



2015-16

DELAWARE PUBLIC EDUCATION
AT A GLANCE



RODEL
FOUNDATION
OF DELAWARE

Delaware Public Education At A Glance

is also available online at www.rodelfoundationde.org/ata glance.

Explore online, share and tweet statistics, and join the conversation about the current state of public education in Delaware.



The mission of the Rodel Foundation of Delaware is to help Delaware build one of the finest systems of public education in the world by 2020.

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



EDITORIAL DESIGN BY KELLY CARTER

Delaware Public Education at a Glance is reflective of data available in October 2015.





Delaware Public School Students

(2014-15)



➔ There are nearly 135,000 students enrolled in Delaware public schools.

Student Characteristics	State	
	Number	Percentage
TOTAL	134,932	
RACE		
White	62,878	47%
African American	42,099	31%
Hispanic/Latino	20,645	15%
Other minority*	9,310	7%
GENDER		
Male	69,220	51%
Female	65,711	49%
OTHER CHARACTERISTICS		
Low-income	47,226	35%
Special education	18,756	14%
English learner	8,096	6%

*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 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. Percentages may not total 100 due to rounding.

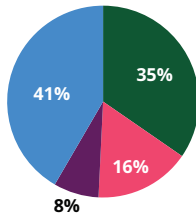
Source: Delaware Department of Education. (2015). Online School and District Profiles: State Enrollment History for Public Schools.

Student Demographics by County

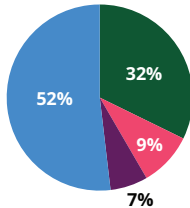
(2014-15)



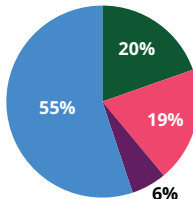
■ African American
 ■ Hispanic/Latino
 ■ Other minority
 ■ White



Low-income: 32%
 Special education: 13%
 English learner: 6%



Low-income: 37%
 Special education: 15%
 English learner: < 5%



Low-income: 40%
 Special education: 15%
 English learner: 8%

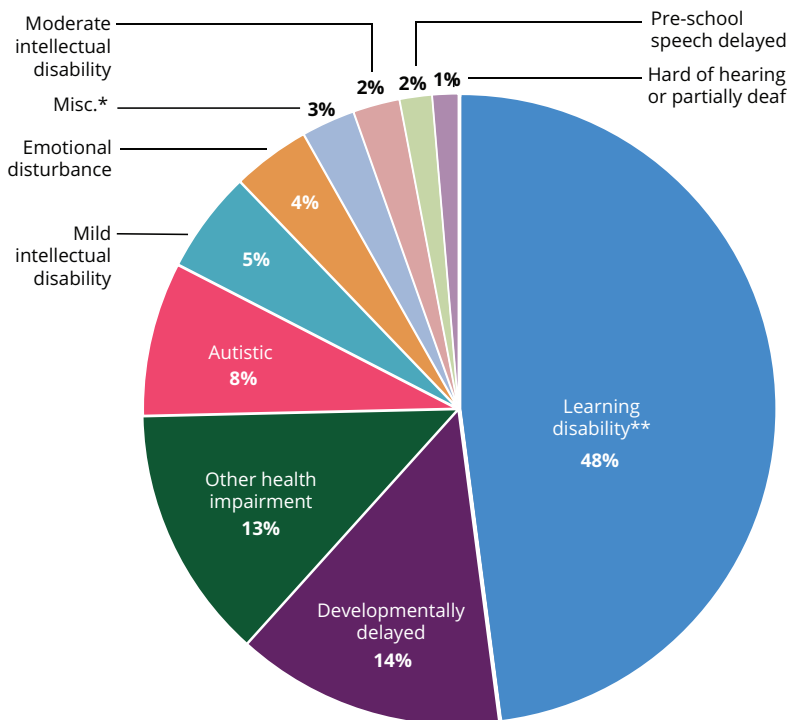
Note: Other minority includes Asian, Hawaiian, American Indian, and multi-racial. The low-income measure is used for many different purposes and the state methodology has changed beginning in 2013-14 for allocation of funds, reporting, and accountability purposes. Currently, low-income status is determined 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. Percentages may not total 100 due to rounding.

Source: Delaware Department of Education. (2015). Online School and District Profiles: State Enrollment History for Public Schools.



Special Education Student Enrollment by Disability Type (2014-15)

➔ There are more than 18,000 special education students enrolled in Delaware public schools, reflecting a wide array of disabilities.



*Miscellaneous includes disabilities that respectively make up less than one percent of the total special education population, such as: partially sighted, blind, traumatic brain injury, and severely mentally handicapped.

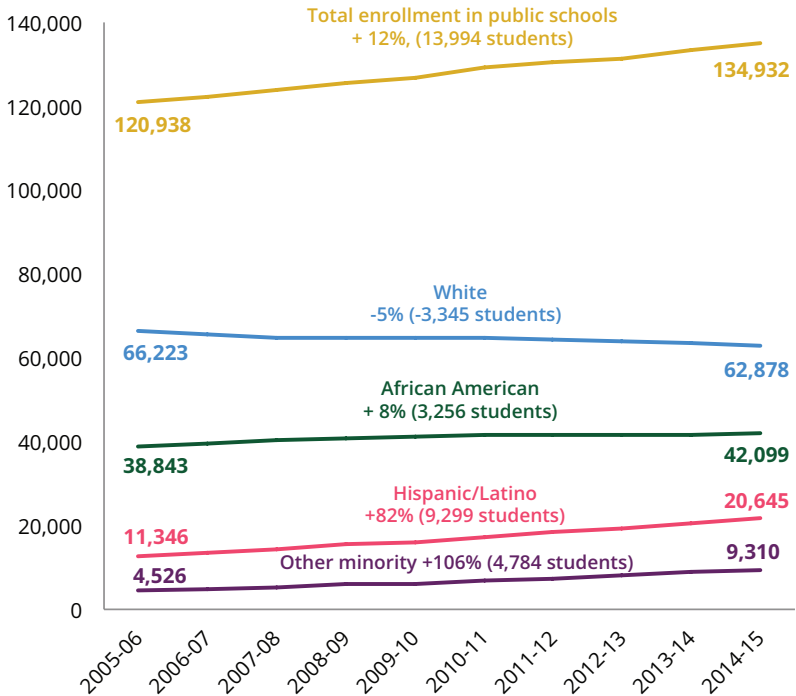
**Learning disability includes conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

Source: Delaware Department of Education. (2015). Online School and District Profiles: State Enrollment History for Public Schools.



Student Enrollment Trends by Race Subgroup (2006-2015)

➤ Minority students comprise over half of the overall student population.



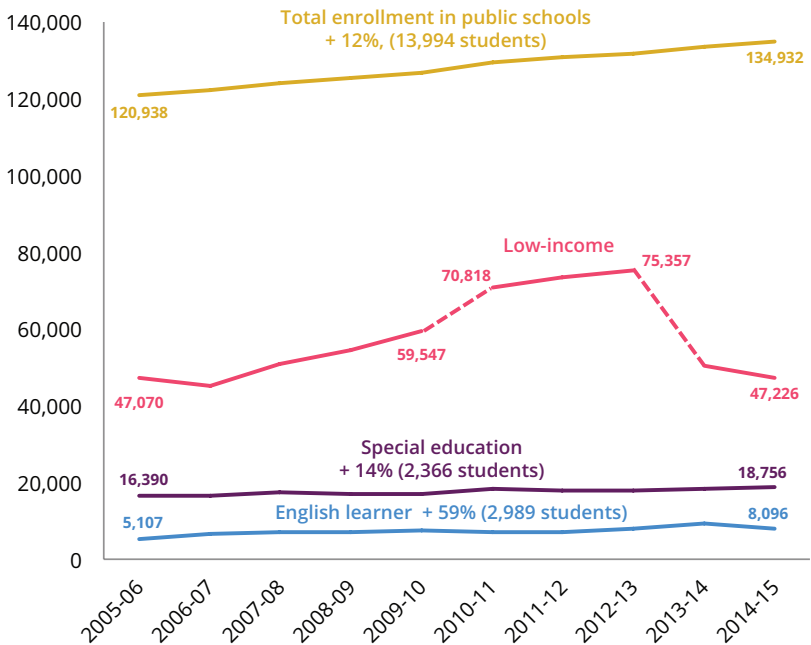
Note: Other minority includes Asian, Hawaiian, American Indian, and multi-racial.

Source: Delaware Department of Education. (2015). Online School and District Profiles: State Enrollment History for Public Schools; Delaware Department of Education. (2012). Detailed Enrollment and Specialty Enrollment Reports (2006-2011).



Student Enrollment Trends by High-Needs Subgroup (2006-2015)

➤ Over the last 10 years, total enrollment in public schools has increased, including special education and English learners. The number of students classified as low-income dropped by more than 25,000 after the state altered the methodology for determining low-income status.



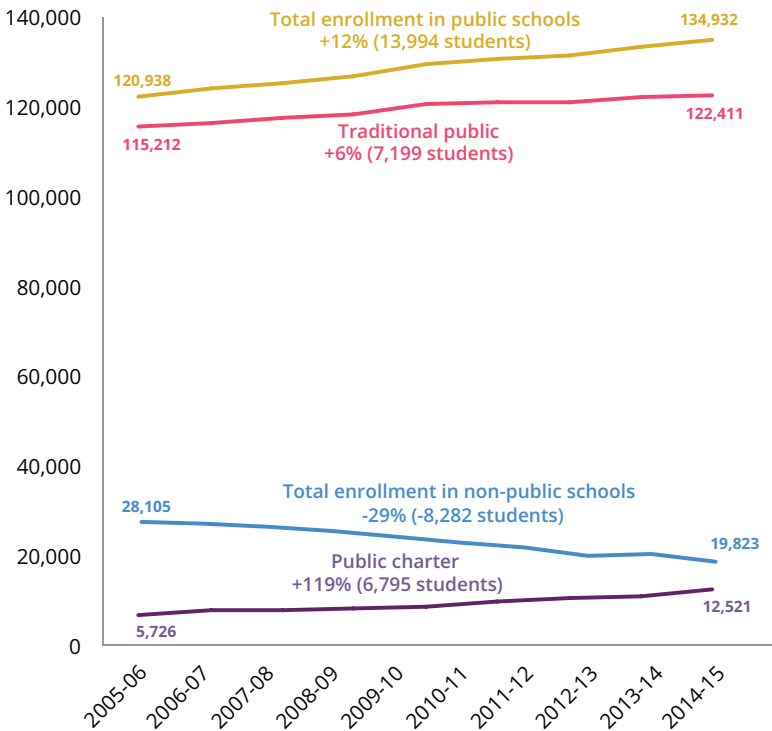
Note: The low-income measure is used for many different purposes, and the state methodology changed beginning in 2013-14 for allocation of funds, reporting, and accountability purposes. Currently, low-income status is determined by student participation in the Department of Health and Social Services 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.

Source: Delaware Department of Education. (2015). Online School and District Profiles: State Enrollment History for Public Schools; Delaware Department of Education. (2012). Detailed Enrollment and Specialty Enrollment Reports (2006-2011).



Student Enrollment Trends by School Type (2006-2015)

➔ Both traditional public and public charter schools continue to grow, as total public school enrollment increased by approximately 14,000 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. (2015). Online School and District Profiles: State Enrollment History for Public Schools; Delaware Department of Education. (2012). Detailed Enrollment and Specialty Enrollment Reports (2006-2011).

Delaware Public Schools (2015-16)



- There are nearly 230 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	63	28	19	110
Middle schools	17	7	8	32
High schools	23	8	8	39
Prekindergarten/kindergarten*	6	2	0	8
Special, alternative, and other	21	10	8	39
TOTAL	130	55	43	228

PUBLIC CHOICE SCHOOLS**

Vocational technical (vo-tech) schools	4	1	1	6
Public charter schools	20	6	1	27
Magnet schools	2	0	1	3
TOTAL	26	7	3	36

*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, such as: vo-tech, public charter, and magnet schools.

Note: These total reflect the public school totals reported for the 2014-15 school year, and have been adjusted to reflect public charter schools that closed and opened in the 2015-16 school year.

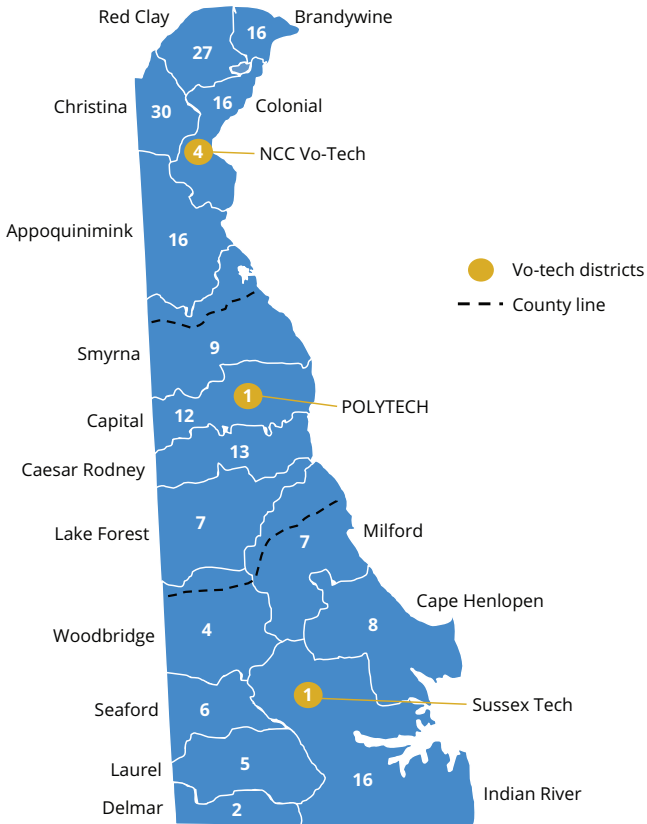
Source: Delaware Department of Education. (2015). Online School and District Profiles: Delaware Public Schools by Type and County.



Number of Schools by District

(2014-15)

➔ Delaware has 19 school districts.



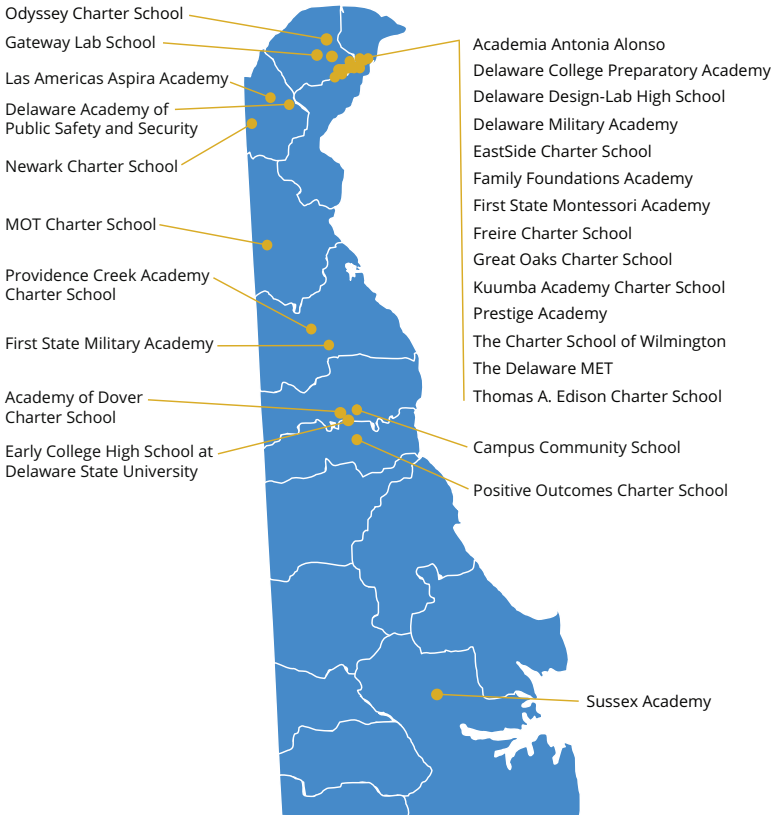
Note: School counts do not include state- or district-authorized public charter schools. This count includes only schools and programs with online profiles and may not be comprehensive of all special education and alternative schools and programs. Each vo-tech district serves students within the bounds of its respective county.

Source: Delaware Department of Education. (2015). Online School and District Profiles.

Public Charter Schools (2015-16)



➔ Delaware has 27 public charter schools.



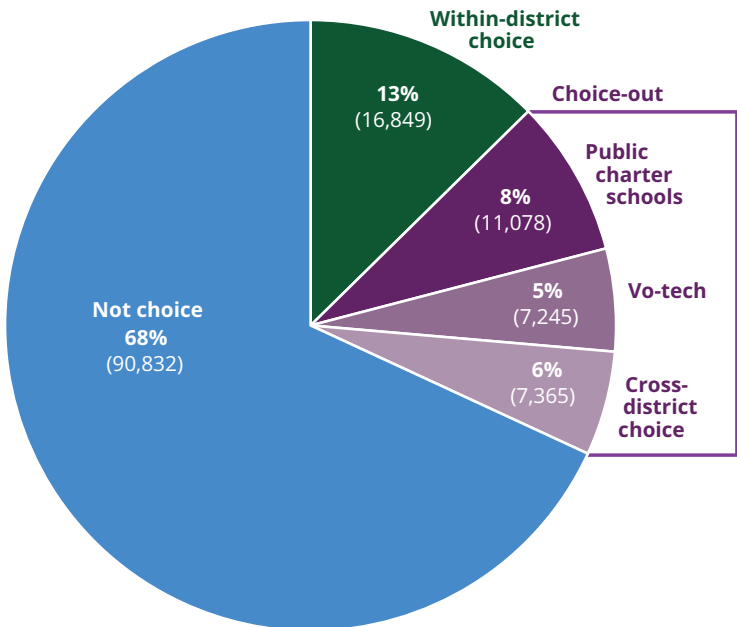
Note: Red Clay Consolidated School District is the authorizer of three charter schools: Charter School of Wilmington, Delaware College Preparatory Academy, and Delaware Military Academy. One new public charter school, Delaware STEM Academy, has been approved to open during the 2016-17 school year.

Source: Delaware Department of Education. (2015). Charter List.



Public School Choice (2013-14)

➔ Approximately **one in three** Delaware public school students exercises school choice, electing to attend another school within his or her district of residence, or choice-out of their district to another public school. Choice-out options include vo-tech, charter, and cross-district choice.

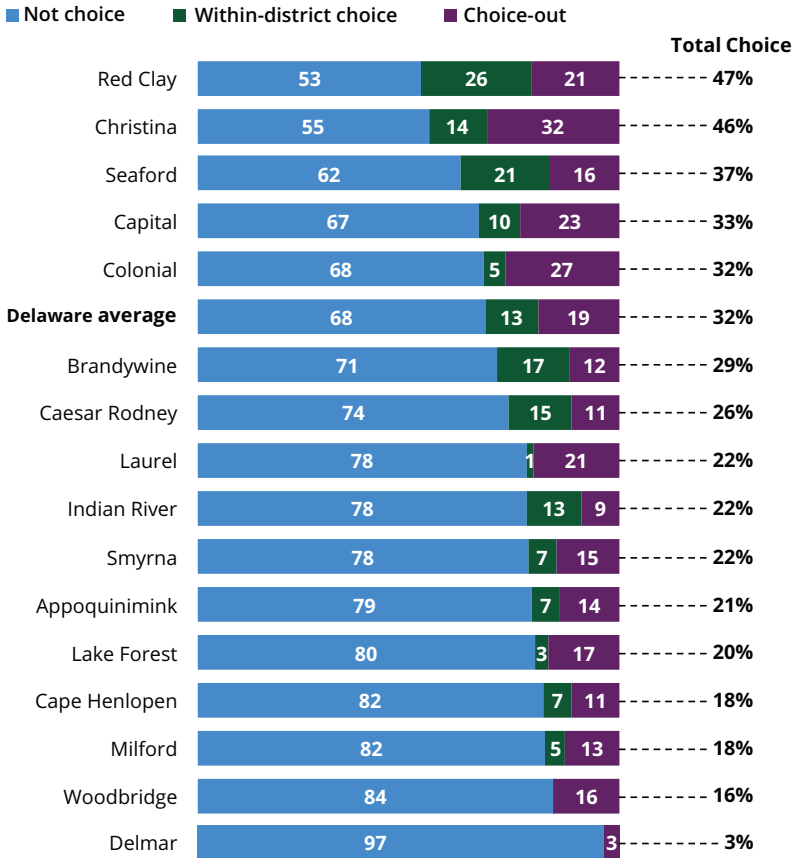


Note: "Not choice" refers to students that attend designated feeder-pattern school. Choice to enroll in magnet schools may be categorized as either within-district choice or cross-district choice. Percentages may not total 100 due to rounding.

Source: Delaware Department of Education. (2015). 2014 Home District Summary.

Public School Choice by District

(2013-14)



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. Only inclusive of districts with designated feeder patterns. Percentages may not total 100 due to rounding.

Source: Delaware Department of Education. (2015). 2014 Home District Summary.





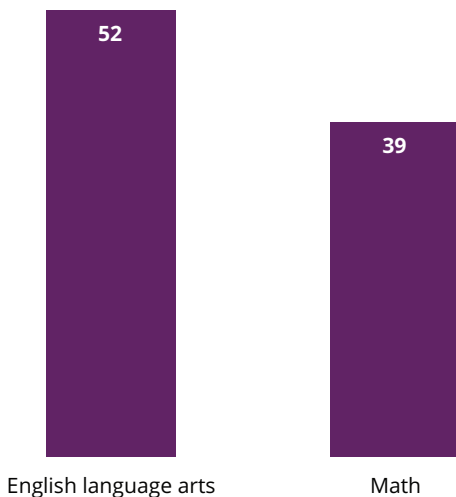
Smarter Assessment: Proficiency



Percentage of students scoring proficient or advanced on the Smarter Assessment (2014-15)

➔ The 2015 Smarter Assessment results are the first scores for the test, which is aligned with the Common Core — Delaware’s new academic standards. Smarter Assessment results provide a new baseline for how Delaware students are performing in English language arts (ELA) and math.

Statewide, approximately five out of 10 students are proficient in English language arts, and fewer than four out of 10 students are proficient in math.



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 and 11 tested. Smarter Assessment proficiency rates are not directly comparable with DCAS proficiency rates.

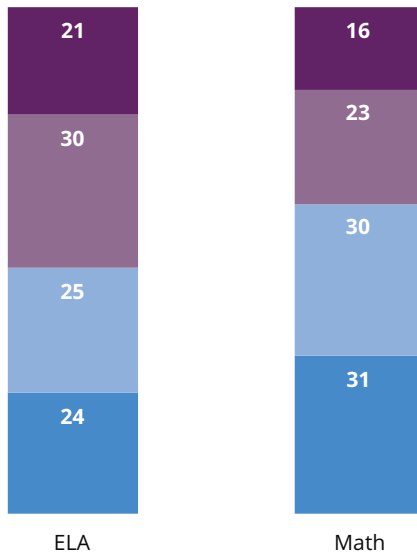
Source: Delaware Department of Education. (2015). 2015 Smarter Balanced Assessment Results.

Smarter Assessment: Achievement Levels



Share of students performing at different achievement levels on the Smarter Assessment (2014-15)

■ Well below standard ■ Below standard ■ Meets standard ■ Advanced



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 and 11 tested. Smarter Assessment proficiency rates are not directly comparable with DCAS proficiency rates.

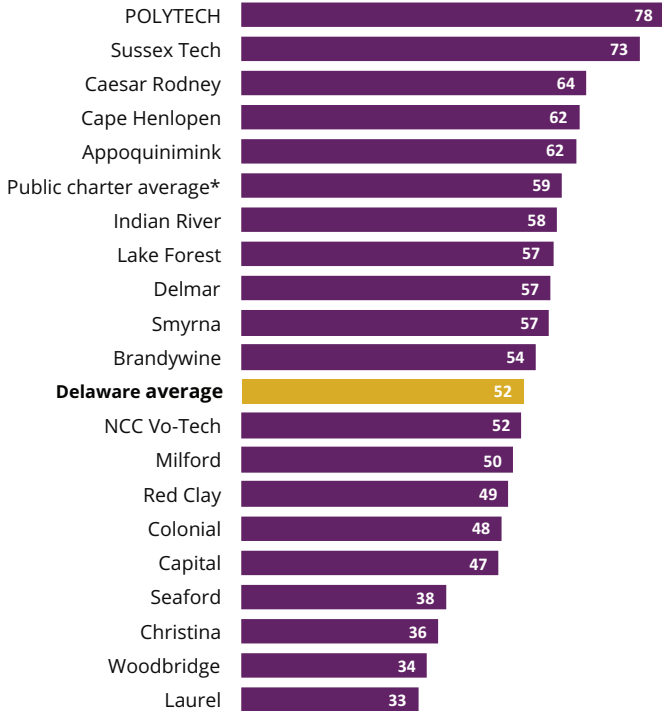
Due to rounding, percentage of students meeting standard and advanced may not match state average for overall percentage of students scoring proficient or advanced on the Smarter Assessment.

Source: Delaware Department of Education. (2015). 2015 Smarter Balanced Assessment Results.



Smarter Assessment: English Language Arts Proficiency by District

Percentage of students scoring proficient or advanced on the Smarter Assessment (2014-15)



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

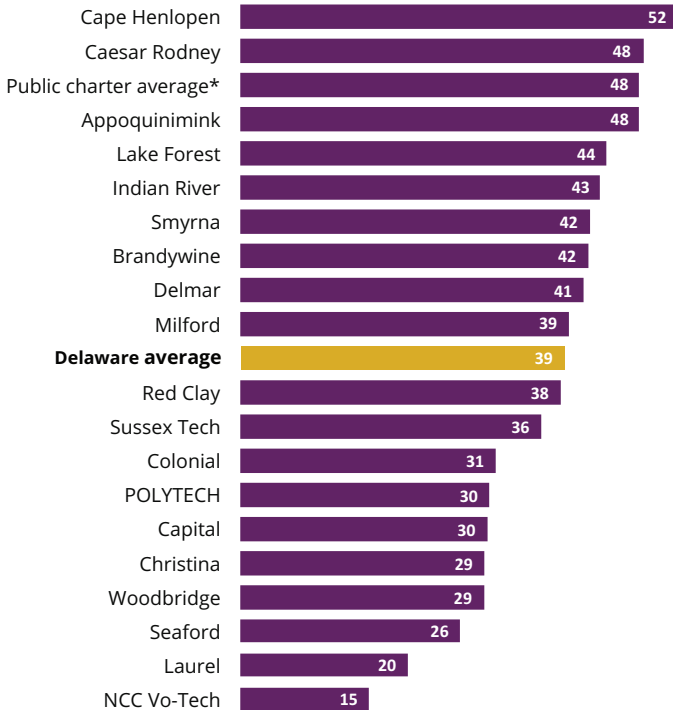
Note: Percentage of students scoring proficient or advanced calculated by dividing the total number of students scoring proficient or advanced by the total number of exams administered. Grades three through eight and 11 tested. Vocational technical school district proficiency rates based on the performance of grade 11 only. District participation rates varied, ranging from 91 to 100 percent. Smarter Assessment proficiency rates are not directly comparable with DCAS proficiency rates.

Source: Delaware Department of Education. (2015). 2015 Smarter Balanced Assessment Results.



Smarter Assessment: Mathematics Proficiency by District

Percentage of students scoring proficient or advanced on the Smarter Assessment (2014-15)



*Public charter average includes only state-authorized charter schools. Red Clay Consolidated School District proficiency includes three district-authorized public charter schools: Charter School of Wilmington, Delaware College Preparatory Academy, 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 and 11 tested. Vocational technical school district proficiency rates based on the performance of grade 11 only. District participation rates varied, ranging from 91 to 100 percent. Smarter Assessment proficiency rates are not directly comparable with DCAS proficiency rates.

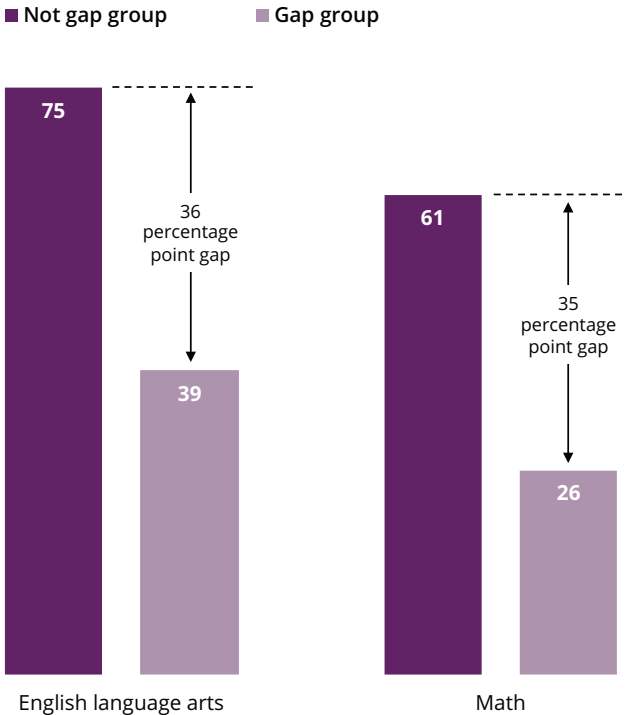
Source: Delaware Department of Education. (2015). 2015 Smarter Balanced Assessment Results.



Achievement Gaps: Gap Group

Percentage of students scoring proficient or advanced on the Smarter Assessment (2014-15)

➔ The student gap group is an aggregate, unduplicated count of students who are in groups that have historically had achievement gaps. Student groups combined into the student gap group include minority*, special education, low-income, and English learners.

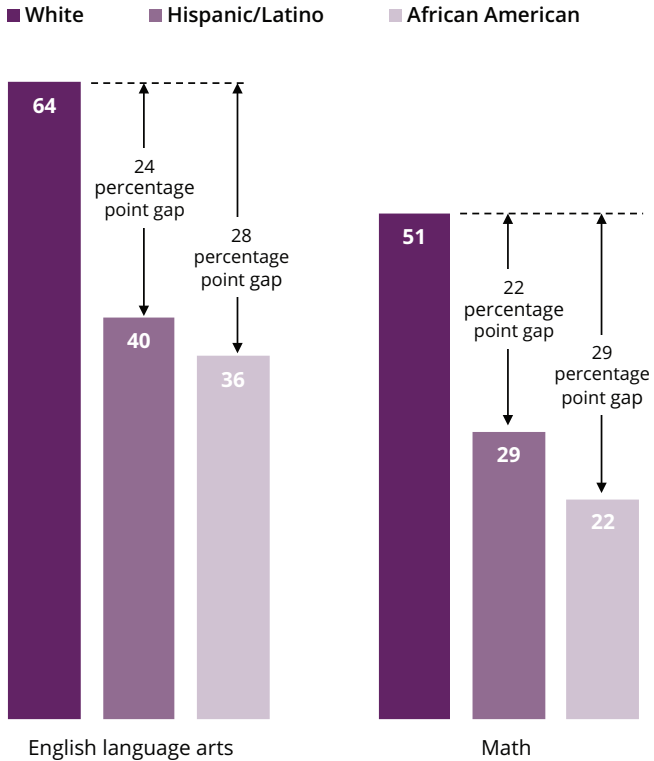


* The specific race/ethnicity groups included are: African American, Hispanic, and Native American.
Note: Percentage of students scoring proficient or advanced calculated by dividing the total number of students scoring proficient or advanced by the total number of exams administered. Grades three through eight and 11 tested.
Source: Delaware Department of Education. (2015). 2015 Smarter Balanced Assessment Results.



Achievement Gaps: African American and Hispanic/Latino Students

Percentage of students scoring proficient or advanced on the Smarter Assessment (2014-15)



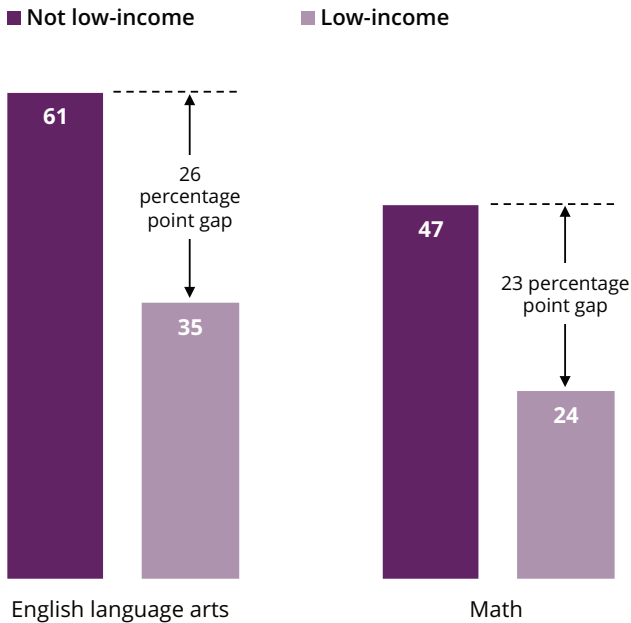
Note: Percentage of students scoring proficient or advanced calculated by dividing the total number of students scoring proficient or advanced by the total number of exams administered. Grades three through eight and 11 tested.

Source: Delaware Department of Education. (2015). 2015 Smarter Balanced Assessment Results.



Achievement Gaps: Low-Income Students

Percentage of students scoring proficient or advanced on the Smarter Assessment (2014-15)



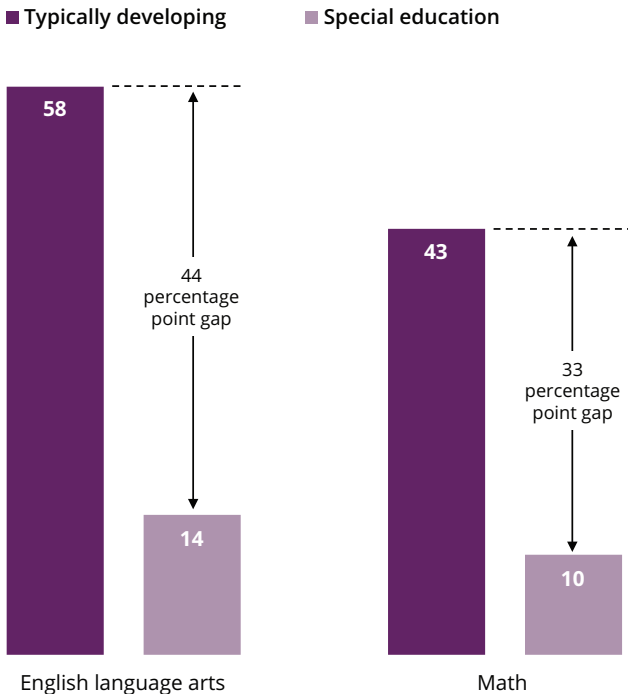
Note: Percentage of students scoring proficient or advanced calculated by dividing the total number of students scoring proficient or advanced by the total number of exams administered. Grades three through eight and 11 tested.

Source: Delaware Department of Education. (2015). 2015 Smarter Balanced Assessment Results.



Achievement Gaps: Special Education Students

Percentage of students scoring proficient or advanced on the Smarter Assessment (2014-15)



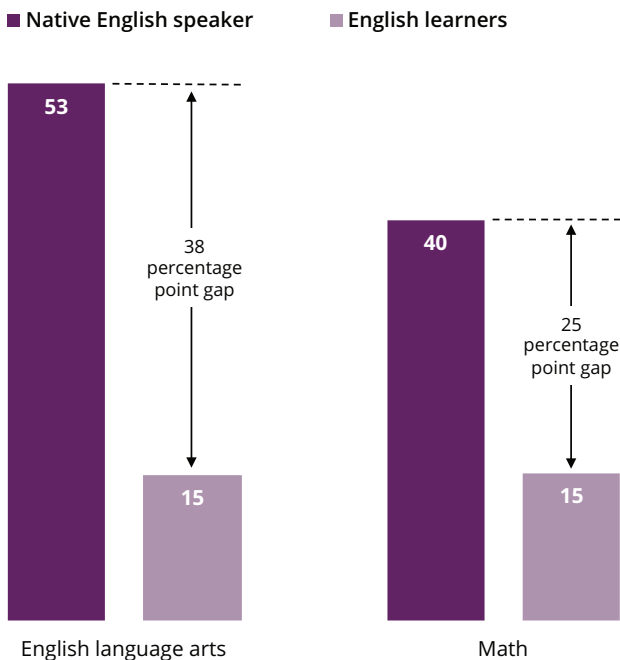
Note: Percentage of students scoring proficient or advanced calculated by dividing the total number of students scoring proficient or advanced by the total number of exams administered. Grades three through eight and 11 tested. Special education subgroup performance does not reflect students with significant intellectual disabilities who cannot meaningfully participate in the general assessment, even with accommodations; an alternative assessment (DCAS-Alt1) is available for these students.

Source: Delaware Department of Education. (2015). 2015 Smarter Balanced Assessment Results.

Achievement Gaps: English Learners



Percentage of students scoring proficient or advanced on the Smarter Assessment (2014-15)



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 and 11 tested.

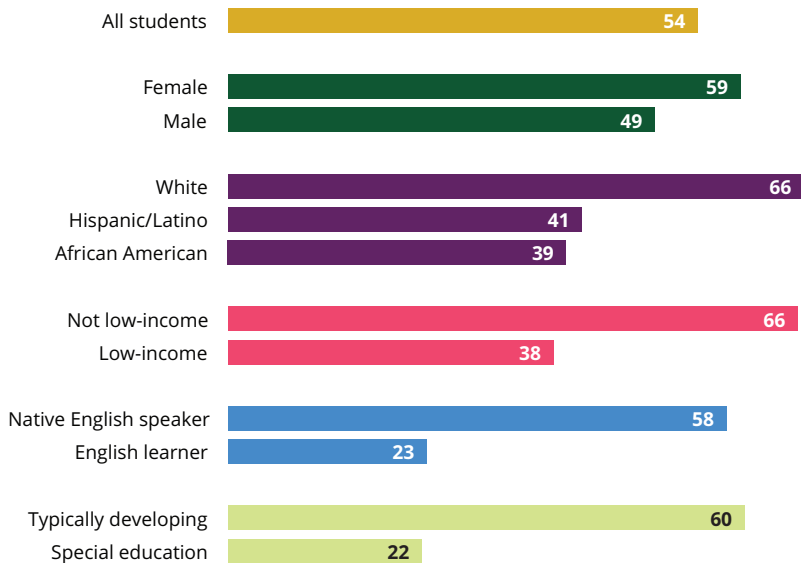
Source: Delaware Department of Education. (2015). 2015 Smarter Balanced Assessment Results.



Third Grade English Language Arts Proficiencies and Gaps

Percentage of third grade students scoring proficient or advanced on the Smarter Assessment (2014-15)

➔ 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.



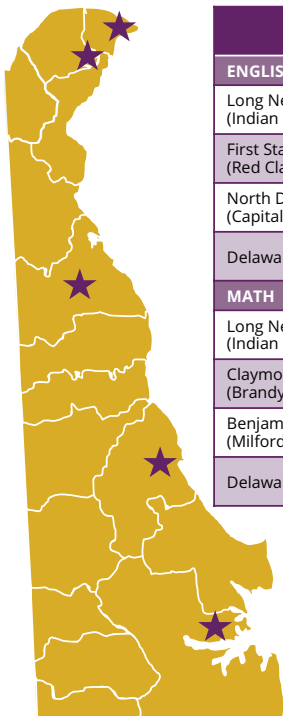
Note: Percentage of students scoring proficient or advanced calculated by dividing the total number of students scoring proficient or advanced by the total number of exams administered. Grades three through eight and 11 tested. See the Early Learning section for more information on Delaware early learners (ages 0-5) and early learning programs.

Source: Delaware Department of Education. (2015). 2015 Smarter Balanced Assessment Results; Annie E. Casey Foundation. (2011). Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation.

High-Achieving Schools Serving Low-Income Students (2014-15)



➔ These **equity bright spots** are the top schools in each county out-performing the state average in English language arts or math proficiency, and serving higher than average populations of low-income students.



	Percent Low-Income	Percent Proficient
ENGLISH LANGUAGE ARTS		
Long Neck Elementary School (Indian River School District)	53%	72%
First State School* (Red Clay Consolidated School District)	65%	63%
North Dover Elementary School (Capital School District)	50%	68%
Delaware average	35%	52%
MATH		
Long Neck Elementary School (Indian River School District)	53%	65%
Claymont Elementary School (Brandywine School District)	41%	58%
Benjamin Banneker Elementary School (Milford School District)	52%	55%
Delaware average	35%	39%

*First State School serves a student population that is >95% special education.

**Schools recognized as “equity bright spots” demonstrate higher levels of English language arts or math proficiency than their peers relative to their percentage of low-income students, and perform above the state average in ELA (52 percent) or math (39 percent).

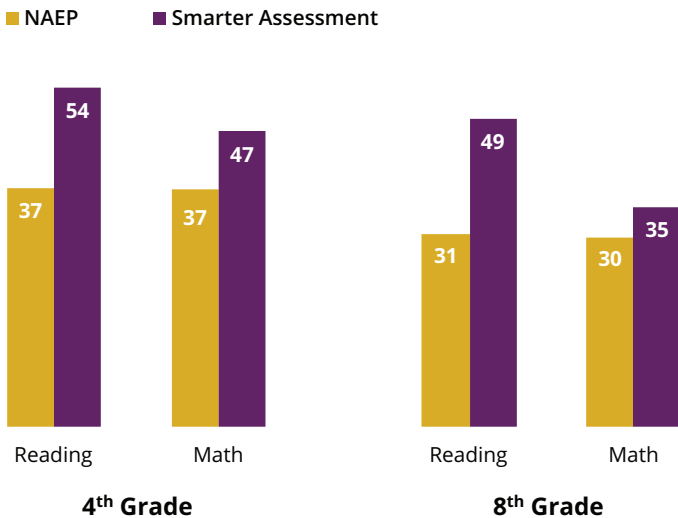
Source: Delaware Department of Education. (2015). 2015 Smarter Balanced Assessment Results.



Smarter Assessment and NAEP Assessment Scores

Percentage of students scoring proficient or advanced (2014-15)

➔ The National Assessment of Educational Progress (NAEP), considered the “Nation’s Report Card,” provides the public with reliable, representative-sample information on what large groups of students know and can do. While it draws upon similar approaches and ideas as assessments of the Common Core state standards, it is not wholly aligned to the Common Core. The Smarter Assessment shows that no more than five out of 10 Delaware students are proficient in reading and math, while the NAEP indicates that roughly three out of 10 Delaware students are proficient in reading and math.



Note: NAEP reading and math assessments are administered to a representative sample of students every two years. The Smarter Assessment is administered annually to Delaware students in grades three through eight and 11 in English language arts and math.

Source: Delaware Department of Education. (2015). 2015 Smarter Balanced Assessment Results; Delaware Department of Education; Sources: National Center for Education Statistics. (2013). State Profiles.

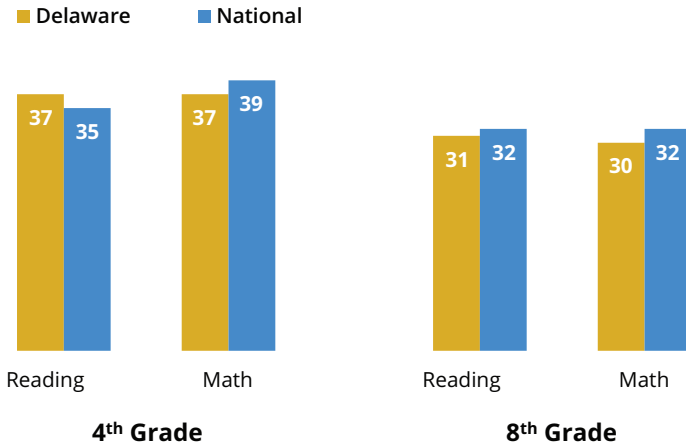


NAEP Assessment Scores: How Delaware Compares

Percentage of students scoring proficient or advanced (NAEP 2015)

➔ The National Assessment of Educational Progress (NAEP), considered the “Nation’s Report Card,” is administered to a representative sampling of students in each state.

Delaware is right around the national average in reading and math performance on the NAEP.



Note: NAEP reading and math assessments are administered to a representative sample of students every two years.

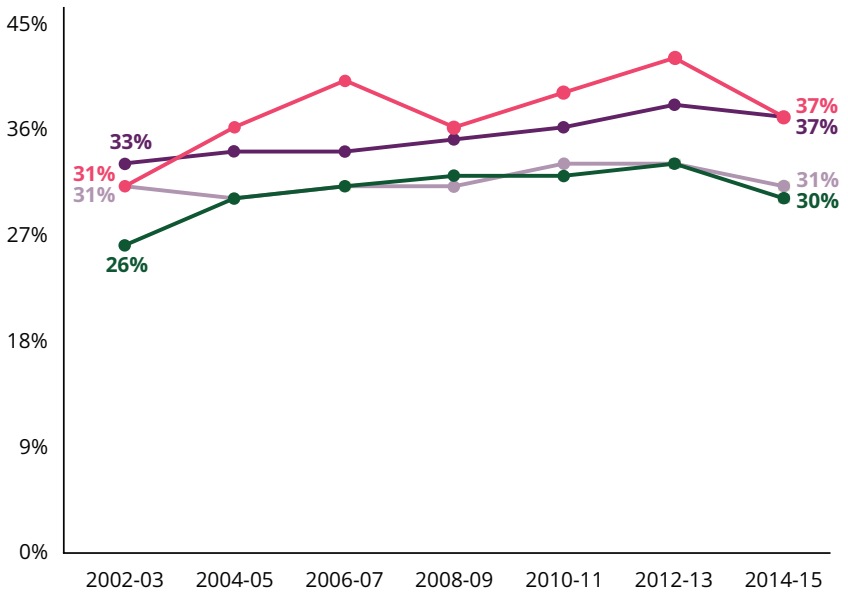
Sources: National Center for Education Statistics. (2015). State Profiles.



NAEP Assessment Scores: Trends in Proficiency

Percentage of students scoring proficient or advanced (2003-15)

● 4th grade reading ● 4th grade math ● 8th grade reading ● 8th grade math



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. (2015). State Profiles.

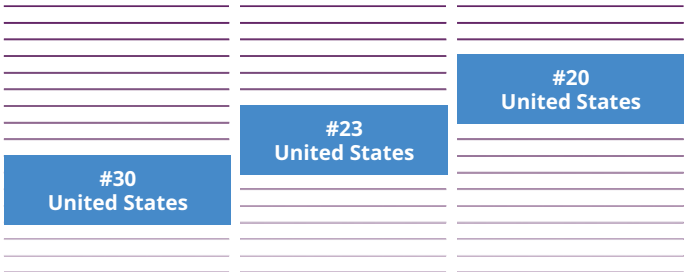


Global Competitiveness: Student Achievement

Scale Score Rank on the PISA (2012)

➔ In 2012, 65 countries participated in the Program for International Student Assessment (PISA), a “global report card” of student achievement. Because Delaware students performed on par with students nationally on the NAEP, it is likely that the U.S. results on the PISA reflect how Delaware students would perform if Delaware administered the test.

PISA Rank	Reading	Math	Science
1	Shanghai, China	Shanghai, China	Shanghai, China
2	Singapore	Hong Kong, China	Hong Kong, China
3	Hong Kong, China	Singapore	Singapore
4	Taiwan	Japan	Japan
5	Korea	Finland	Korea
6	Macao, China	Estonia	Finland
7	Japan	Korea	Ireland
8	Liechtenstein	Vietnam	Chinese Taipei
9	Switzerland	Poland	Canada
10	Netherlands	Canada	Poland



Source: OECD. (2013). 2012 PISA results.

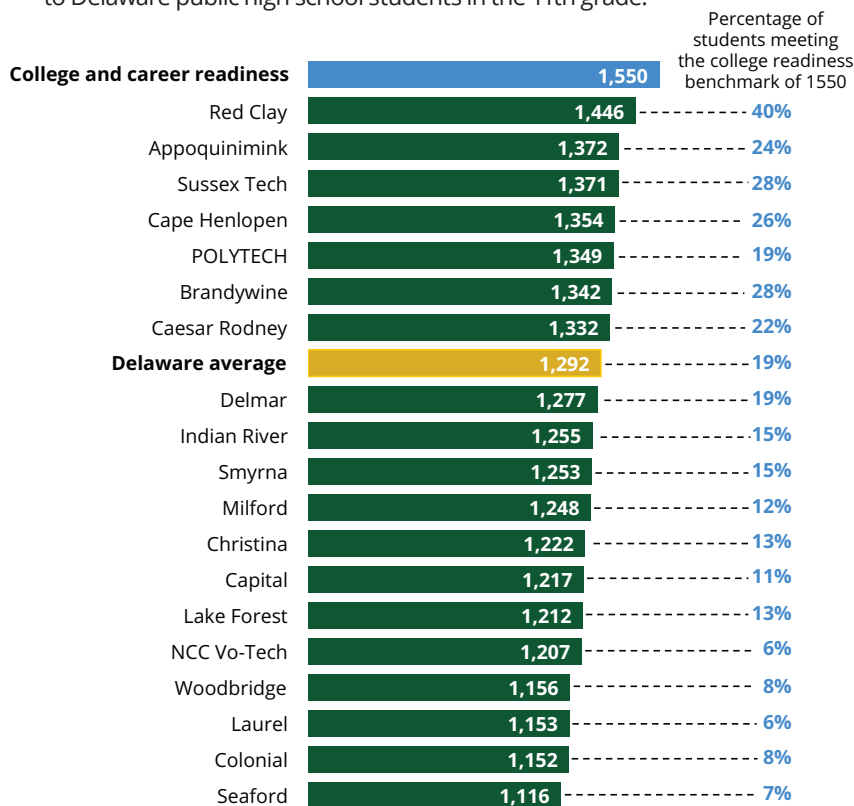


SAT Scores by District



Average public high school SAT scores for the class of 2013-14

➔ The SAT is a college readiness assessment administered statewide to Delaware public high school students in the 11th grade.



Note: Delaware is one of three states that administers the SAT statewide to all public high school students. The highest possible score on the SAT is 2400. These scores reflect SAT performance of the class of 2013-14. Red Clay Consolidated School District includes two district-authorized public charter schools serving high school students.

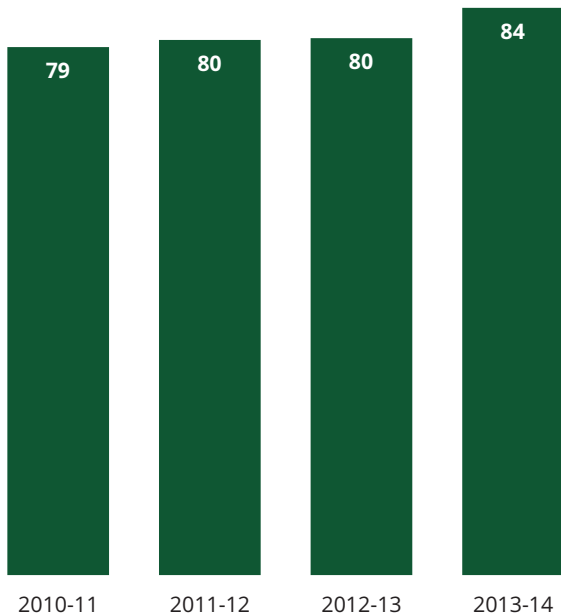
Source: Delaware Department of Education. (2015). Online School and District Profiles: Average public high school SAT scores for the class of 2013-14.



Graduation Rate Trends

Percentage of students who graduate high school in four years (2013-14)

➔ In 2013-14, 84 percent of students graduated from high school in four years, as compared to 79 percent in 2010-11.



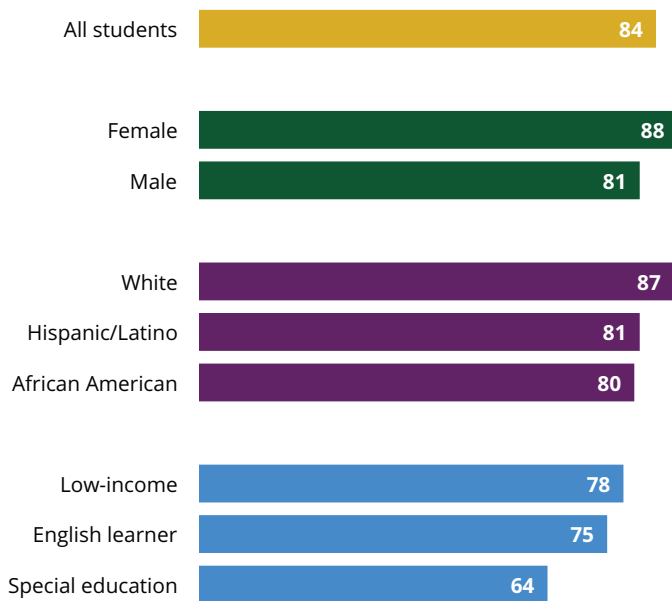
Note: Beginning in 2010-11, Delaware and other states began using the ESEA adjusted cohort graduation rate—a common method to calculate four-year high school graduation rates across states. Since a different methodology was used, this data is not directly comparable to graduation rates prior to 2010-11.

Source: Delaware Department of Education. (2015). ESEA Four-Year Adjusted School Graduation Rate.



Graduation Rate among Delaware Subgroups

Percentage of students who graduate high school in four years (2013-14)



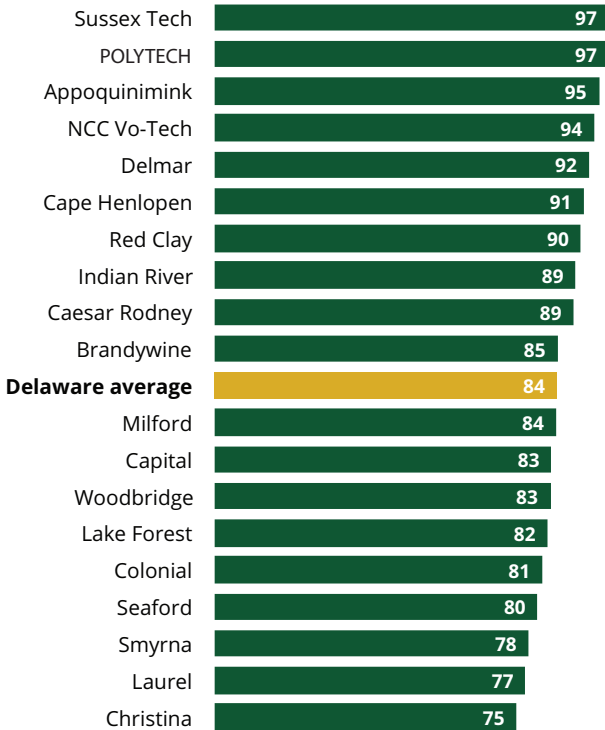
Note: Delaware uses the ESEA adjusted cohort graduation rate—a common method to calculate four-year high school graduation rates across states.

Source: Delaware Department of Education. (2015). Online School and District Profiles: ESEA Four-Year Adjusted School Graduation Rate (2013-14).



Graduation Rate by District

Percentage of students who graduate high school in four years (2013-14)



Note: Red Clay Consolidated School District includes 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. This data is not directly comparable to graduation rates prior to 2010-11.

Source: Delaware Department of Education. (2015). Online School and District Profiles: ESEA Four-Year Adjusted School Graduation Rate (2013-14).



Graduation Rate: How Delaware Compares

Four-year regulatory cohort adjusted graduation rate (2013-14)

➔ Delaware ranks 14th among states with the highest 2013-14 graduation rate.* However, Delaware leads the country in terms of growth.

Rank	States by Graduation Rate * (2013-14)	States by Growth (2012-13 to 2013-14)
1	Iowa (91%)	Delaware (8%)
2	Nebraska (90%)	Alabama (8%)
3	New Jersey (89%)	Oregon (5%)
4	Wisconsin (89%)	West Virginia (4%)
5	Texas (88%)	Illinois (3%)
6	New Hampshire (88%)	South Carolina (3%)
7	Indiana (88%)	Mississippi (3%)
8	Vermont (88%)	Washington (2%)
9	Kentucky (88%)	Arkansas (2%)
10	Missouri (87%)	Michigan (2%)
11	North Dakota (87%)	Wyoming (2%)
12	Tennessee (87%)	Missouri (2%)
13	Connecticut (87%)	Connecticut (2%)
14	Delaware (87%)*	Minnesota (2%)
15	Arkansas (87%)	North Carolina (2%)

*The 2014 Delaware rate reported by the U.S. Department of Education (87 percent) differs from the rate the state calculates for accountability (84 percent) because Delaware includes students in some special schools/programs that are excluded from the calculation used for the federal reporting. The state 2014 calculations (84 percent) also represented a significant increase from 2013, when the state reported a graduation rate of 80 percent.

Note: in 2012-13, Delaware's four-year regulatory cohort adjusted graduation rate was 80 percent.

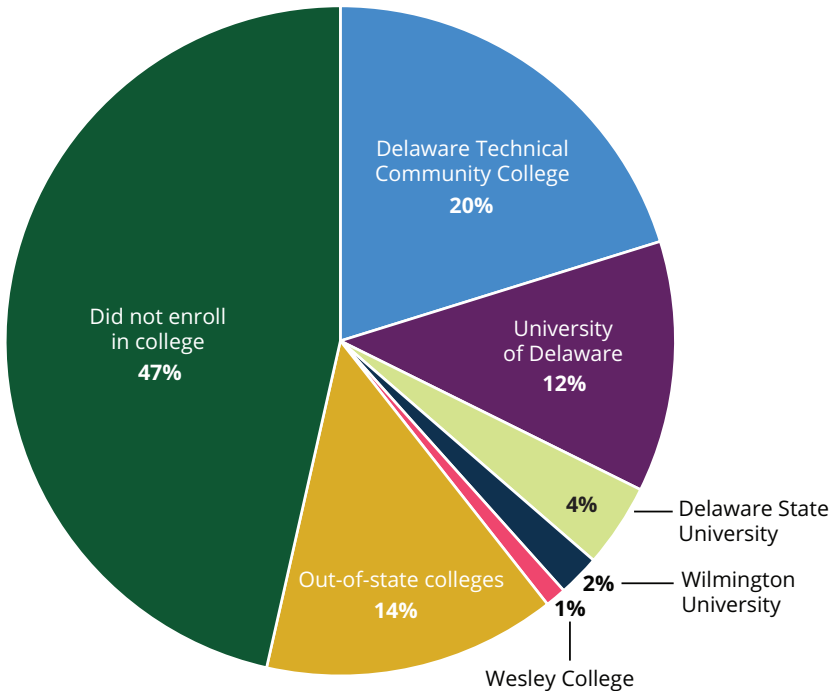
Source: U.S. Department of Education. (2015). SY 2012-13 and SY 2013-14 Four-Year Regulatory Adjusted Cohort Graduation Rate, by State.



College Enrollment

Percentage of Delaware public high school graduates enrolled in college (2012)

➔ Nearly 40 percent of 2012 Delaware public high school graduates that seamlessly enrolled in college attended Delaware colleges and universities.



Note: This percentage includes graduates from traditional public, public charter, and vocational technical schools. Data shown do not include students who enrolled in Goldkey-Beacom College or Delaware College of Art and Design. The National Student Clearinghouse estimated that 59 percent of all Delaware public high school graduates from the Class of 2012 enrolled in college. Percentages may be off due to rounding.

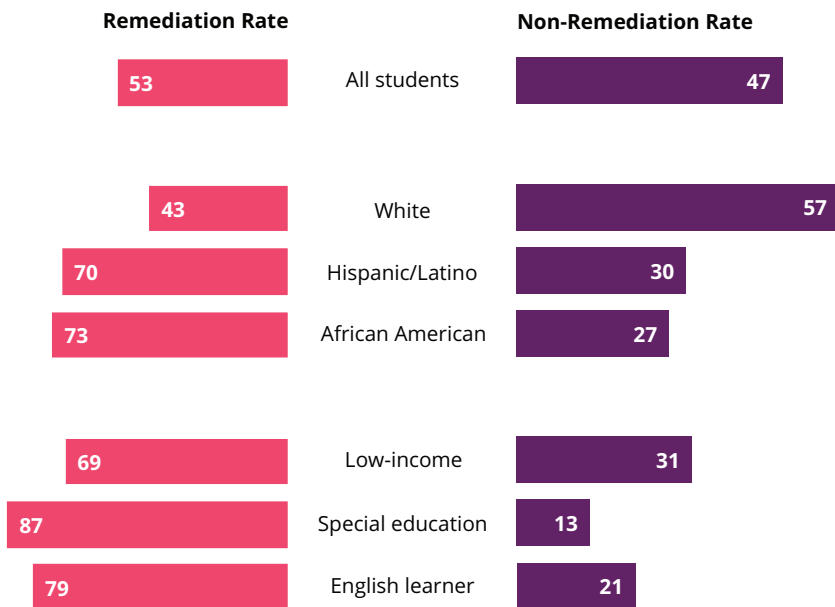
Source: Delaware Department of Education. (2014). Delaware's State Report: College Enrollment, Remediation and Performance.



Delaware College Remediation by Subgroup

Percentage of Delaware public high school graduates attending Delaware colleges needing remediation (2012)

➔ More than half of Delaware public high school graduates in Delaware colleges were placed in remedial courses. Remedial courses do not provide credits toward a degree, but students still must pay tuition (or use financial aid) for them.



Note: Inclusive of Delaware public high school graduates attending Delaware Colleges.

Source: Delaware Department of Education. (2014). Delaware's State Report: College Enrollment, Remediation and Performance.

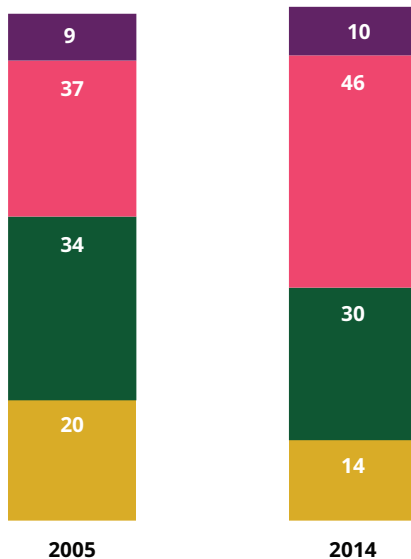


Postsecondary Educational Attainment: Young Adults

Percentage of the Delaware population ages 18 to 24 by educational attainment (2005, 2014)

➔ Fifty-six percent of the Delaware young adult population (ages 18-24) has attained some postsecondary education, as compared to 46 percent in 2005.

- Less than a high school diploma
- High school diploma or equivalent
- Some college or associate degree
- Bachelor's degree or higher



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 that has attained "some college" is on track to complete an associate degree or non-degree credential program. 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. (2015). Educational Attainment, 2014 American Community Survey 1-Year Estimates; U.S. Census Bureau. (2015). Educational Attainment, 2005 American Community Survey.

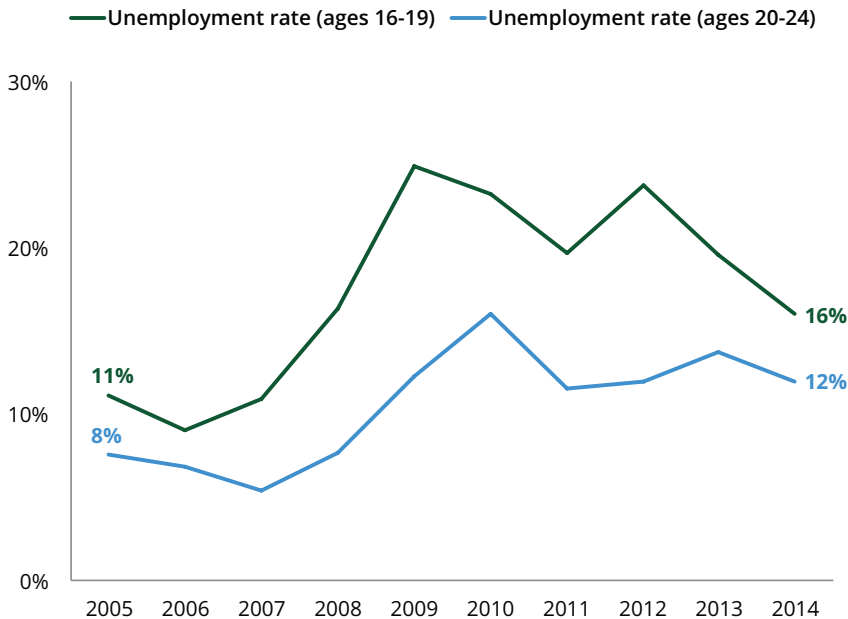


Youth Unemployment Rate

Percentage of Delaware population ages 16-19 and 20-24 unemployed (2005-2014)

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

Approximately 16 percent of Delaware teens (ages 16-19), and 12 percent of young adults (ages 20-24), are unemployed.



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

Source: Bureau of Labor Statistics. (2015). Geographic Profile of Employment and Unemployment.

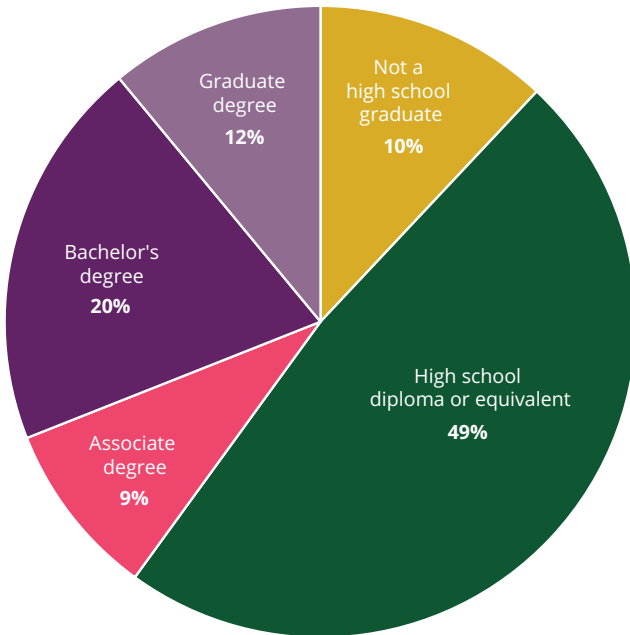


Postsecondary Educational Attainment: Working-Age Population

Percentage of the Delaware population ages 25 to 64 by educational attainment (2014)

➔ Approximately 40 percent of the Delaware working-age population (ages 25-64) has earned a two-year, four-year, or graduate degree.

It is unclear what percentage of the population has attained a non-degree postsecondary education, such as a vocational credential, an apprenticeship, or a job training program.



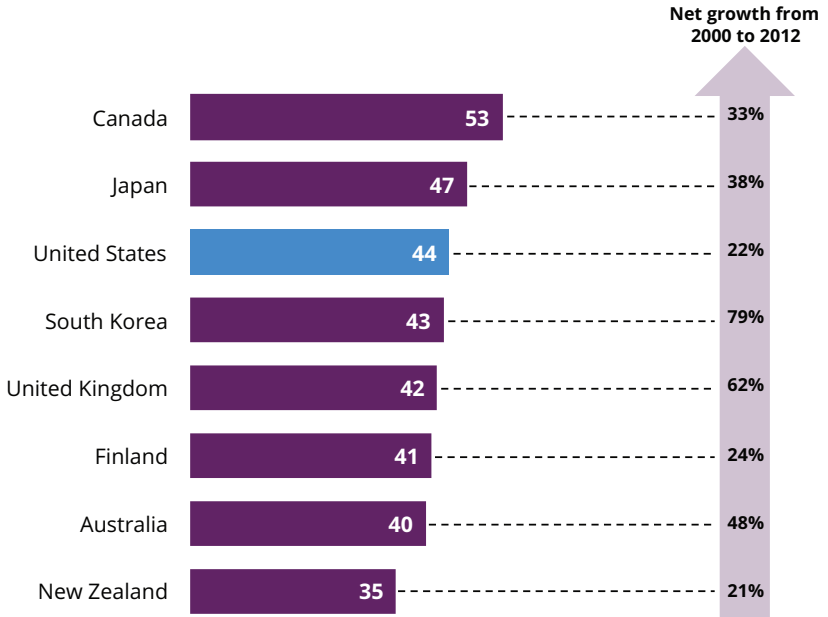
Source: Kids Count Data Center. (2015). Educational Attainment of Working Age Population 25 to 64. Annie E. Casey Foundation (Accessed October 2015). Population Reference Bureau, analysis of data from the U.S. Census Bureau, 2005 through 2014 American Community Survey.



Global Competitiveness: College Degree Attainment

Percentage of population with a postsecondary degree (2012)

➔ The U.S. ranks among the top five countries for working-age populations (ages 25-64) that have two-year, four-year, graduate, or professional degrees. However, over the past decade, international peers have outpaced the U.S. in terms of growth.



Note: College degree attainment is inclusive of two-year, four-year, and advanced research degrees (tertiary degree attainment). Israel first reported college degree attainment data in 2005 and is not included in this list.

Source: OECD. (2015). 2014 Education at a Glance, Table A1.3.





Delaware Public School Teachers

(2014-15)



➔ Approximately 9,000 teachers serve Delaware public schools.

Teacher Characteristics	State	
	Number	Percentage
TOTAL	8,987	
RACE/ETHNICITY		
White	7,749	86%
African American	948	11%
Hispanic/Latino	195	2%
Other minority*	95	1%
GENDER		
Male	2,144	24%
Female	6,843	76%
COUNTY OF EMPLOYMENT		
New Castle	5,149	57%
Kent	2,024	23%
Sussex	1,814	20%

*Other minority includes Asian, Hawaiian, American Indian, and multi-racial. Data reflects full-time teachers only.

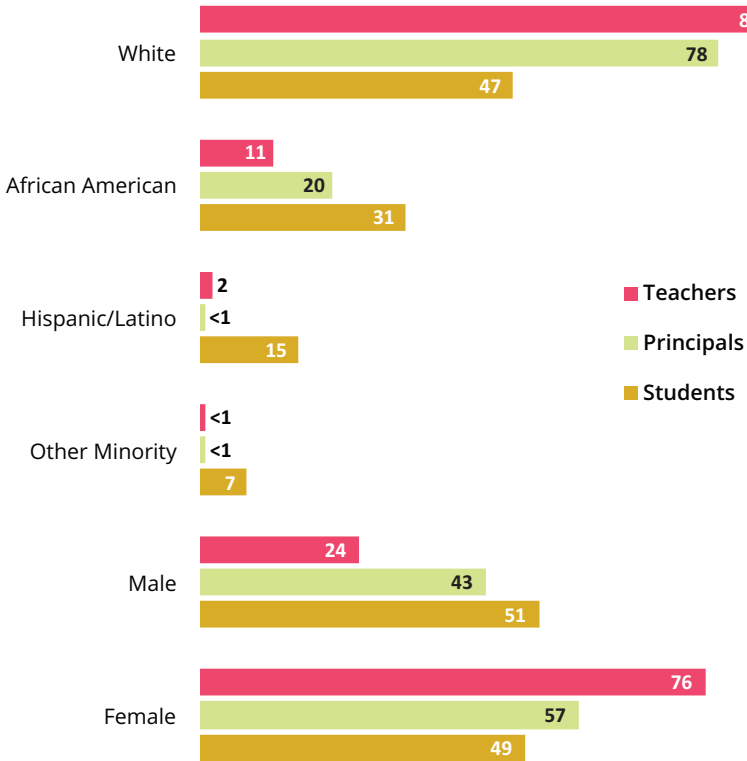
Note: Percentages may not total 100 due to rounding.

Source: Department of Education. (2015). Educator Personnel Data (2014-15).



Comparing Teacher, Principal, and Student Demographics (2014-15)

➔ Delaware teachers and principals are less diverse than the student populations they serve.



Note: Other minority includes Asian, Hawaiian, American Indian, and multi-racial. Data reflects full-time teachers and full-time educators with a principal job code in SY 2014-15.

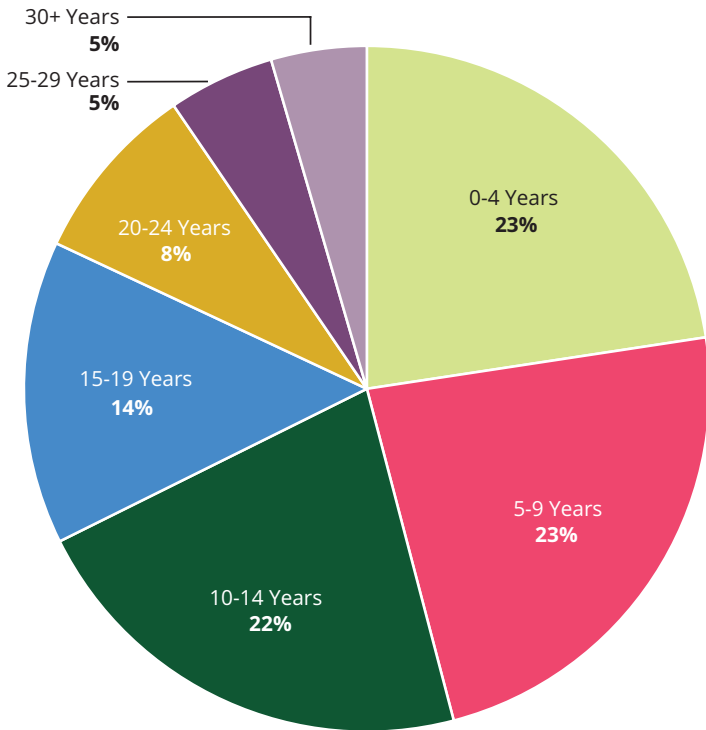
Source: Delaware Department of Education, Fall Enrollment Report (2013-14); Delaware Department of Education. (2015). Educator Personnel Data (2014-15).



Teachers by Years of Experience

(2014-15)

➔ Twenty-three percent of teachers have four or fewer years of experience.

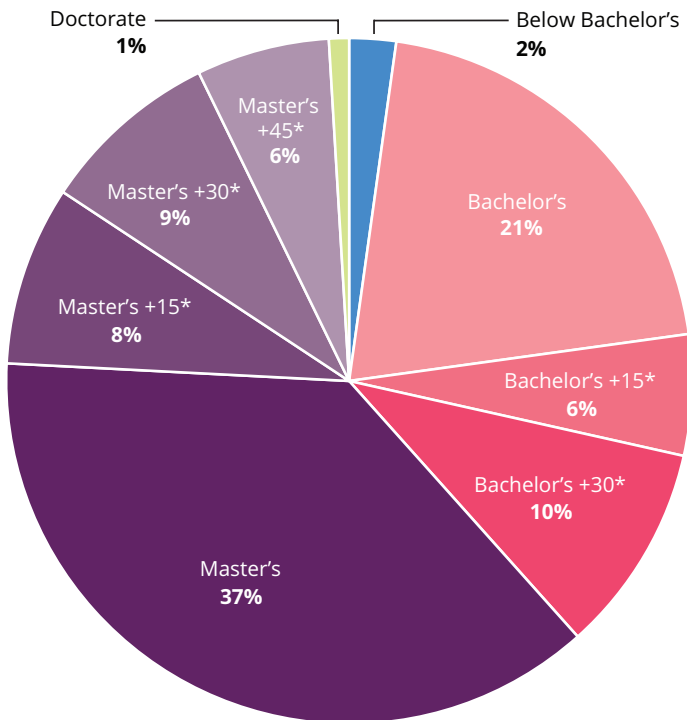


Source: Department of Education. (2015). Educator Personnel Reports: Number of Teachers by Years of Experience 2014-15.

Teachers by College Degree (2014-15)



➔ Sixty-one percent of teachers have earned a graduate degree.



*"Plus" numbers refer to the number of credits a teacher has received toward the next degree level.

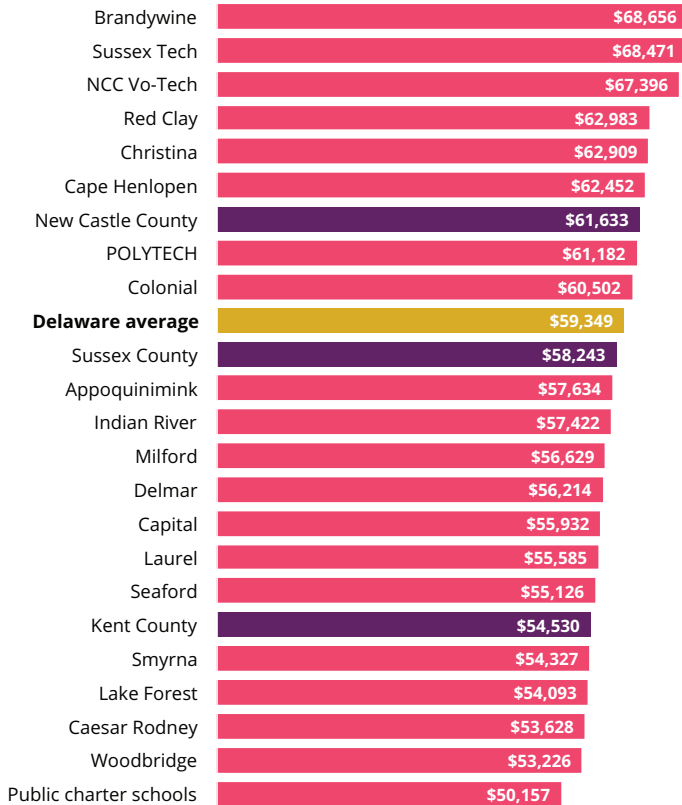
Note: Each interval of educational attainment is tied to a pay schedule increase. Data reflects full time teachers only.

Source: Department of Education. (2015). Educator Personnel Reports: Number of Teachers by Years of Level of Education 2014-15.



Average Classroom Teacher Salary by District, County, and State

Average salary of full time teachers (2014-15)



Note: Teacher compensation in Delaware is directly linked to years of experience and educational attainment. Each interval of educational attainment is tied to a pay schedule increase. District-authorized public charter schools in Red Clay Consolidated School district are counted under the public charter schools average. The state pays the majority of teacher and principal salaries based on a state salary schedule, and the remainder is paid with local dollars.

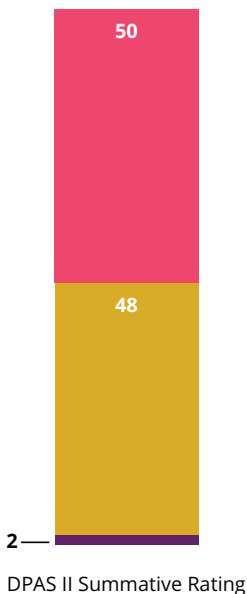
Source: Department of Education. (2015). Educator Personnel Reports: Number of Full Time Teachers 2014-15; Department of Education. (2015). Educator Personnel Reports: Average Salary of Full Time Teachers 2014-15.



Educator Summative Performance Evaluations (2014-15)

➔ Under the Delaware Performance Appraisal System II (DPAS II), each year over half of Delaware educators undergo an annual summative performance evaluation in which they earn ratings of Highly Effective, Effective, Needs Improvement, or Ineffective.

■ Needs Improvement or Ineffective ■ Effective ■ Highly Effective



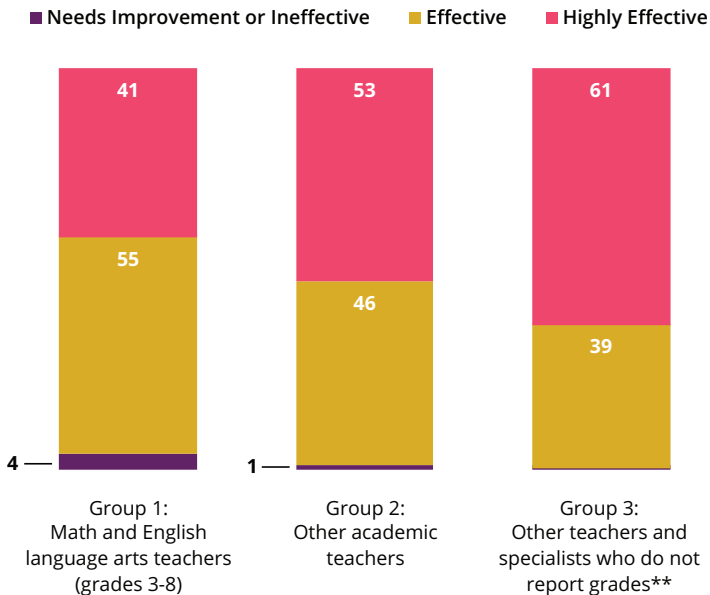
Note: In 2014-15, 5,150 teachers and specialists received a summative performance evaluation, in accordance with their one- or two-year evaluation cycle. The state assessment was used for informational purposes only and did not count toward teacher evaluations. This is not inclusive of educators in four charter schools that received waivers to implement an alternative teacher evaluation system.

Source: Delaware Department of Education. (2015).



Educator Summative Performance Evaluations by Educator Type (2014-15)

➔ Under the Delaware Performance Appraisal System II (DPAS II), educators are evaluated based on four components of professional growth, and one component of student improvement. The student improvement component was comprised of multiple measures of student growth including assessments* of student learning and student improvement goals. Each educator group is assessed based on a different combination of these measures.



*In 2014-15, the state assessment was used for informational purposes only and did not count toward teacher evaluations.

**Other teachers and specialists who do not report grades include school counselors, nurses, psychologists, and others.

Note: The number of educators statewide with summative performance evaluation ratings reported is 5,150. This is not inclusive of educators in four charter schools that received waivers to implement an alternative teacher evaluation system.

Source: Delaware Department of Education. (2015).



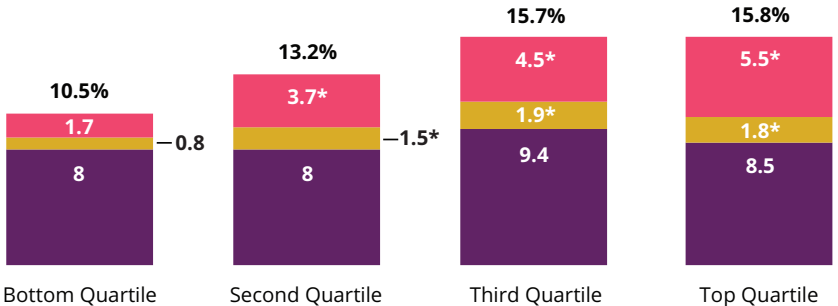
Teacher Turnover

The percentage of Delaware teachers no longer teaching in the same school after one year (2012-13)

➔ Delaware schools serving higher percentages of low-income students see higher percentages of teachers leaving the classroom after one year.

The one-year teacher turnover rate among schools serving the most low-income students is nearly 16 percent, and about half of these teachers do not return to Delaware classrooms.

■ Leave teaching
 ■ Transfer between districts
 ■ Transfer within districts



Schools serving the smallest populations of low-income students

Schools serving largest populations of low-income students

*Significantly different from the bottom quartile value, at the 95 percent confidence interval.

Note: Sample includes 7,524 teachers with teacher job codes in comprehensive, vocational, and magnet schools. Data are from the 2012-13 school year. Retention analysis is based on one-year retention rates. All data are from the Delaware Department of Education records.

Source: Harvard Strategic Data Project, College-Going Diagnostic (2013); Delaware Department of Education (2007-08 to 2011-12)

Delaware Public School Principals

(2012-13)



➔ More than 200 principals serve Delaware public schools.

Principal Characteristics	State	
	Number	Percentage
TOTAL	207	
RACE/ETHNICITY		
White	162	78%
African American	41	20%
Hispanic/Latino	3	<1%
Other minority*	1	<1%
GENDER		
Male	88	43%
Female	119	57%
COUNTY OF EMPLOYMENT		
New Castle	119	57%
Kent	46	22%
Sussex	42	20%

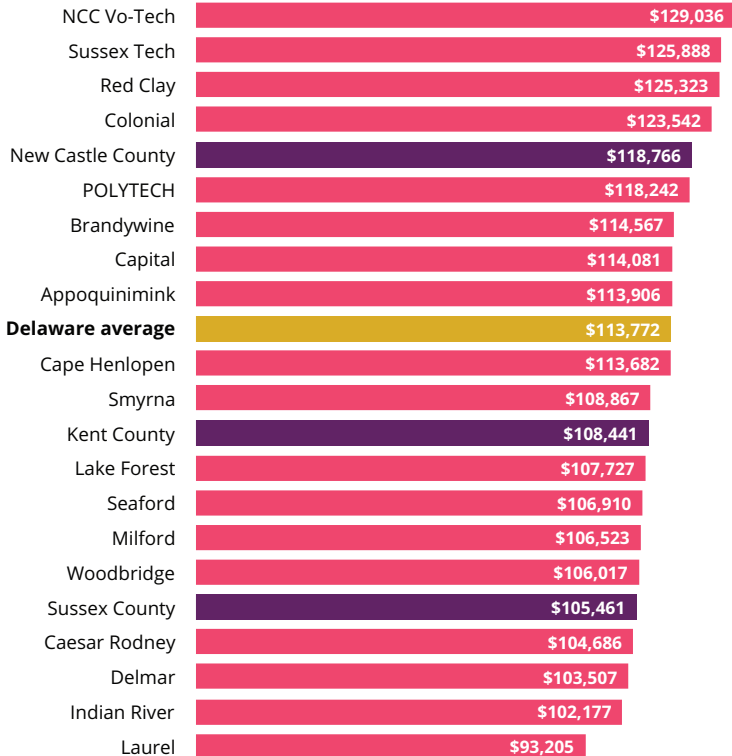
*Other minority includes Asian, Hawaiian, American Indian, and multi-racial.

Note: Data are for 207 full-time educators with a principal job code in SY 2014-15. The number of principal jobs in a district is allocated based on the student enrollment count on September 30. Total number of principals is based on allocated principal units and does not include other administrative positions that may serve a similar function, such as director. Subsequently, principal total may not match the total number of Delaware public schools. Percentages may not total 100 due to rounding.

Source: Delaware Department of Education. (2015).



Average School Principal Salary by District, County, and State (2014-15)



Note: Data are for full-time educators with a principal job code in SY 2014-15. Average principal salary based on salary data for designated principal units. It does not include other administrative positions that may serve a similar function, such as director or assistant principal. The state pays the majority of teacher and principal salaries based on a state salary schedule, and the remainder is paid with local dollars.

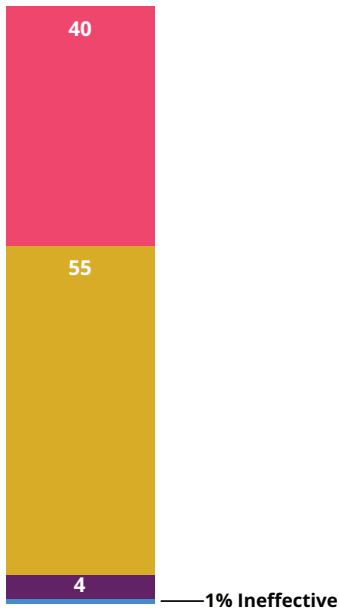
Source: Department of Education. (2015). Educator Personnel Reports: Average Salary of Full Time Teachers 2014-15. <http://www.doe.k12.de.us/Page/1490>



Principal Summative Performance Evaluations (2012-13)

➔ Under the Revised Administer Evaluation System, all of Delaware principals receive a summative performance evaluation, according to their review cycle. In 2012-13, all administrators received a summative evaluation.

■ Ineffective ■ Needs Improvement ■ Effective ■ Highly Effective



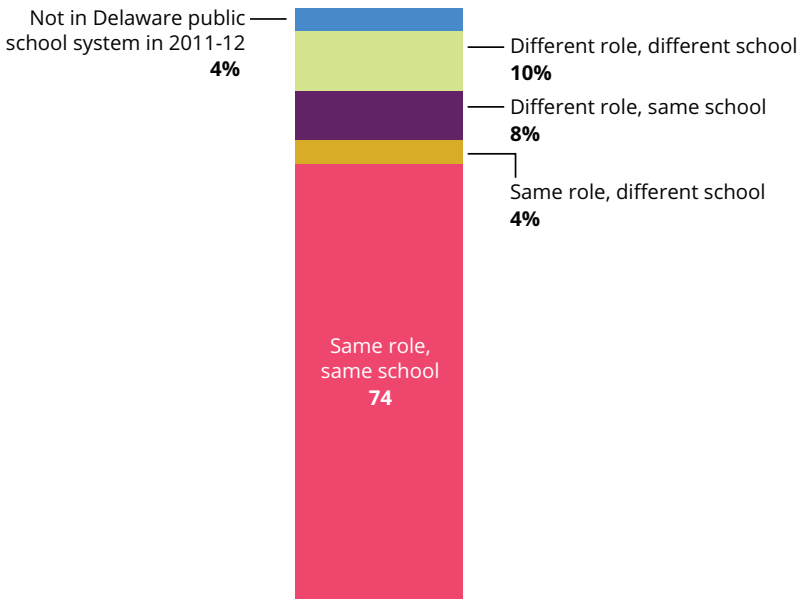
DPAS II Summative Rating



Principal Turnover

Average one-year retention and transfer rates (2012-13)

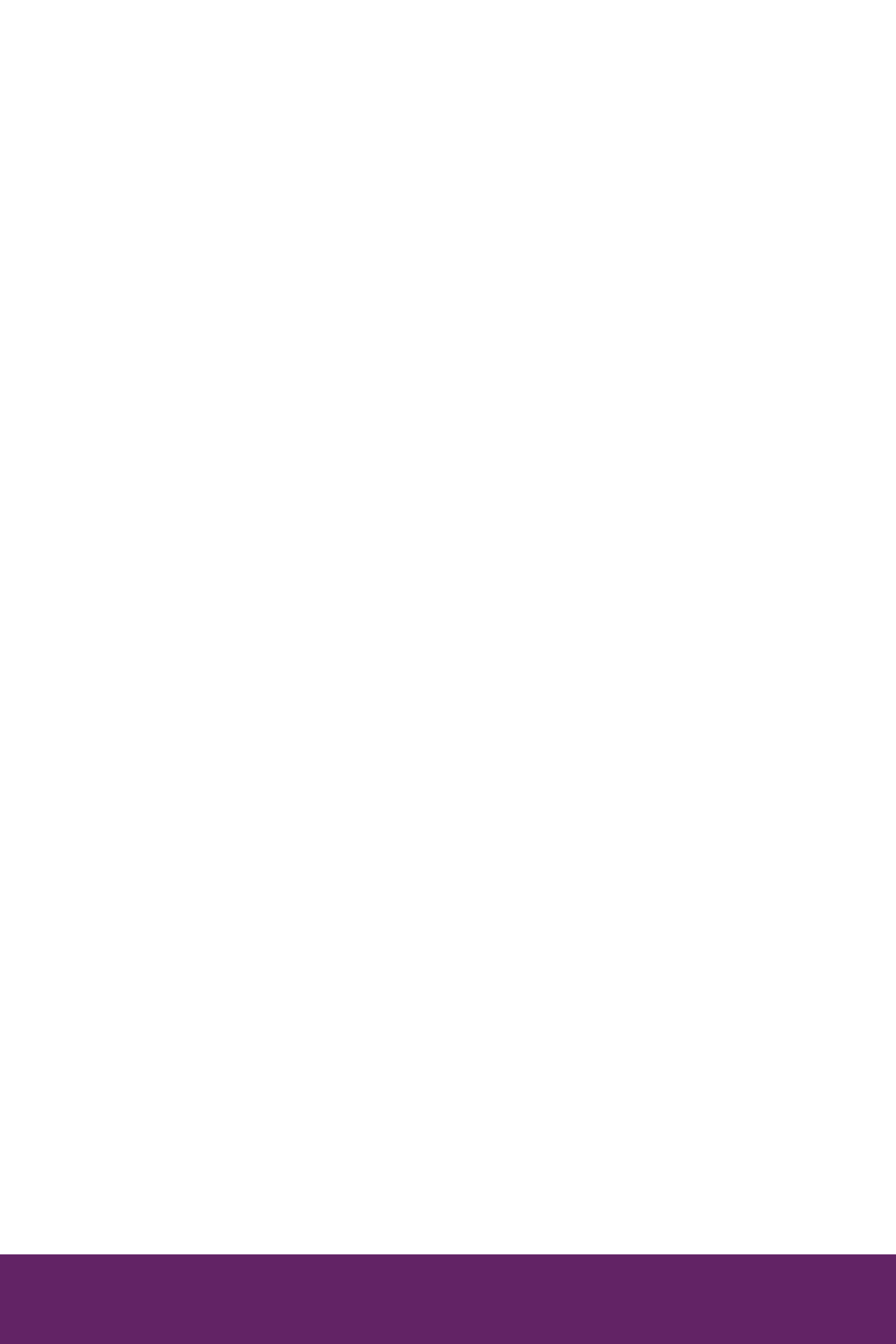
➔ Among Delaware public school principals serving in schools in 2012-13, 74 percent were in their current position in their current school during the previous year.



Principal's Position Status in School Year 2012-13

Source: Delaware Department of Education. (2014). The "Set" Monthly Data Briefs: Who are Delaware's Current Principals (January 2013).



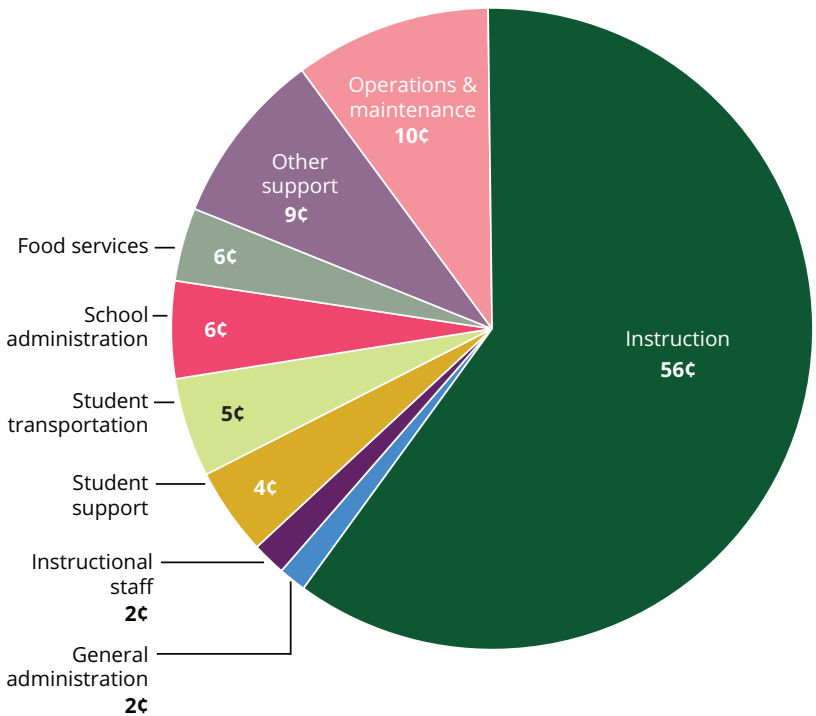




Total Education Spending for the State (2013-14)

➤ In 2013-14, public education spending across the state of Delaware was approximately \$1.98 billion.

For every dollar spent on education:



Note: Total education spending for the state is inclusive of local, state, and federal funds. It excludes local bond debt and within-state tuition.

**"Instruction" refers to the total expenditures spent on instruction.*

Source: Delaware Department of Education. (2015). Report of Educational Statistics 2013-2014 Finance Information.

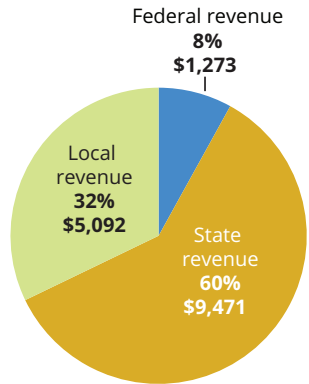


Per-Pupil Funding: How Delaware Compares (2012-13)

➤ Delaware’s average per-pupil funding is higher than the national average, but falls below regional neighbors. In Delaware, 60 percent of average per-pupil funding comes from the state.

Rank	State	Total
1	Washington, D.C.	\$29,427
2	New York	\$22,587
3	New Jersey	\$20,191
4	Connecticut	\$19,519
5	Alaska	\$19,415
6	Wyoming	\$18,498
7	Vermont	\$18,103
8	Massachusetts	\$17,315
9	Pennsylvania	\$16,644
10	Rhode Island	\$16,580
11	Maryland	\$16,072
12	Delaware	\$15,837
U.S. Average		\$12,380

Delaware Average Per-pupil Funding by Source



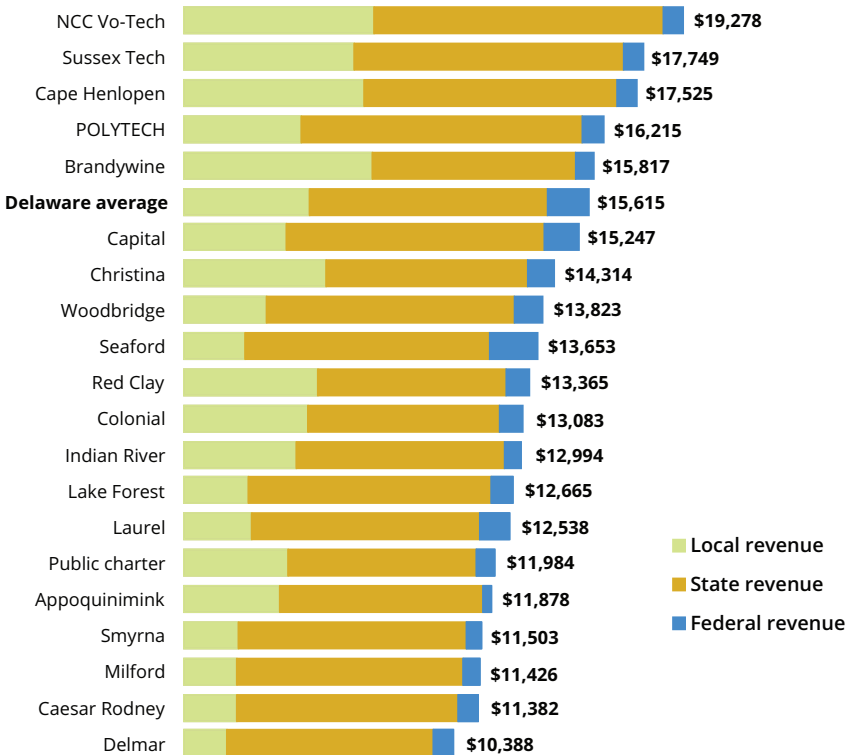
Note: Approximately a third of the annual state budget, \$1.18 billion in 2013, supports public education.

Source: Census of Governments. (2015). Office of Management and Budget. FY2013 Operating Budget.



Average Revenues Per Pupil by District (2013-14)

➤ Statewide, approximately 90 percent of funding comes from local and state sources. The level of funding available through local revenue sources varies across districts.



Note: Per-pupil information calculated by dividing total revenue by total student enrollment based on September 30th unit count (2013-14 school year).

Source: Delaware Department of Education. (2015). Report of Educational Statistics 2013-2014 Finance Information.

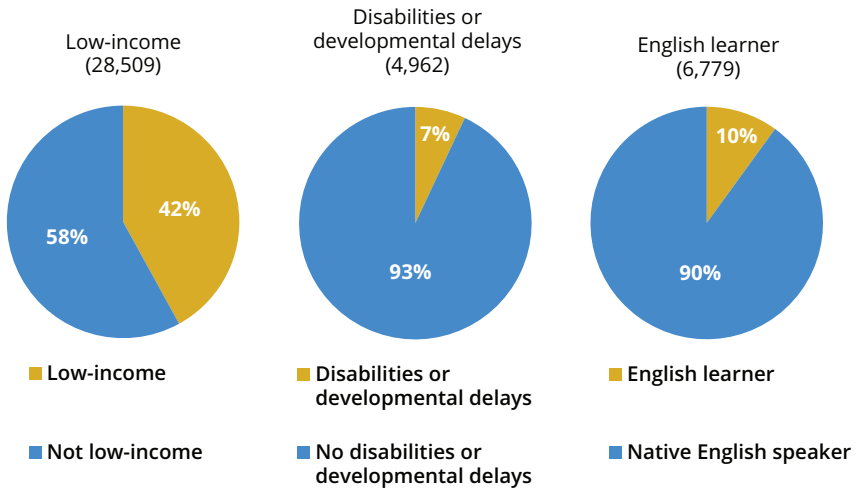




Early Learners in Delaware (2013)



➔ Delaware has an estimated 67,787 early learners (from birth through age five).



Note: Low-income is defined as children under five years old in families who have an income of up to 200 percent of the Federal Poverty Level. English learner is defined as children from birth through kindergarten entry who have a home language other than English. Disabilities or developmental delays are defined as children from birth through kindergarten entry who have an Individual Family Service Plan or an Individual Education Plan.

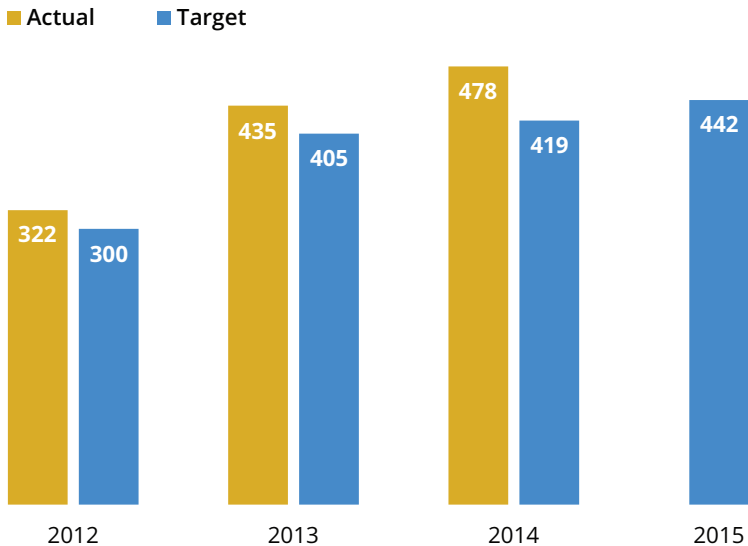
Source: U.S. Department of Education. (2014). Race to the Top Early Learning Challenge, 2013 Annual Performance Report: Delaware.



Delaware Stars Early Learner Programs (2014)

➔ In 2012, Delaware began statewide implementation of Delaware Stars for Early Success — 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 2014, Delaware had 478 Star programs, which already exceeds the 2015 target.

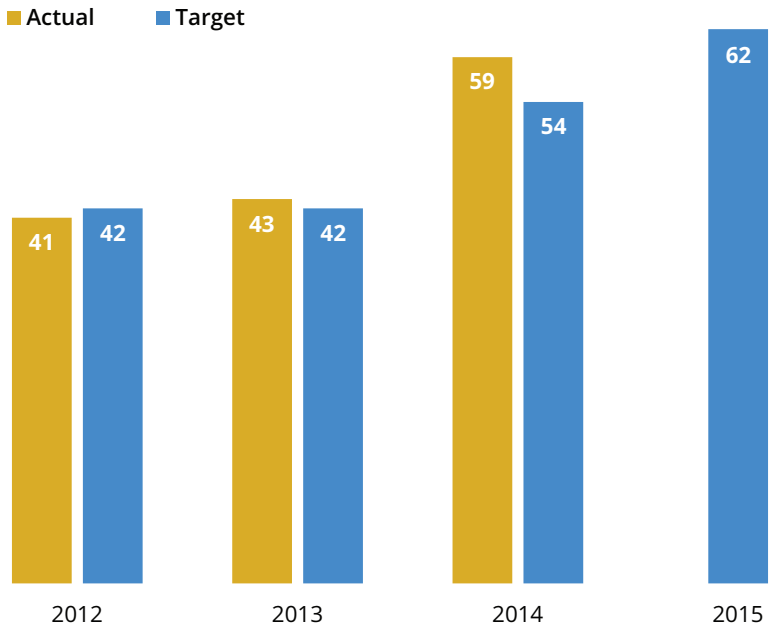


Source: Delaware Office of Early Learning. (2015). Delaware Early Learning Challenge, Summary of Success — Year 3 (2014).



Highly Rated Delaware Stars Early Learner Programs (2014)

➤ In 2014, 59 percent of Stars programs received a Star level rating of three or higher (out of five), which is on track to exceed the 2015 target of 62 percent of Stars programs achieving this high rating.

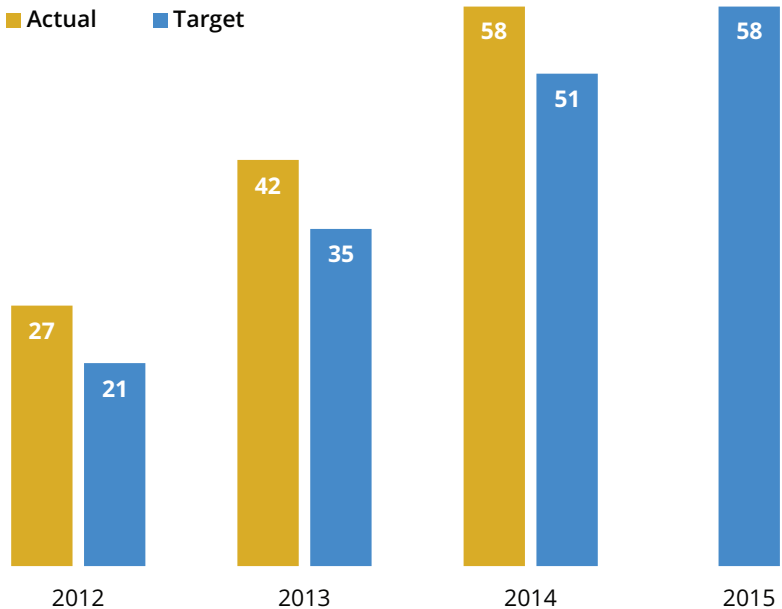


Source: Delaware Office of Early Learning. (2015). Delaware Early Learning Challenge, Summary of Success — Year 3 (2014).



Children with High Needs in Highly Rated Delaware Stars Early Learner Programs (2014)

➔ In 2014, 58 percent of Delaware children with high needs were enrolled in highly rated Stars programs, which already meets the 2015 target.



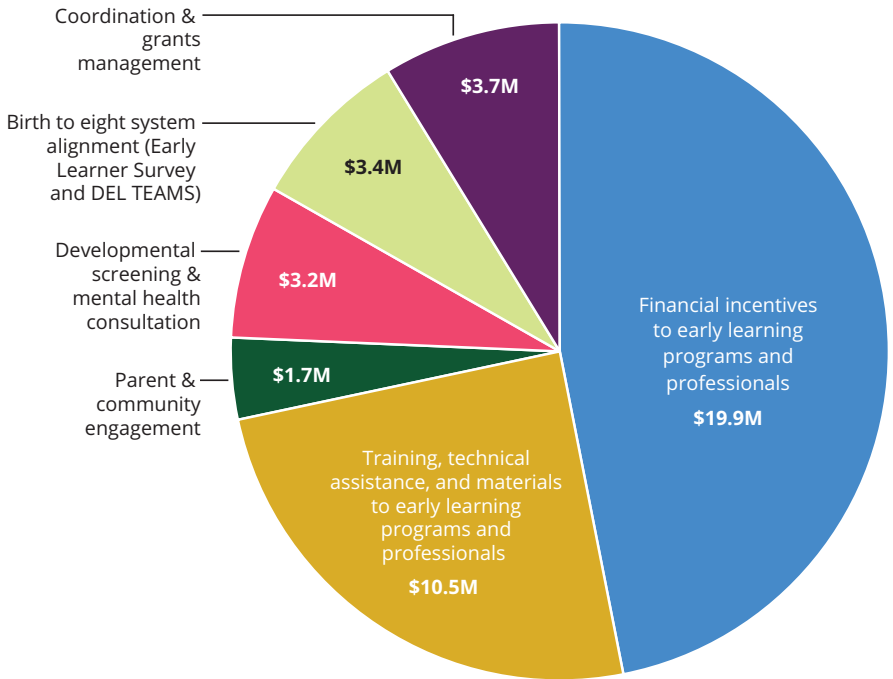
Source: Delaware Office of Early Learning. (2015). Delaware Early Learning Challenge, Summary of Success — Year 3 (2014).

Early Learning Challenge Grant

(2012-2015)



➔ In 2011, Delaware was awarded nearly \$50 million in Race to the Top Early Learning Challenge federal grant funds.



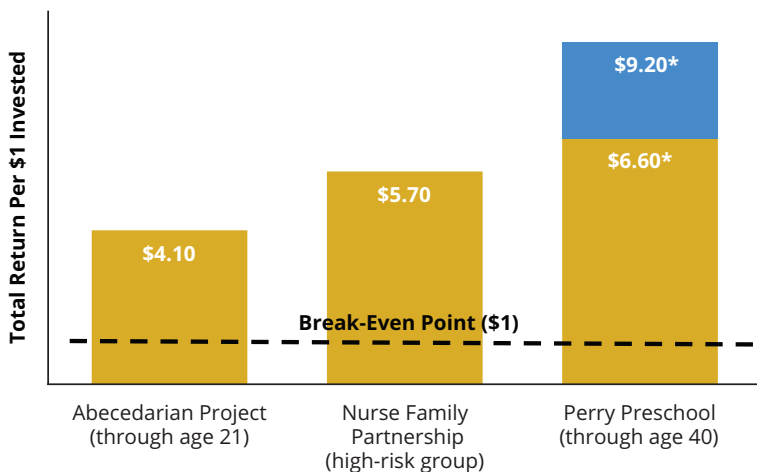
Source: Delaware Office of Early Learning. (2015).



The Economic Impact of Early Learning

- ➔ Three rigorous long-term studies have found a range of \$4 - \$9 in returns for every dollar invested in high-quality early learning programs for low-income children.

Program participants followed into adulthood benefited from increased earnings while the public saw returns in the form of reduced special education, welfare and crime costs, and increased tax revenues from program participants later in life.



Long-term studies of high-quality early learning programs

**The estimated return on investment of the Perry Preschool program ranges from \$6.60-\$9.20 per dollar invested.*

Source: Harvard Center on the Developing Child. (2013). Five Numbers to Remember about Early Childhood Development.



www.rodelfoundationde.org