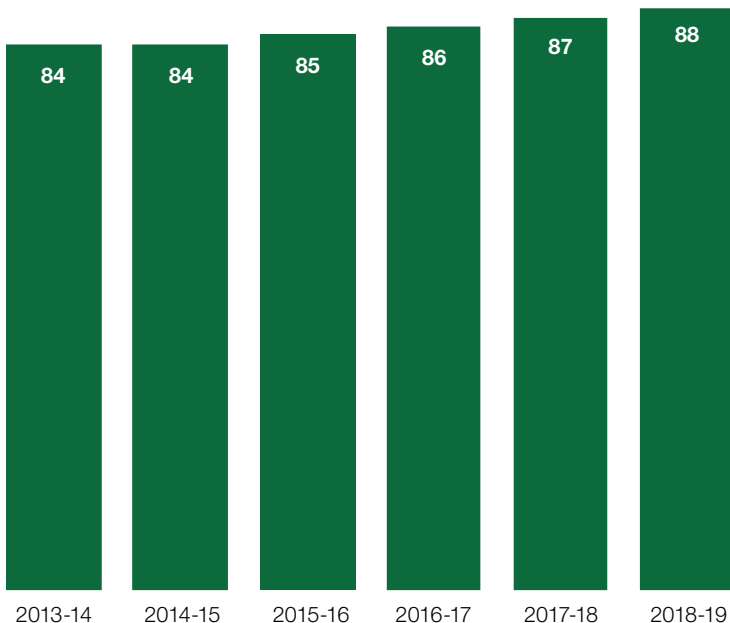
GRADUATION RATE TRENDS (2013-2019)

Percentage of students who graduate high school in four years



COLLEGE
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In 2018-19, 88 percent of students graduated from high school in four years, representing Delaware’s highest rate since 2013-14.



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.

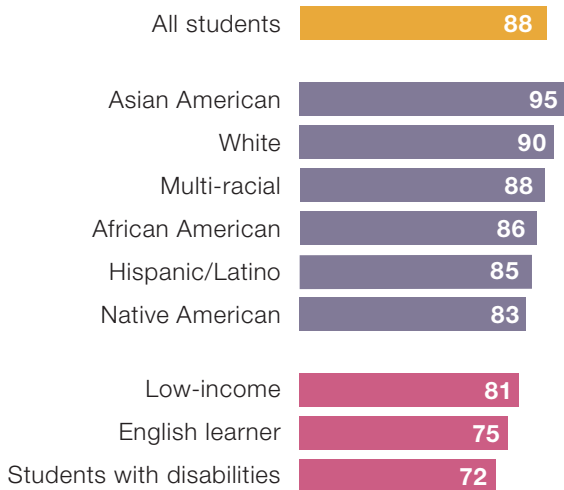
Source: Delaware Department of Education. (2020). 2018-2019 Delaware graduation summary statistics; Delaware Department of Education. (2020). Delaware graduation summary statistics reports (2013-14 through 2017-18).



GRADUATION RATE AMONG DELAWARE SUBGROUPS (Class of 2019)

Percentage of students who graduate high school in four years

Of the 9,700 students in the class of 2019, 88 percent (8,562) of students graduated in four years. While the graduation rate for all students is 88 percent, students with disabilities, English learners, and low-income students' four-year graduation rates are lower than the statewide average.



**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.

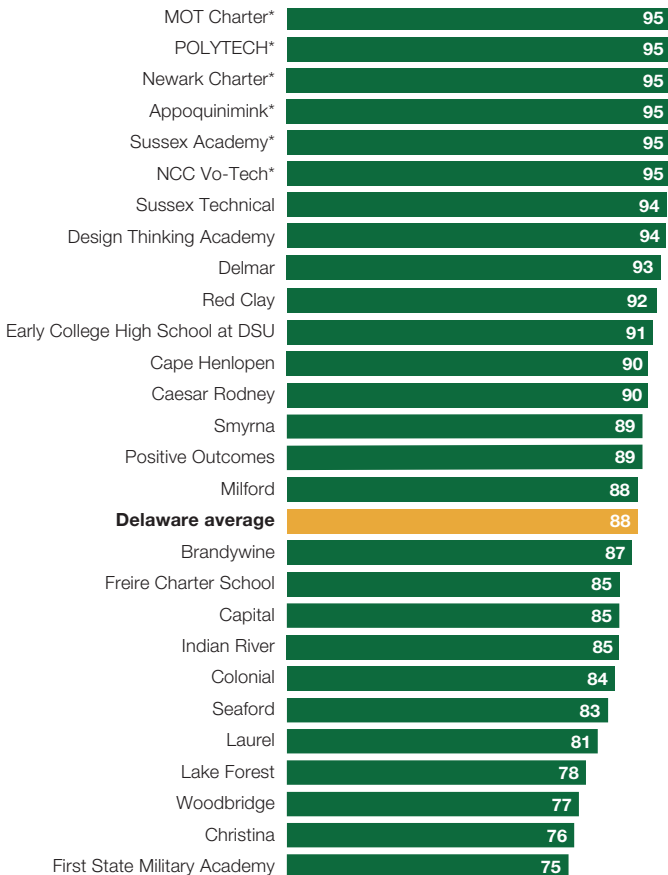
Source: Delaware Department of Education. (2020). 2018-2019 Delaware graduation summary statistics.

GRADUATION RATE BY DISTRICT (Class of 2019)



COLLEGE
AND CAREER
READINESS

Percentage of students who graduate high school in four years



*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. 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. (2020). 2018-2019 Delaware graduation summary statistics.

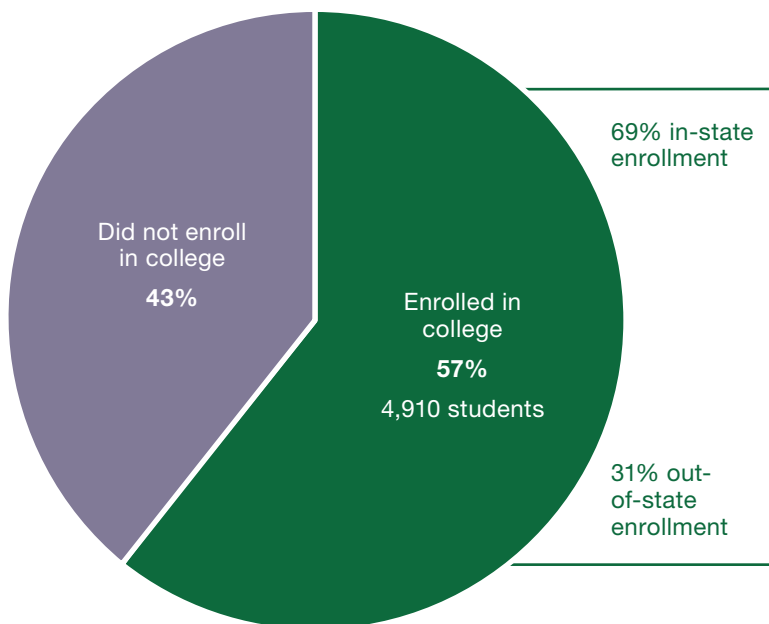


COLLEGE ENROLLMENT (Class of 2019)

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

Of the approximately 4,900 students that enrolled in college, 69 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 who enrolled in college. Percentages may be off due to rounding.

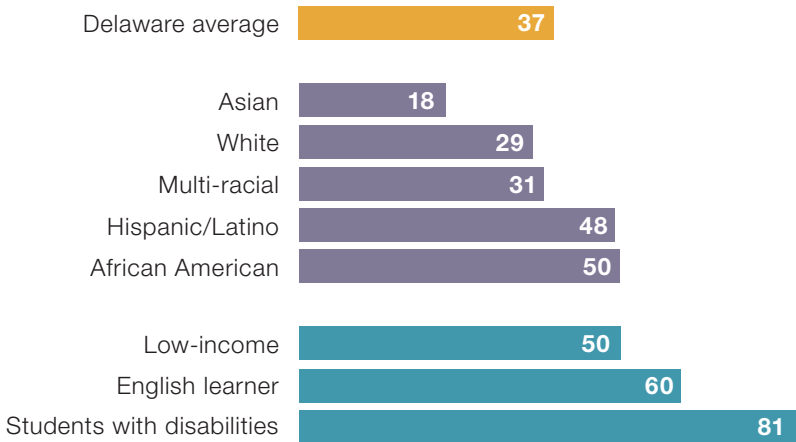
Source: Delaware Department of Education. (2020). College enrollment: Class of 2019.



DELAWARE COLLEGE REMEDIATION, BY SUBGROUP (Class of 2018)

Percentage of Delaware public high school graduates attending Delaware colleges who are enrolled in a remedial course

Remediation is a non-credit-bearing course that a student must take before they can take courses that satisfy their program of study requirements. It 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 2018 who enrolled in a Delaware college or university. Data is not provided for public school students who enroll in out-of-state colleges. Remedial course is any non-credit bearing course that does not satisfy any program requirements and must be completed successfully prior to enrollment in foundational course(s) that do satisfy program requirements. Not all Delaware colleges offered remedial coursework in AY19-20. A student may take more than one remedial course. A student may take a remedial course at more than one Institute of Higher Education.

Source: Delaware Department of Education. (2020). College success report: Class of 2018.

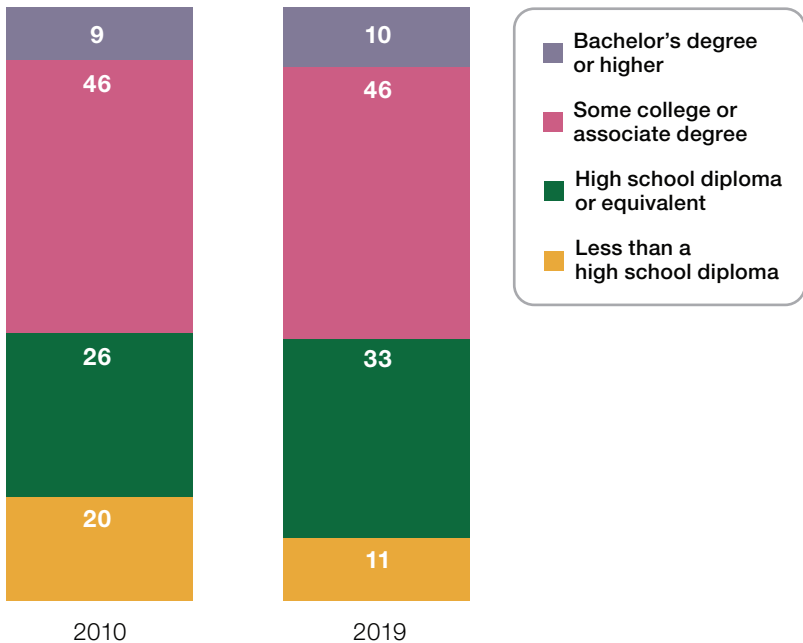


POSTSECONDARY EDUCATIONAL ATTAINMENT: YOUNG ADULTS 18-24

(2010, 2019)

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

More young adults have a high school diploma or higher now when compared to 2010.



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.

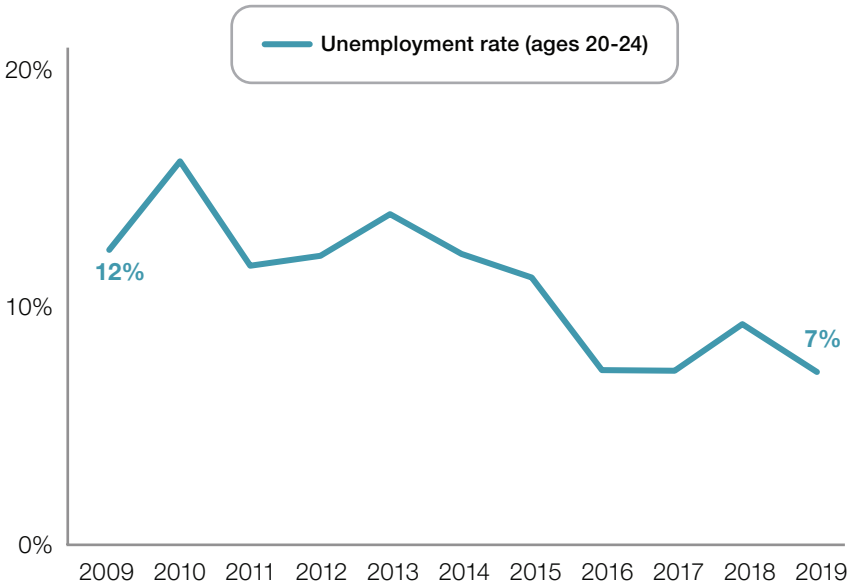
Sources: U.S. Census Bureau. (2020). Educational attainment, 2019 American Community Survey 1-year estimates; U.S. Census Bureau. (2020). Educational attainment, 2010 American Community Survey 1-year estimates.

YOUTH UNEMPLOYMENT RATE (2009-2019)

Percentage of Delaware population age 20-24 unemployed



The youth unemployment rate is considered an indicator of early workforce training and professional experience. Approximately seven percent of young adults (age 20-24) were unemployed as of 2019.



Note: Unemployment rate is defined as the number of individuals in the labor force actively seeking paid work.

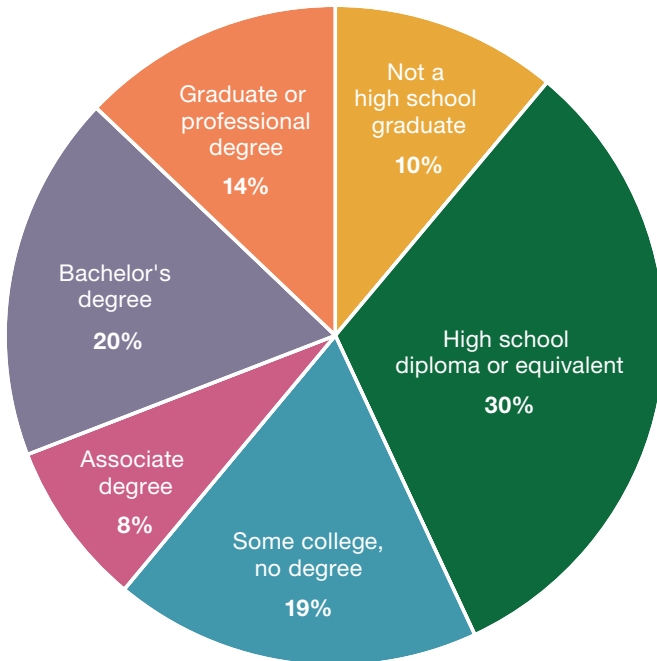
Source: Bureau of Labor Statistics. (2020). Expanded state employment state demographic data.



POSTSECONDARY EDUCATIONAL ATTAINMENT: ADULTS, AGE 25 AND OVER (2019)

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

While 60 percent of the Delaware adult population has earned at least some postsecondary education, only 41 percent of Delaware's adult population has received a two-year, four-year, or graduate degree.



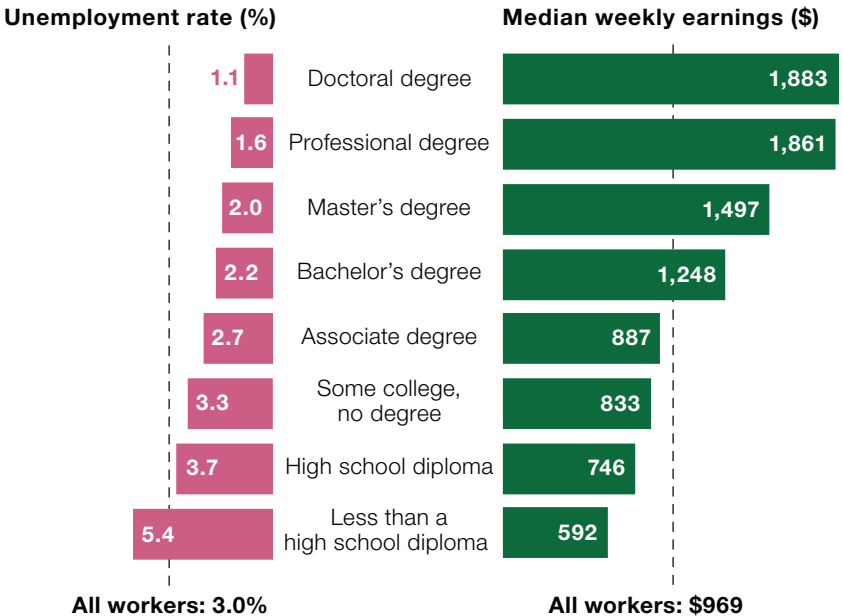
Note: Postsecondary educational attainment includes some college, a two-year, four-year, or professional degree. Percentages may not equal 100 due to rounding. It is unclear what percentage of the population is on-track to obtain a degree or has attained non-degree postsecondary education such as a credential,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

Source: U.S. Census Bureau. (2020). Educational attainment, 2019 American Community Survey 1-Year Estimates.



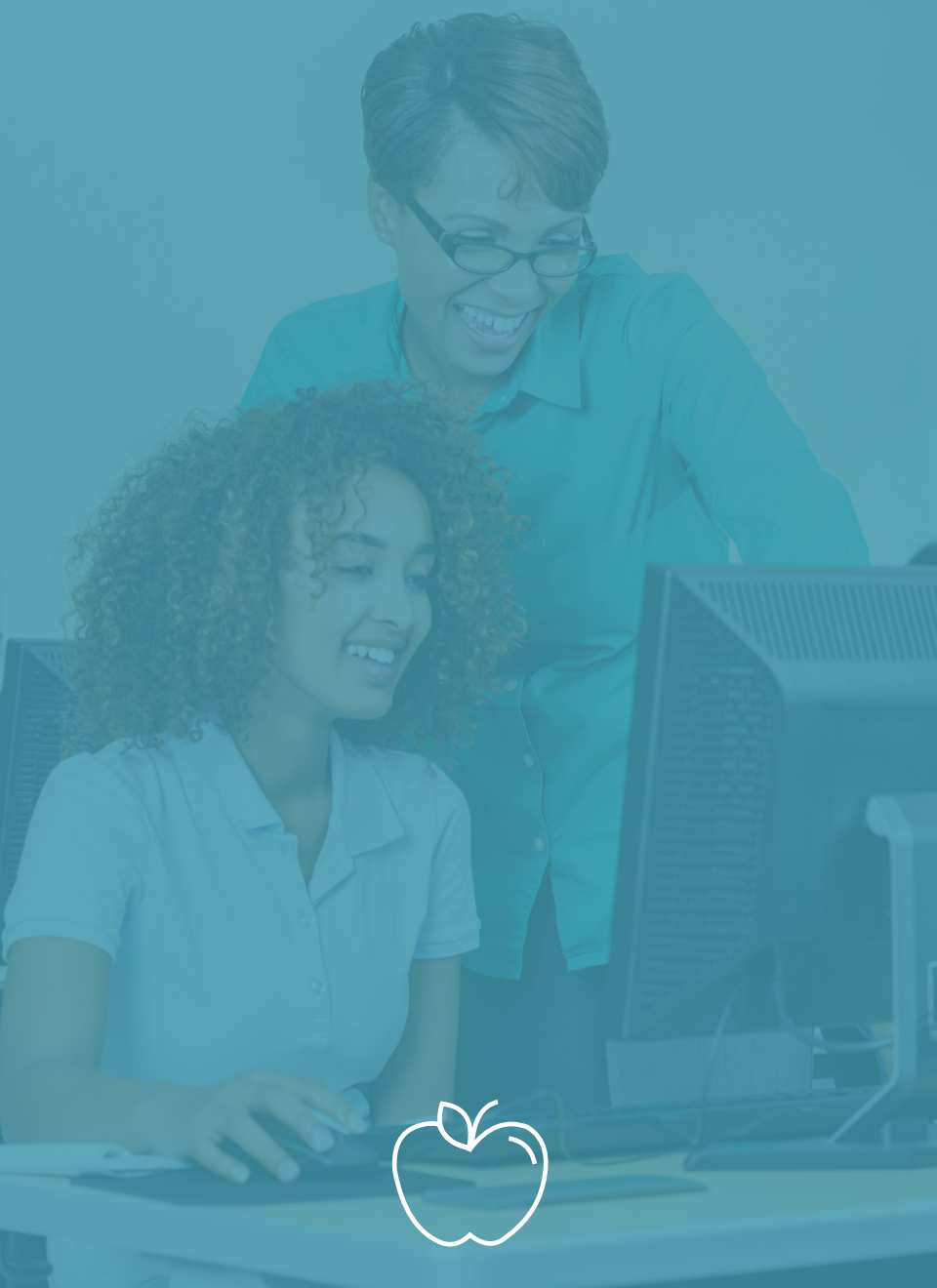
EARNINGS AND UNEMPLOYMENT RATES BY EDUCATIONAL ATTAINMENT (2019)

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. Bureau of Labor Statistics. (2020). Unemployment rates and earnings by educational attainment, 2019; U.S. Department of Labor. (2020). Current population survey. Bureau of Labor Statistics.



TEACHER AND
LEADER QUALITY

DELAWARE PUBLIC SCHOOL TEACHERS

(2020-21)



Just over 9,900 teachers serve Delaware public schools.

Teacher Characteristics	State	
	Number	Percent
TOTAL	9,955	
RACE/ETHNICITY		
White	8,160	82%
African American	1,162	12%
Hispanic/Latino	367	4%
Asian American	128	1%
Multi-racial	113	1%
American Indian/Alaska Native	19	<1%
Native Hawaiian/Other Pacific Islander	<10	<1%
GENDER		
Male	2,288	23%
Female	7,667	77%

Note: In this instance, a teacher is defined as a person licensed and certified by the state to engage in the practice of instruction or other related professional support services in Delaware public schools, including charter schools. Percentages may not total 100 due to rounding.

Source: Delaware Department of Education. (2021). Delaware public school teachers demographics.

DELAWARE PUBLIC SCHOOL LEADERS

(2020-21)



More than 500 school leaders serve Delaware public schools.

School Leader Characteristics	State	
	Number	Percent
TOTAL	524	
RACE/ETHNICITY		
White	380	73%
African American	121	23%
Hispanic/Latino	13	3%
Multi-racial	<10	1%
American Indian/Alaska Native	<10	<1%
Asian American	<10	<1%
Native Hawaiian/Other Pacific Islander	0	0%
GENDER		
Male	206	39%
Female	318	61%

Note: In this instance, school leader is defined as a principal or assistant principal, licensed and certified by the state to engage in the practice of administration, or other related professional support services in Delaware public schools, including charter schools. Percentages may not total 100 due to rounding.

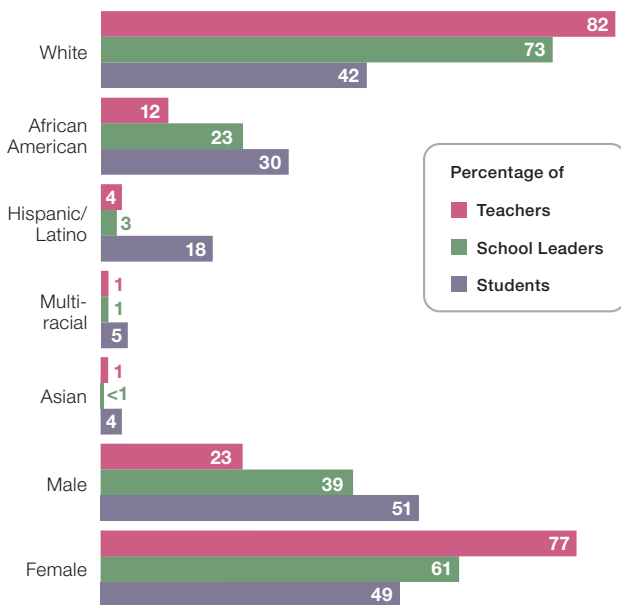
Source: Delaware Department of Education. (2021). Delaware public school leaders demographics.

COMPARING TEACHER, SCHOOL LEADER, AND STUDENT DEMOGRAPHICS (2020-21)



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 of students of color.



Note: School Leader is defined as a principal or assistant principal, licensed and certified by the state to engage in the practice of administration, or other related professional support services in Delaware public schools, including charter schools. Teacher is defined as a person licensed and certified by the state to engage in the practice of instruction or other related professional support services in Delaware public schools, including charter schools.

Sources: Delaware Department of Education. (2020). Delaware school report card; Ferguson, R.F. (2003). Teachers' perceptions and expectations and the Black-White test score gap. *Urban Education*, Vol. 38 (4), 460-507; Gershenson, S., Hart, C.M.D., Hyman, J., Lindsay, C., & Papageorge, N.W. (2021). The Long-run impacts of same-race teachers. National Bureau of Economic Research; Klopfenstein, K. (2005). Beyond test scores: The Impact of Black teacher role models on rigorous math taking. *Contemporary Economic Policy*, Vol. 23 (3), 416-428.



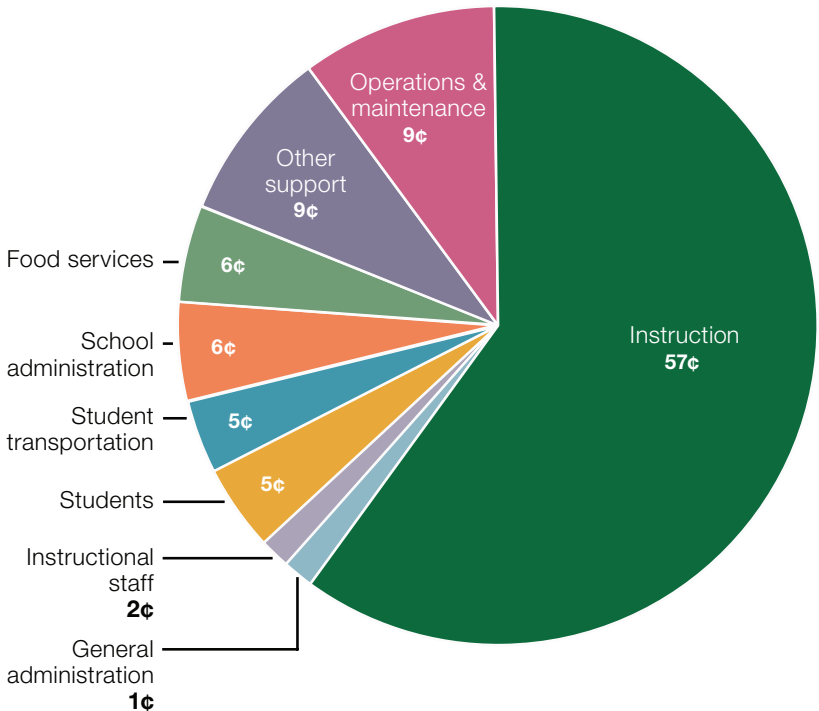
SCHOOL
FINANCE

TOTAL EDUCATION SPENDING FOR THE STATE (2018-19)



In 2018-19, Delaware spent approximately \$2.39 billion on public education, which includes state, local, and federal funds.

For every dollar spent on education:



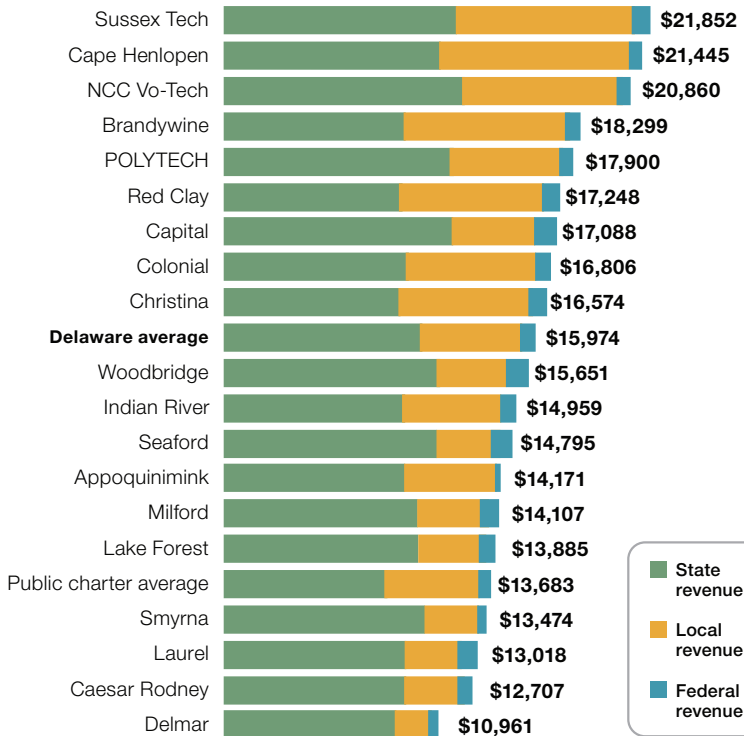
Note: Categories are based on school district's annual financial statement to the Delaware Department of Education. Total education spending for the state is inclusive of local, state and federal funds. It is unclear whether capital funds are included. "Instruction" refers to the total expenditures spent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

Source: Delaware Department of Education. (2020). Report of educational statistics 2018-2019 finance information.



AVERAGE REVENUES PER PUPIL BY DISTRICT (2018-19)

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 (2018-19 school year). Vocational technical teachers serve and support students in grades nine through 12 who are engaged in vocational technical career programs. Vocational technical school districts are funded differently than traditional school districts.

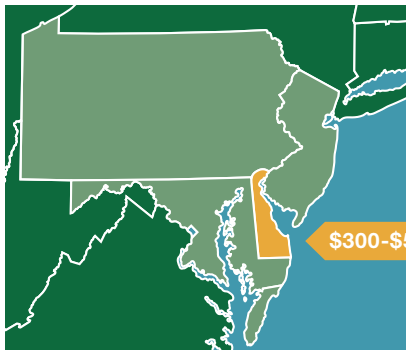
Source: Delaware Department of Education. (2020). Report of educational statistics 2018-2019 finance information.

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.

As of the Fiscal Year 2021 budget, 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 to 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

\$300-\$500 per 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, and not the needs of students served.



Rank	State	Total
1	Washington, D.C.	\$31,280
2	New York	\$28,228
4	New Jersey	\$22,424
7	Pennsylvania	\$20,435
14	Delaware	\$18,034
	U.S. Average	\$14,840

Delaware ranks 14th in the nation for per pupil funding, behind regional neighbors.

Sources: United States Census. (2019). 2018 Annual survey of school system finances; Education Commission of the States. (2018). Delaware school funding; EdBuild. (2021). FundEd: State policy analysis; Education Trust. (2019). 5 Things state leaders should do to advance equity.



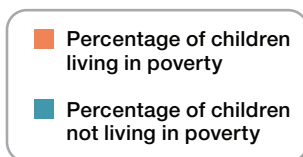
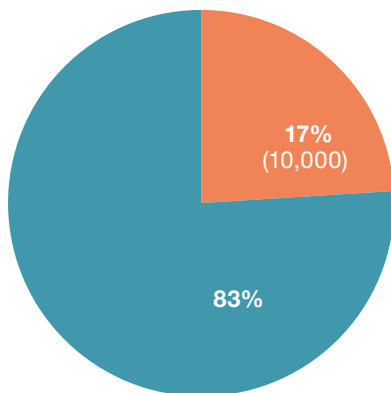
EARLY
LEARNERS



EARLY LEARNERS IN DELAWARE

(2019)

Delaware has an estimated 63,383 early learners (from birth through age five).



Note: The percentage of children age zero to five who live in families with incomes below the federal poverty level. The federal poverty definition consists of a series of thresholds based on family size and composition. In calendar year 2019, a family of two adults and two children fell in the "poverty" category if their annual income fell below \$25,926.

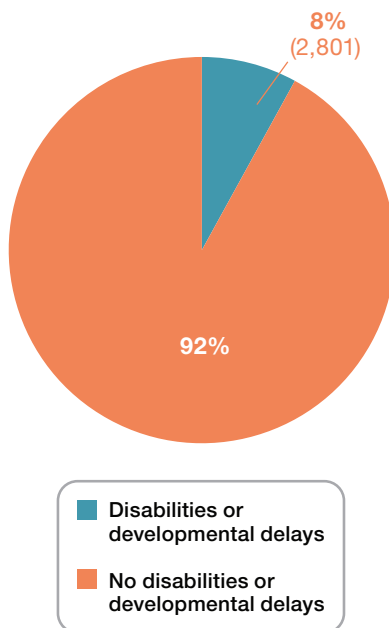
Source: Kids Count Data Center. (2020). Children in poverty by age group. Population Reference Bureau, analysis of data from the U.S. Census Bureau, Census 2000 Supplementary Survey, 2001 Supplementary Survey, 2002 through 2019 American Community Survey; Child and Adolescent Health Measurement Initiative. 2018-2019 National Survey of Children's Health (NSCH) data query. Data Resource Center for Child and Adolescent Health supported by the U.S. Department of Health and Human Services, Health Resources and Services Administration (HRSA), Maternal and Child Health Bureau (MCHB).



EARLY LEARNERS IN DELAWARE

(2018-19)

Delaware has an estimated 63,383 early learners (from birth through age five).



*Children with disabilities or developmental delays only include children age three to five for the 2018-2019 school year.

Note: Disabilities or developmental delays are defined as children who have an Individual Education Plan. Developmental delays are often not identified until kindergarten due to the lack of developmental screenings of young children and the number of young children who aren't in an educational setting between ages three to five.

Source: 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 (2019)

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



About half of all children ages three to four (11,000 kids) across Delaware are not in preschool. High-quality preschool improves school readiness, including social and emotional development and academic success.

All children*

49

Percentage of children in poverty ages three to four not enrolled in school, including nursery school, preschool or kindergarten (2018)

Almost 60 percent of children in poverty are not in preschool.

Children who are 200% below federal poverty threshold

56

Children who are 200% at or above federal poverty threshold

44

Note: Includes children ages three to four not enrolled in school, including nursery school, preschool school or kindergarten. "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.

**Percentage of all young children (ages three and four) who are not in school in Delaware.*

Sources: Population Reference Bureau, analysis of data from the U.S. Census Bureau, pooled 2007-09 to 2017-19 one-year American Community Survey; Population Reference Bureau, analysis of data from the U.S. Census Bureau, 2014-2018, five-year American Community Survey.

DELAWARE PRE-K ENROLLMENT RANKING (2019)



Delaware is in the bottom quartile and behind all neighboring states when it comes to pre-K access and enrollment. Only 845 children, five percent of four-year-olds and two percent of three-year-olds, were enrolled in state sponsored pre-K in 2018-2019.

State	Total
District of Columbia	1
Vermont	2
Oklahoma	3
Florida	4
Wisconsin	5
Iowa	6
Georgia	7
West Virginia	8
New York	9
Texas	10
Delaware	41

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 1999. 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. (2019). The State of Pre-school 2018: Delaware state profile.

DELAWARE EARLY LEARNER SURVEY RESULTS (2017-2019)



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

The data are used to customize instruction to meet children’s developmental needs and inform ongoing efforts to improve educational quality.

Domain	Examples Of Child Activity	Percent Accomplished (2017)	Percent Accomplished (2018)	Percent Accomplished (2019)
Social and Emotional	Sustains positive interactions with small group of other children	55%	58%	72%
Physical	Holds drawing or writing tools, steers wheelchair; can pedal/push objects that move	64%	61%	78%
Language	Follows multistep directions; describes use of items	62%	53%	67%
Literacy	Recognizes and names as many as 10 letters; indicates where to start reading	69%	70%	85%
Cognitive	Sustains work on interesting tasks; uses drawings or movements to represent ideas	54%	54%	65%
Mathematics	Verbally counts to 20; describes basic 2D and 3D shapes using own words	44%	45%	52%

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. (2020). Delaware early learner survey key findings.

EARLY CHILD CARE'S ECONOMIC CONTRIBUTION (2016)



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.

5,372 Jobs

The Delaware child care industry employs about 5,372 individuals who support an additional 1,328 jobs in local economies for a total jobs impact of 6,700.

\$180 Million

Delaware's child care industry revenue of \$180 million led to another \$140 million in spillover impact on local economies for a combined total impact of about \$320 million.

\$99 Million

\$99 million in Delaware employee compensation and proprietors' earnings within the child care industry generates \$45.2 million in additional earnings throughout Delaware for a total earnings impact of \$143.8 million.



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

Source: Committee for Economic Development. (2019). The Business case for investing in high quality child care in Delaware.

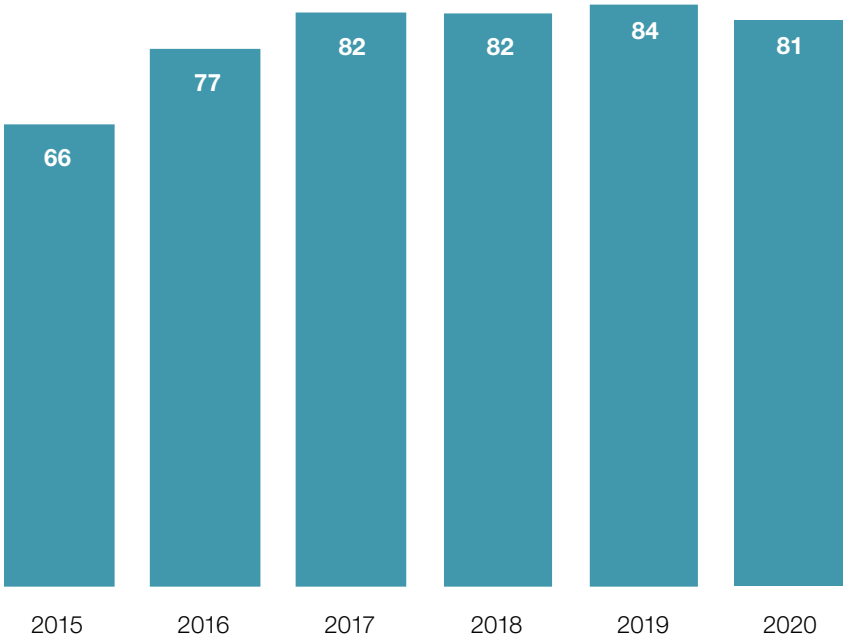


HIGHLY RATED DELAWARE STARS EARLY LEARNER PROGRAMS (2020)

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 2020, 81 percent (366) of Stars programs received a Star level rating of three or higher (out of five). There are 452 programs participating in all five Star levels.



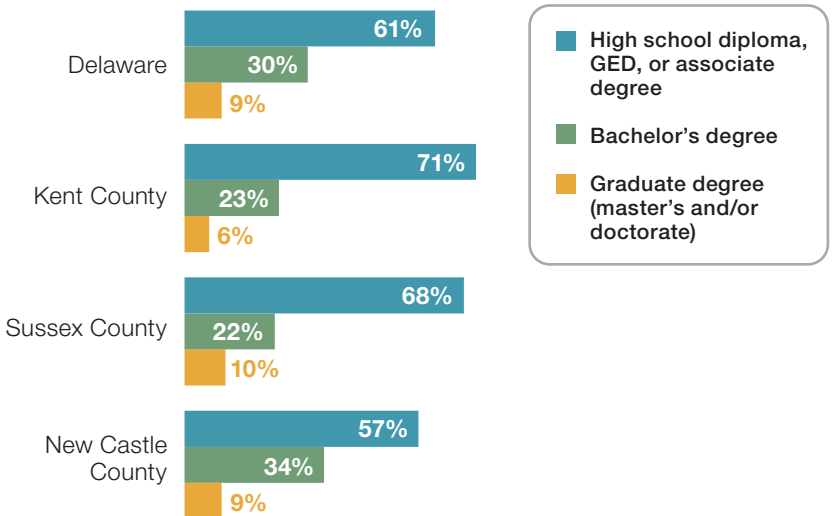
Note: Data reflective of December 31st for each year.

Source: Office of Early Learning. (2020). 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 bachelor's degree in early childhood development.

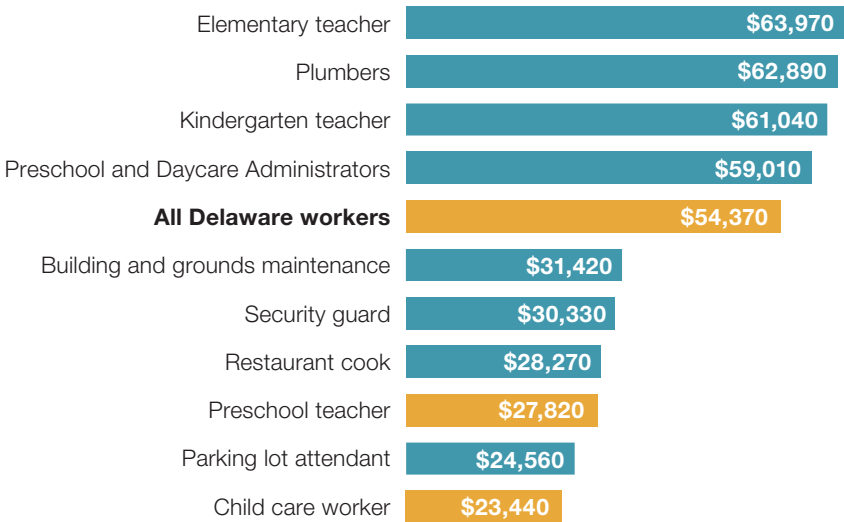
Source: University of Delaware. (2017). Center for Applied Demography and Survey Research; Bueno, M., Darling-Hammond, L., Gonzales, D. (2010). A Matter of degrees: Preparing teachers for the pre-k classroom. Pew Center on the States; Institute of Medicine. (2015). Transforming the workforce for children birth through age 8: A Unifying foundation.



EARLY CHILDHOOD EDUCATOR PAY COMPARED TO OTHER PROFESSIONS

(2019)

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.



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

Source: Center for the Study of Child Care Employment. (2018). Early childhood workforce index 2018: Delaware. University of California Berkeley; Bureau of Labor Statistics. (2019). Occupational employment statistics; Center for the Study of Child Care Employment, UC Berkeley, 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 workforce.



COST OF CHILD CARE (2020)

Child care in Delaware is expensive no matter what age a child is.

Annual Cost of Child Care in Delaware



Monthly Cost of Child Care in Delaware



Note: Delaware has based investments in child care on the market rate study, which is limited by what parents can pay and other factors. A cost of quality care methodology shows a much higher cost than what the state currently invests.

Source: Economic Policy Institute. (2020). The cost of child care in Delaware.

Cost of Care as a Share of Family Income in Delaware, Birth-5

Child care in Delaware is expensive for families across income levels, making up a substantial portion of a family's income. Families who are looking for formal care at a child care center will end up paying approximately \$13,000 per child. This is more than in-state tuition at most Delaware colleges and universities.

\$13,000 per year per child

Approximately 20% of the Delaware median household income for one child

Note: Delaware has based investments in child care on the market rate study, which is limited by what parents can pay and other factors. A cost of quality care methodology shows a much higher cost than what the state currently invests.

Source: Delaware Department of Education. (2020). PDG-B-5 consolidated needs assessment summary.



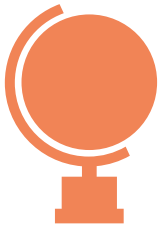
SOCIAL AND
EMOTIONAL
LEARNING

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**.

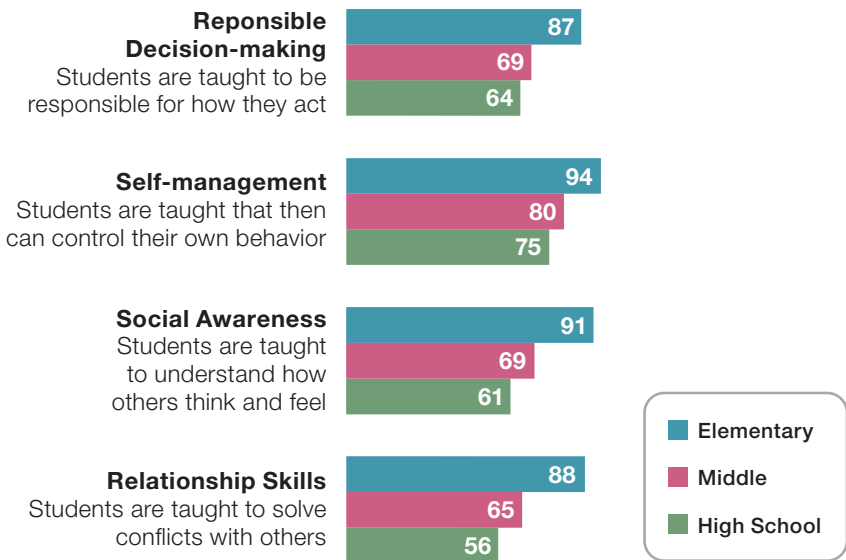
Sources: CASEL. (2017). Benefits of SEL; Belfield, C., Bowden, A.B., Klapp, A., Levin, H., Shand, R., & Zander, S. (2015). The Economic value of social emotional learning. Journal of Benefit-Cost Analysis, Volume 6 (3), 508-544; Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. Child Development, 82, 405-432; Jones, D.E., Greenberg, M., & Crowley, M. (2015). Early social-emotional functioning and public health relationship between kindergarten social competence and future wellness. American Journal of Public Health; Delaware Department of Education. (2017). Early learner survey results.

SOCIAL AND EMOTIONAL LEARNING TECHNIQUES (2019-20)



Percentage of educators reporting students are taught social and emotional skills

According to the School Climate Survey, middle and high school educators are less likely to report that students are taught social and emotional skills, compared to elementary educators.



Note: Based on educator survey responses. Educators were asked to indicate the level of agreement or disagreement to the above statements. Approximately 7,089 teachers across the state participated in the School Climate Survey for 2019-20 school year.

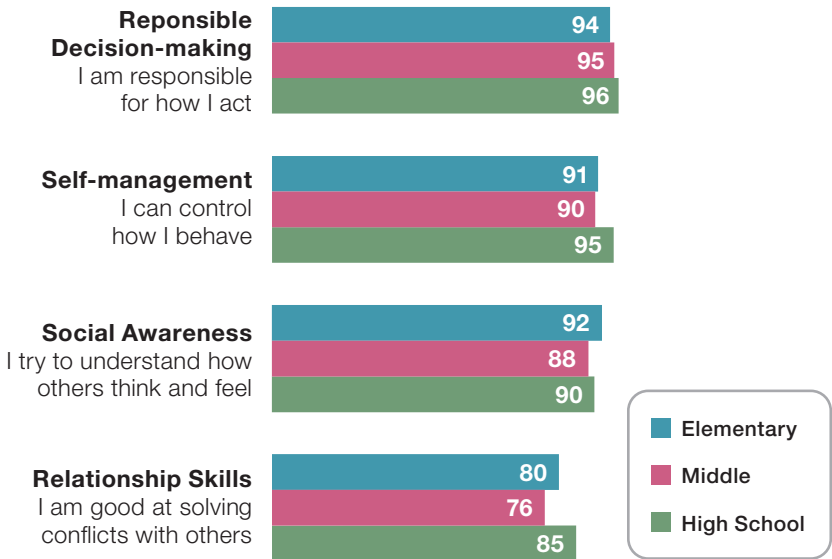
Source: Delaware Positive Behavior Support Project. (2020). 2019-20 School climate survey.

SOCIAL AND EMOTIONAL LEARNING COMPETENCIES (2019-20)



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.



Note: 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." 39,942 students from third grade to 12th grade across the state participated in the School Climate Survey for 2019-20 school year.

Source: Delaware Positive Behavior Support Project. (2020). 2019-20 School climate survey

ADVERSE CHILDHOOD EXPERIENCES (ACEs)

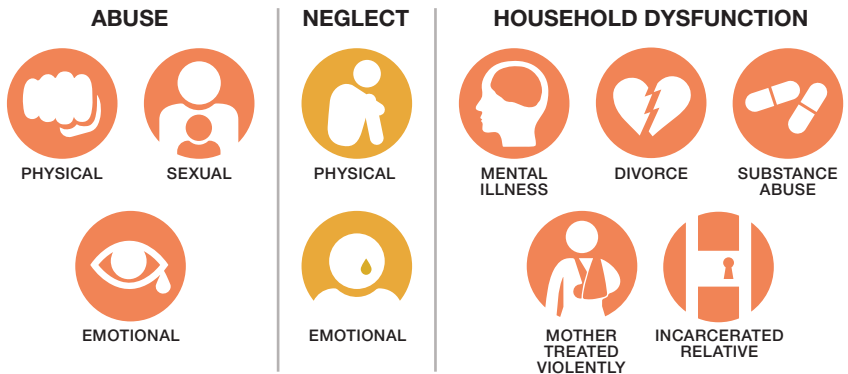


ACEs are traumatic events that occur during childhood and often lead to toxic stress, that is, prolonged activation of an individual's stress response system. Children with more ACEs are more likely to also show negative long term health and social outcomes.

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 has a significant impact on all students, but particularly on underserved children. ACEs can be prevented through protective factors. **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



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.

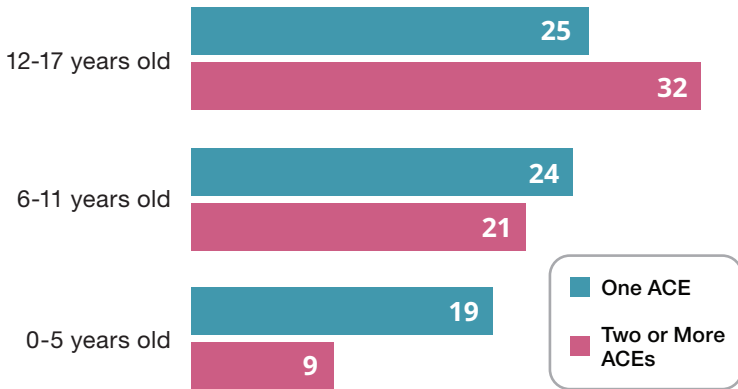
ADVERSE CHILDHOOD EXPERIENCES (ACEs) (2018-19)

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

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.



Percentage of Delaware children who've experienced one or more ACEs by age group



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.



**SOCIAL AND
EMOTIONAL
LEARNING**

PROTECTIVE FACTORS

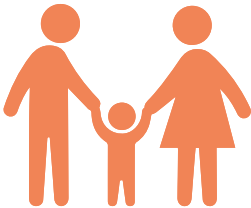
While adverse childhood experiences (ACEs) are prevalent, families, communities, and individuals can build attributes that buffer the impact of trauma and chronic stress. Resilience is the ability to adapt well in the face of adversity, trauma, and stress, and can be built through protective factors.

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

Temperament, Mastery, Understanding, Expression,
Conflict Resolution, Positive Relationships, Culture

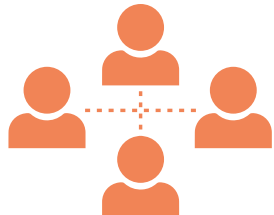


Families

Role Models, Supportive Relationships,
Health, Networks, Stability

Communities

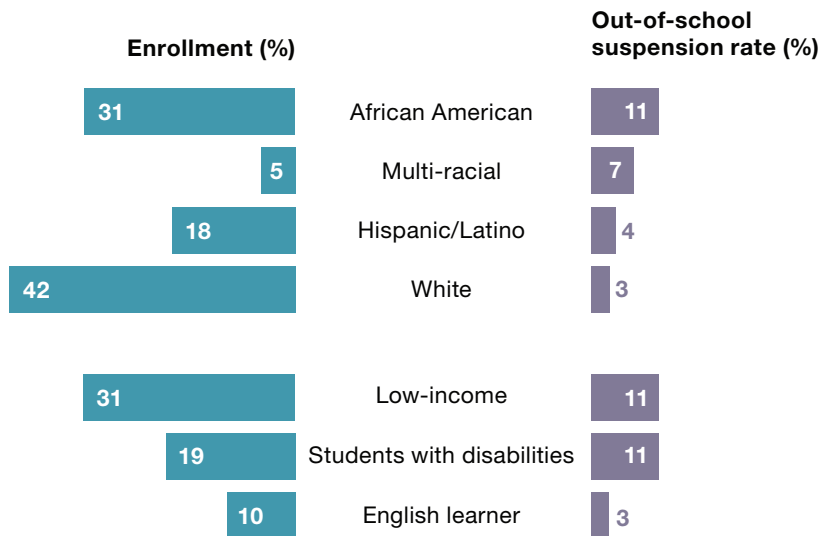
Access to services, School,
Mentors, Neighborhood Cohesion,
Neighborhood Safety



SCHOOL DISCIPLINE: STUDENT SUSPENSION (2019-20)

Number of students who received out-of-school suspension by subgroup

More than 8,800 students were suspended in 2019-20 school year, a rate of six percent of all students enrolled. This is a decrease from 11,193 students suspended in the 2018-19 school year. Students with disabilities, low-income students, and African American students are more likely to face out-of-school suspension than their peers. An out-of-school suspension means students are missing out on valuable school time.



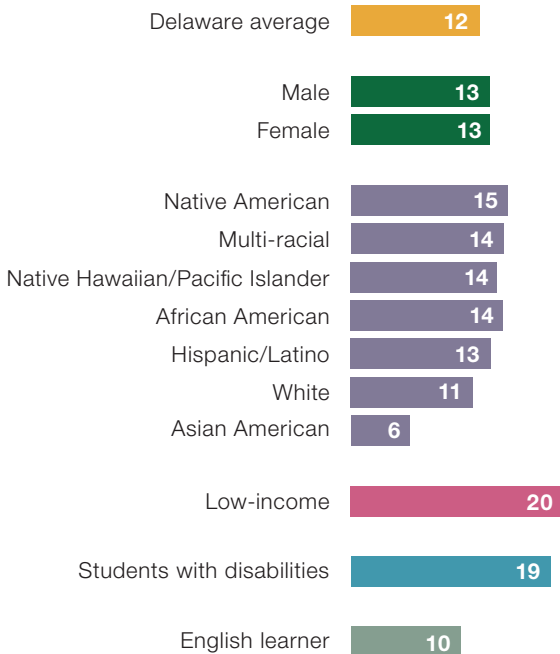
Note: Out-of-school suspension rate represents the percentage of students suspended within that particular subgroup. Total enrollment based on September 30th student count. An out-of-school suspension is an instance in which a child is temporarily removed from his/her regular school for at least half 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. (2020). 2019-20 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.



Note: 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). Delaware report card: Educational data for Delaware citizens.

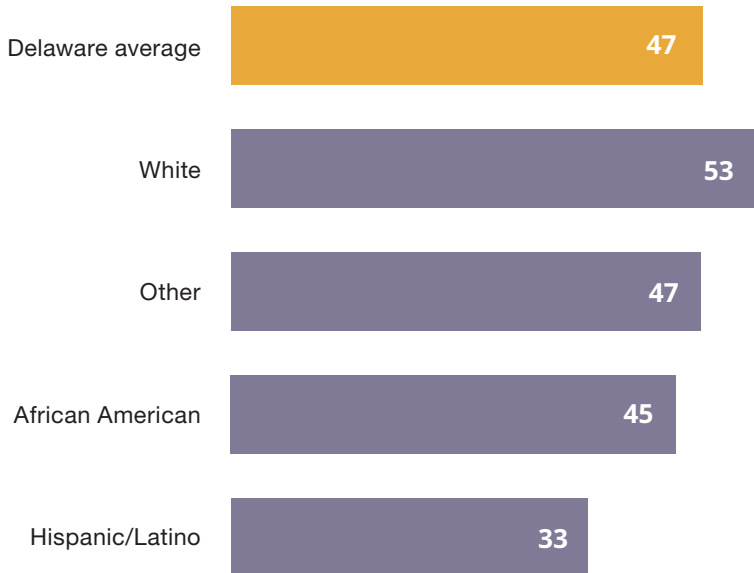
HEALTH: MEDICAL HOME CARE (2018-19)

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



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. 2018-2019 National Survey of Children's Health (NSCH) data query. Data Resource Center for Child and Adolescent Health supported by the U.S. Department of Health and Human Services, Health Resources and Services Administration (HRSA), Maternal and Child Health Bureau (MCHB). Retrieved from www.childhealthdata.org.

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