## 2018-19



ACHIEVEMENT


AND CAREER READINESS


TEACHER AND LEADER QUALITY


Rodel

> A GREAT EDUCATION CHANGES EVERYTHING


SOCIAL AND EMOTIONAL LEARNING

## DELAWARE PUBLIC EDUCATION AT A GLANCE

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

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

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

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

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## EDITORIAL DESIGN BY KELLY CARTER/FOUR DOG CREATIVE

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DELAWARE PUBLIC SCHOOL STUDENTS (2017-18)

There are more than 138,000 students enrolled in Delaware public schools.

| Student Characteristics | State |  |
| :--- | :---: | :---: |
|  | Number | Percentage |
| RACE | $\mathbf{1 3 8 , 3 7 1}$ |  |
| White | 61,022 | $\mathbf{4 4 \%}$ |
| African American | 42,065 | $\mathbf{3 0 \%}$ |
| Hispanic/Latino | 24,077 | $\mathbf{1 7 \%}$ |
| Other minority* | 11,208 | $\mathbf{8 \%}$ |
| GENDER | 71,123 | $\mathbf{5 1 \%}$ |
| Male | 67,248 | $\mathbf{4 9 \%}$ |
| Female |  |  |
| OTHER CHARACTERISTICS | 48,983 | $\mathbf{3 5 \%}$ |
| Low-income | 21,309 | $\mathbf{1 5 \%}$ |
| Special education | 12,730 | $\mathbf{9 \%}$ |
| English learner |  |  |

*Other minority includes Asian, Hawaiian, American Indian, and multi-racial.
Note: The low-income measure is used for many different purposes and the state methodology changed in 2013-14 for allocation of funds, reporting, and accountability purposes. Currently, low-income status is determined by student participation in the Department of Health and Social Services assistance programs such as Temporary Assistance for Needy Families and the Supplemental Nutrition Assistance Program.
Percentages may not total 100 due to rounding.
Source: Delaware Department of Education. (2018). Online School and District Profiles: State Enrollment History for Public Schools.

## STUDENT ENROLLMENT TRENDS BY RACE SUBGROUP (2008-2018)

Students of color have come to comprise over half of the overall student population. Over the past 10 years, the Hispanic/Latino student population increased by more than 9,000 students-a 71 percent increase.


Note: Other minority includes Asian, Hawaiian, American Indian, and multi-racial.
Source: Delaware Department of Education. (2018). Online School and District Profiles: State Enrollment History for Public Schools; Delaware Department of Education. (2012). Detailed Enrollment and Specialty Enrollment Reports (2008-2011).

## STUDENT ENROLLMENT TRENDS BY HIGH-NEEDS SUBGROUP (2008-2018)

STUDENT ENROLLMENT
Over the last 10 years, the percentage of special education students and English learners have increased by 28 and 77 respectively, compared to only 10 percent overall student enrollment growth statewide.


Note: The low-income student population has dropped by more than 28,000 students after the state changed the methodology for determining low-income status. The low-income measure is used for many different purposes, and the state methodology has changed beginning in 2013-14 for allocation of funds, reporting, and accountability purposes. Currently, low-income status is determined by student participation in the Department of Health and Social Services assistance programs such as Temporary Assistance for Needy Families (TANF) and the Supplemental Nutrition Assistance Program (SNAP). 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. (2018). Online School and District Profiles: State Enrollment History for Public Schools; Delaware Department of Education (2012). Detailed Enrollment and Specialty Enrollment Reports (2008-2011).

## STUDENT ENROLLMENT TRENDS BY SCHOOL TYPE (2008-2018)

Both traditional public and charter schools continue to grow, as the total public school enrollment increased by over 12,000 students over the past 10 years. Nine out of 10 children in Delaware attend public schools, a six-percent increase since 2008.


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

## PUBLIC SCHOOL CHOICE (2016-17)

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


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

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

## ENGLISH LEARNERS IN DELAWARE

English learners (ELs) are a diverse and growing student population, yet Delaware is one of four states that does not allocate funding to serve their unique needs. English learners represent nine percent of total public school enrollment.

Student enrollment growth from 2017 to 2018


English learners


All students

Languages


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

## Student Charateristics

14\% of English learners are students with disabilities, and half are low-income students.**
14\%



Three quarters (75\%) of English learners are native-born.**

English learner enrollment and growth figures are based on the 2016-17 and 2017-18 school year.

[^0]Source: Delaware Department of Education. (2016). English Language Learners.; Delaware Department of Education. (2017). School Profiles. Millard, M. (2015). State funding mechanisms for English Language Learners. Education Commission of the States.

## DELAWARE PUBLIC SCHOOLS (2017-18)

There are more than 220 Delaware public schools, including magnet, public charter, and vocational technical (vo-tech) schools.


## ALL PUBLIC SCHOOLS

| Elementary schools | 62 | 27 | 20 | $\mathbf{1 0 9}$ |  |
| :--- | :--- | :---: | :---: | :---: | :---: |
| Middle schools | 17 | 8 | 9 | $\mathbf{3 4}$ |  |
| High schools | 25 | 8 | 9 | $\mathbf{4 2}$ |  |
| Pre-kindergarten/kindergarten* | 6 | 2 | 0 | $\mathbf{8}$ |  |
| Special, alternative and other |  | 18 | 10 | 5 | $\mathbf{3 3}$ |
|  | Total | $\mathbf{1 2 8}$ | $\mathbf{5 5}$ | $\mathbf{4 3}$ | $\mathbf{2 2 6}$ |

## PUBLIC CHOICE SCHOOLS**

| Vocational technical (Vo-tech) schools | 4 | 1 | 1 | $\mathbf{6}$ |  |
| :--- | :--- | :---: | :---: | :---: | :---: |
| Public charter schools |  | 17 | 6 | 1 | $\mathbf{2 4}$ |
| Magnet schools | 2 | 0 | 1 | $\mathbf{3}$ |  |
|  | Total | $\mathbf{2 3}$ | $\mathbf{7}$ | $\mathbf{3}$ | $\mathbf{3 3}$ |

*Most pre-kindergarten/kindergarten students are served within elementary schools and not included in this count.
**Public choice schools are counted above in the elementary, middle, and high school rows. Public choice schools refer to public school choice options without a designated feeder-pattern: vo-tech, public charter, and magnet schools.

Note: These totals reflect the public school totals reported for the 2017-18 school year.
Source: Delaware Department of Education. (2018). Online School and District Profiles: Delaware Public Schools by Type and County (2017-18).

## PUBLIC CHARTER SCHOOLS (2018-19)

In the 2018-19 school year, Delaware has 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.
Source: Delaware Department of Education. (2018). Charter List.

## SMARTER BALANCED ASSESSMENT: PROFICIENCY

## Percentage of students scoring at or above grade level on Smarter Balance

Statewide in 2017-18, approximately five out of 10 students were proficient or advanced in English language arts, and approximately four out of 10 students were proficient in math.
Since 2014-15, when the state adopted the assessment, the percent of students scoring on grade level has slightly increased.


Note: In 2014-15, the state adopted Smarter Balanced Assessment for grades 3-8 and 11. In 2015-16, the SAT replaced Smarter Balanced as the statewide assessment for 11th graders. Data provided for 2014-15 reflects the percent of students in grades 3-8 proficient in English language arts and math. 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 tested in 2017-18.

## SMARTER BALANCED ASSESSMENT: ENGLISH LANGUAGE ARTS PROFICIENCY BY DISTRICT (2017-18)

STUDENT ACHIEVEMENT

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

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

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

Source: Delaware Department of Education. (2018). 2017-18 Smarter Balanced Assessment Results.

## SMARTER BALANCED ASSESSMENT: MATHEMATICS PROFICIENCY BY DISTRICT (2017-18)

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

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

Note: Vo-tech schools are omitted since testing is only in grades three through eight. 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 tested. All districts met or exceeded the 95-percent participation benchmark.

Source: Delaware Department of Education. (2018). 2017-18 Smarter Balanced Assessment Results.

## ACHIEVEMENT GAPS: <br> ENGLISH LANGUAGE ARTS (2017-18)

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


[^1]Source: Delaware Department of Education. (2018). 2017-18 Smarter Balanced Assessment Results.

# ACHIEVEMENT GAPS: MATHEMATICS (2017-18) 

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


[^2]Source: Delaware Department of Education. (2018). 2017-18 Smarter Balanced Assessment Results.

# THIRD GRADE ENGLISH LANGUAGE ARTS PROFICIENCES AND GAPS (2017-18) 

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

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 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. (2018). 2017-18 Smarter Balanced Assessment Results; Annie E. Casey Foundation. (2011). Double Jeopardy: How Third-Grade Reading Skills and Poverty influence High School Graduation.

# ENGLISH LEARNERS: SUPPORTS AND PERFORMANCE 

## English Learner Supports

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

English Learner Performance



Notes: Reading and math proficiency reflect percent of students scoring at or above proficiency on Smarter Balanced Assessment. Graduation rates reflect four year graduation rates for Class of 2017. Remediation rates are defined as the percent of students who enroll in college who may not be able to take credit bearing coursework until completing remedial courses. For more on remediation please see the College and Career Readiness section.

Source: Delaware Department of Education. (2018). Smarter Balanced Assessment Results.; Delaware Department of Education. (2018). College Success Report: Class of 2015.; Delaware Department of Education. (2018). English Language Learner Report.; Delaware Department of Education. (2018). Delaware Graduation Summary Statistics.

## HIGH-ACHIEVING SCHOOLS SERVING LOW-INCOME STUDENTS (2017-18)

These equity bright spots are the top elementary and middle schools out-performing the state average in English language arts or math proficiency on the Smarter Balanced Assessment and serving higher than average populations of low-income students.


Smarter Balanced state average proficiency: $54 \%$, ELA 44\%, Math

Low-income state average enrollment: 35\%

Note: Schools recognized as "equity bright spots" demonstrate higher levels of English language arts or math proficiency than their peers relative to overall school low-income population, and perform above the state average on Smarter Balanced (grades 3-8) and SAT (high school). No high schools met this criteria.

Source: Delaware Department of Education. (2018). 2017-18 Smarter Balanced Assessment Results.

## NAEP ASSESSMENT SCORES: TRENDS IN PROFICIENCY (2003-17)

STUDENT
ACHIEVEMENT

Percentage of Delaware students scoring proficient or advanced

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

Delaware currently ranks below the national average in reading and math, for both fourth grade and eighth grade.


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. (2017). State Profiles.

# GLOBAL COMPETITIVENESS: STUDENT ACHIEVEMENT (2015) 

Scale score rank on the PISA

In 2015, 72 countries participated in the Program for International Student Assessment (PISA), a "global report card" of student achievement.



COLLEGE AND

# SAT READING AND WRITING PROFICIENCY (2017-18) 

COLLEGE
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 reading and writing on the SAT. Students scoring at or above grade level are considered college and career ready as defined by College Board.


Note: In spring 2016, the SAT replaced the Smarter Balanced Assessment as Delaware's 11th grade assessment. Delaware administers the SAT once in high school, typically to 11th graders. 2017-18 scores reflect grade 11 and those in grade 12 who had not previously taken the SAT in high school. ELA and Math proficiency scores were developed by a collaborative of states, and approved by the Delaware State Board of Education in 2016. Delaware's proficiency definition is aligned with the College Board's definition of SAT College and Career Readiness.

Source: Delaware Department of Education. (2018). Delaware Student Assessment Reporting and Analysis for the Public: SAT Scores.

# SAT MATH PROFICIENCY (2017-18) 

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

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


Note: In spring 2016, the SAT replaced the Smarter Balanced Assessment as Delaware's 11th-grade state assessment. Delaware administers the SAT once in high school, typically to 11th graders. 2017-18 scores reflect grade 11 and those in grade 12 who had not previously taken the SAT in high school. ELA and math proficiency scores were developed by a collaborative of states and approved by the Delaware State Board of Education in 2016. Delaware's proficiency definition is aligned with the College Board's definition of SAT College and Career Readiness.

Source: Delaware Department of Education. (2018). Delaware Student Assessment Reporting and Analysis for the Public: SAT Scores.

## SAT PROFICIENCY BY SUBGROUP

(2017-18)
Percentage of students scoring at or above grade level on the SAT

*Less than five percent of students scored proficient in math.
Note: Delaware administers the SAT once in high school, typically to 11th graders. 2017-18 scores reflect grade 11 and those in grade 12 who had not previously taken the SAT in high school. ELA and math proficiency scores were developed by a collaborative of states, and approved by the Delaware State Board of Education in 2016. Delaware's proficiency definition is aligned with the College Board's definition of SAT College and Career Readiness.

Source: Delaware Department of Education. (2018). Delaware Student Assessment Reporting and Analysis for the Public: SAT Scores.

## STATE MODEL PATHWAYS: PROJECTED JOB GROWTH AND WAGES (2018-19)

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

| Career Cluster | State Model Pathway | Growth* | Wage |
| :---: | :---: | :---: | :---: |
| Health Science | Allied Health | 15\% | \$65,960 |
|  | Nurse Assistant |  |  |
|  | Public \& Community Health |  |  |
| Architecture/Construction | Engineering Technology | 13\% | \$50,240 |
| Information Technology | CISCO Networking | 13\% | \$89,824 |
|  | Computer Science |  |  |
| Business Management | Business Information Management | 13\% | \$161,361 |
| Education and Training | K-12 Teacher Academy | 10\% | \$57,379 |
|  | Early Childhood Academy |  |  |
| Finance | Academy of Finance | 9\% | \$76,897 |
| Hospitality Tourism | Culinary \& Hospitality | 9\% | \$25,185 |
| STEM | Environmental Science | 6\% | \$105,402 |
|  | Biomedical Sciences |  |  |
|  | Engineering |  |  |
| Manufacturing | Manufacturing Logistics | 3\% | \$43,077 |
|  | Engineering Technology |  |  |
|  | Manufacturing Production |  |  |
| Agriculture, Food \& Natural Resources | Agri. Power \& Engineering | 0.5\% | \$57,142 |
|  | Agri. Structure \& Engineering |  |  |

[^3]Notes: Wages represent average wage by career cluster. Delaware's average wage in 2016 was \$50,930.
Growth includes job replacements due to retirees and is projected from 2014 to 2024.
Sources: Delaware Department of Education. (2018). State Model Pathways. Delaware Department of Labor. (2016)

# ENROLLMENT BY CAREER PATHWAY <br> (2017-18) 

COLLEGE
Percentage of students enrolled by Delaware Pathways course

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


[^4]Source: Delaware Department of Education. (2018). Pathways Credit Earned by Subgroup.

# STUDENTS ENROLLED IN PATHWAYS COURSE (2017-18) 

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

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


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

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

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

Demographics of students participating in and passing AP courses

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

| High school enrollment (\%) |  | Students participating in AP (\%) | $\begin{gathered} \text { AP } \\ \text { Performance } \\ \text { (\%) } \end{gathered}$ |
| :---: | :---: | :---: | :---: |
| 46 | White | 58 | - 63 |
| 32 | African American | 13 | --- 8 |
| 16 | Hispanic/ Latino | 11---- | ---- 9 |
| 4 | Asian | 11---- | -- - 14 |
| 2 | Multiracial | 6----- | ---- 5 |

Note: Participation represents percentage students taking one or more AP exam. Performance represents percentage of all exam takers scoring a 3, 4, or 5, on AP exams.
College Board. (2017). State and District Integrated Report. AP Delaware Public Schools. Delaware Department of Education. (2018). School Profiles.

# ADVANCED COURSEWORK: DUAL ENROLLMENT (Class of 2017) 

Percentage of graduating class that took at least one dual enrollment course and percentage receiving a passing grade

Dual enrollment courses allow high school students to earn college credits while still in high school. Eighteen percent of the graduating class of 2017 participated in a dual enrollment course. Of those students, 78 percent received a passing grade of "B" or higher.
$\qquad$


[^5]Source: Delaware Department of Education. (2018). Class of 2017 Dual Enrollment Participation and Performance.

## GRADUATION RATE TRENDS (2012-2017)

Percentage of students who graduate high school in four years

In 2016-17, 86 percent of students graduated from high school in four years, compared to 80 percent in 2012-13.


[^6]
# GRADUATION RATE AMONG DELAWARE SUBGROUPS (Class of 2017) 

Percentage of students who graduate high school in four years

Of the 10,203 students in the class of 2017, 8,749 students graduated in four years. While the average graduation rate is 86 percent, students with disabilities, English learners, and low-income students are less likely than their peers to graduate on time.


## GRADUATION RATE BY DISTRICT (2016-17)

Percentage of students who graduate high school in four years
COLLEGE AND CAREER

*Graduation rate above 95 percent.
Note: Red Clay Consolidated School District includes Delaware Military Academy and Charter School of Wilmington, two district-authorized public charter schools serving high school students. Data not available for Freire Charter School, Early College High School at Delaware State University, and First State Military Academy due to no graduating class during 2016-17. 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.

## COLLEGE ENROLLMENT (Class of 2015)

Percentage of Delaware public high school graduates who seamlessly enrolled in college

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

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


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

# DELAWARE COLLEGE REMEDIATION BY SUBGROUP (Class of 2015) 

Percentage of Delaware public high school graduates attending

Four out of 10 Delaware public high school graduates enrolled in Delaware colleges were placed in remedial courses.

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


[^7]Source: Delaware Department of Education. (2017) College Success Report: Class of 2015.

## POSTSECONDARY EDUCATIONAL ATTAINMENT: YOUNG ADULTS 18-24

(2007, 2017)
COLLEGE

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

Over the past decade, the young adult population with postsecondary education has increased from 39 percent to 54 percent. 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.


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

Source: U.S. Census Bureau. (2018). Educational Attainment, 2017 American Community Survey 1-Year Estimates; U.S. Census Bureau. (2018). Educational Attainment, 2007 American Community Survey 1-Year Estimates.

## YOUTH UNEMPLOYMENT RATE (2007-2017)

Percentage of Delaware population ages 16-19 and 20-24

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

Approximately 13 percent of Delaware teens (ages 16-19), and seven percent of young adults (ages 20-24), are unemployed.


200720082009201020112012201312014201520162017

Note: Unemployment rate is defined as the number of individuals in the labor force actively seeking paid work. 2016 unemployment rates for age 16-19 for the state of Delaware was unavailable due to shifts in methodology (to a higher minimum base count) by the Bureau of Labor Statistics.
Source: Bureau of Labor Statistics. (2017). Geographic Profile of Employment and Unemployment.

# POSTSECONDARY EDUCATIONAL ATTAINMENT: ADULTS, AGE 25 AND OVER (2017) 

COLLEGE

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

While 59 percent of the Delaware adult population has earned at least some postsecondary education, only 40 percent have received a two-year, four-year, or graduate degree. 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.


Note: Postsecondary educational attainment includes some college, a two-year, four-year, or professional degree. Percentages may not equal 100 due to rounding.

# EARNINGS AND UNEMPLOYMENT RATES BY EDUCATIONAL ATTAINMENT (2017) 

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

## Unemployment rate (\%)

Median weekly earnings (\$)


All workers: 3.6\%

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

Source: U.S. Department of Labor, Bureau of Labor Statistics, Current Population Survey. (2018). 2017 Earnings and unemployment rates by educational attainment.


TEACHER AND
LEADER QUALITY

## COMPARING TEACHER, SCHOOL LEADER, AND STUDENT DEMOGRAPHICS (2017-18)

Delaware teachers and school leaders are less racially diverse than the student populations they serve. Nearly half of all students are students of color, while less than 15 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.

*Other minority includes Asian, Hawaiian, American Indian, and multi-racial.
Note: School leader are defined as principals, assistant principals, superintendents, and assistant superintendents.
Source: Delaware Department of Education, Fall Enrollment Report (2017-18); Detailed Personnel Report (2017-18); Ferguson. (2003). Teachers' Perceptions and Expectations and the Black-White Test Score Gap; Gershenson, Hart, Lindsay, Papageorge. (n.d). The Long-Run Impacts of Same-Race Teachers. Klopfenstein, Kristin, Beyond Test Scores: The Impact of Black Teacher Role Models on Rigorous Math Taking. (2005). Contemporary Economic Policy.

DELAWARE PUBLIC SCHOOL TEACHERS
(2017-18)

Approximately 9,400 teachers serve Delaware public schools.

| Teacher Characteristics | State |  |
| :---: | :---: | :---: |
|  | Number | Percentage |
| TOTAL | 9,405 |  |
| RACE/ETHNICITY |  |  |
| White | 8,031 | 85\% |
| African American | 999 | 11\% |
| Hispanic/Latino | 262 | 3\% |
| Other minority* | 113 | 1\% |
| GENDER |  |  |
| Male | 2,219 | 24\% |
| Female | 7,186 | 76\% |
| COUNTY OF EMPLOYMENT |  |  |
| New Castle | 5,362 | 57\% |
| Kent | 2,084 | 22\% |
| Sussex | 1,959 | 21\% |

[^8]
## DELAWARE PUBLIC SCHOOL LEADERS

(2017-18)
TEACHER
AND LEADER QUALITY

More than 500 school leaders serve Delaware public school students.

| School Leader Characteristics | State |  |
| :---: | :---: | :---: |
|  | Number | Percentage |
| TOTAL | 545 |  |
| RACE/ETHNICITY |  |  |
| White | 401 | 74\% |
| African American | 129 | 24\% |
| Hispanic/Latino | 11 | 2\% |
| Other minority* | 4 | <1\% |
| GENDER |  |  |
| Male | 238 | 44\% |
| Female | 307 | 56\% |
| COUNTY OF EMPLOYMENT |  |  |
| New Castle | 313 | 57\% |
| Kent | 122 | 22\% |
| Sussex | 110 | 20\% |

[^9]Source: Delaware Department of Education. (2018).Teacher and School Leader Demographics

## TOTAL EDUCATION SPENDING FOR THE STATE (2016-17)

In 2016-17, total public education spending across the state of Delaware was approximately $\$ 2.23$ billion, which is inclusive of state, local, and federal funds.

For every dollar spent on education:


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

Source: Delaware Department of Education. (2017). Report of Educational Statistics 2016-2017 Finance Information.

## AVERAGE REVENUES PER PUPIL BY DISTRICT (2016-17)

Statewide, more than 90 percent of funding comes from local and state sources. The level of funding available through local revenue sources varies across districts more so than state and federal sources.


Note: Per-pupil information is calculated by dividing total revenue by total student enrollment based on September 30 unit count (2016-17 school year). Vocational technical teachers serve and support students in grades nine through 12, engaging in vocational technical career programs. Vocational technical school districts are funded differently than non-vocational technical school districts.

## DELAWARE PUBLIC EDUCATION FUNDING SYSTEM

Delaware has an 80-year-old funding system, one of the oldest in the country, and is one of only four states that doesn't provide additional state funding for English learners or low-income/at-risk students.

If Delaware adopted other states' policies for providing additional funds for individual low-income and English learner students, each student would annually receive.


Delaware is one of only seven states to still use a unit funding formula.

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


| Rank | State | Total |
| :---: | :---: | :---: |
| 1 | Washington, D.C. | $\$ 27,510$ |
| 2 | New York | $\$ 25,730$ |
| 5 | New Jersey | $\$ 21,189$ |
| 7 | Pennsylvania | $\$ 18,851$ |
| $\mathbf{1 3}$ | Delaware | $\mathbf{\$ 1 6 , 5 0 2}$ |
|  | US Average | $\mathbf{\$ 1 3 , 8 1 4}$ |

Delaware ranks 13th in the nation for per pupil spending, behind regional neighbors.

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LEARNERS

## EARLY LEARNERS IN DELAWARE (2017)

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

> Disabilities or developmental delays*


Disabilities or developmental delays

No disabilities or developmental delays
*Children with disabilities or developmental delays only include students age three to five.
Note: The percent of children age birth to five who live in families with incomes below the federal poverty level. The federal poverty level definition consists of a series of thresholds based on family size and composition. In calendar year 2017, a family of two adults and two children fell in the poverty category if their annual income fell below $\$ 24,858$. Disabilities or developmental delays are defined as children who have an Individual Education Plan or Individual Family Service Plan.

Source: Kids Count Data Center. (2018). Children in poverty by age group. Population Reference Bureau, analysis of data from the U.S. Census Bureau, Census 2000 Supplementary Survey, 2001 Supplementary Survey, 2002 through 2017 American Community Survey. Delaware Department of Education. (2018). Delaware IDEA Child Count and Educational Environment Ages 3-5 for School Year 2017-18, Disability and Age.

## YOUNG CHILDREN NOT IN SCHOOL (2016)

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

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

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

All children

Children who are 200\% below federal poverty threshold

Children who are 200\% at or above federal poverty threshold

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

The federal poverty definition consists of a series of thresholds based on family size and composition. In 2016, a 200 percent poverty threshold for a family of two adults and two children was \$48,678.

Source: Population Reference Bureau, analysis of data from the U.S. Census Bureau, 2005-09, 2010-14, 2011-15, and 2012-16 five-year American Community Survey.

## DELAWARE PRE-K ENROLLMENT <br> RANKING (2017)

Delaware is behind the pack when it comes to pre-K enrollment, with only seven percent ( 831 children) of four-year-olds enrolled in state-sponsored pre-K.

| State | Ranking |
| :---: | :---: |
| District of Columbia | 1 |
| Florida | 2 |
| Vermont | 3 |
| Oklahoma | 4 |
| Wisconsin | 5 |
| West Virginia | 6 |
| lowa | 7 |
| Georgia | 8 |
| New York | 9 |
| Texas | 10 |
| Delaware | 36 |

Note: Ranking includes total state-supported pre-K enrollment for four-year-olds. Delaware's state funded pre-K for four-year-olds, Early Childhood Assistance Program (ECAP), was established in 1994. ECAP is implemented in both district and community settings.

Source: National Institute for Early Education Research. (2017). The State of Pre-School 2017: Delaware State Profile.

## DELAWARE EARLY LEARNER SURVEY RESULTS $(2016,2017)$

EARLY
LEARNERS

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

The data are used to customize instruction to meet students' developmental needs and inform ongoing efforts to improve educational quality.
Approximately one third to one half of students are not entering kindergarten with skills needed for success.

| Domain | Examples Of <br> Child Activity | Percent <br> Accomplished <br> (2016) | Percent <br> Accomplished <br> (2017) |
| :---: | :---: | :---: | :---: |
| Social and <br> Emotional | Sustains positive interactions <br> with small group of <br> other children | $62 \%$ | $55 \%$ |
| Physical | Holds drawing or writing tools, <br> steers wheelchair; can pedal/ <br> push objects that move | $64 \%$ | $64 \%$ |
| Language | Follows multistep directions; <br> describes use of items | $54 \%$ | $62 \%$ |
| Literacy | Recognizes and names as <br> many as 10 letters; indicates <br> where to start reading | $67 \%$ | $69 \%$ |
| Cognitive | Sustains work on interesting <br> tasks; uses drawings or | $55 \%$ | $54 \%$ |
| movements to represent ideas |  |  |  |
| Mathematics | Verbally counts to 20; | $43 \%$ | $44 \%$ |
|  | describes basic 2D and 3D <br> shapes using own words |  |  |

## DELAWARE'S PRESCHOOL EXPULSION PROFILE

Disproportionate discipline can start as early as pre-K for some students. African American students, boys, and older preschoolers (four years old) are more likely to receive a suspension or expulsion. Children who are suspended or expelled are 10 times more likely to:


- drop out of high school
- fail academically
- have negative attitudes toward school
- face incarceration


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

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

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

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

## EARLY CHILD CARE'S ECONOMIC CONTRIBUTION

Early child care is a significant part of Delaware's economy.

| 1,600 Jobs | \$140 Million | \$92.9 Million |
| :---: | :---: | :---: |
| The Delaware <br> child care <br> industry employs <br> approximately <br> 5,436 individuals <br> who support <br> an additional <br> 1,600 jobs <br> in local <br> economies. | Delaware's child <br> care industry <br> revenue of <br> \$168.6 million <br> led to another <br> \$140 million <br> in spillover <br> impact on local <br> economies. | The \$92.9 million <br> in Delaware <br> employee and <br> proprietors' <br> earnings within the <br> child care industry <br> generates |
| \$60 million in <br> additional <br> earnings <br> throughout <br> Delaware. |  |  |

# HIGHLY RATED DELAWARE STARS <br> EARLY LEARNER PROGRAMS (2017) 

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 2017, 82 percent (a total of 398) of Stars programs received a Star level rating of three or higher (out of five). There are 485 programs participating in all five Star levels.


Notes: Data reflective of December 31st for each year.
Source: Office of Early Learning. (2017). 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 that 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.


# EARLY CHILDHOOD EDUCATOR PAY COMPARED TO OTHER PROFESSIONS 

 (2017)Delaware median hourly wage

Many early childhood teachers earn unlivable wages. Research shows that 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.


[^11]
## 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 longterm 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.

[^12]
## SOCIAL AND EMOTIONAL LEARNING TECHNIQUES (2017-18)

Percentage of educators reporting that students are taught

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

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

## Students are taught...



Notes: Based on educator survey responses. More 6,500 (70 percent) teachers across the state participated in the School Climate Survey for 2017-18 school year.

## SOCIAL AND EMOTIONAL LEARNING COMPETENCIES (2017-18)

SOCIAL AND EMOTIONAL
Percentage of students reporting that they have social and LEARNING emotional skills

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

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


## 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 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. Protective factors are the conditions and attributes that can help build resilience and buffer toxic stress.

## The Three Types of ACEs Include



Note: Figure above adapted from Robert Wood Johnson Foundation. (2017). The Truth About ACEs.
Sources: Children's Health Fund. (2017). Health Barriers to Learning: The Prevalence and Educational Consequences in Disadvantaged Children. U.S. Department of Health and Human Services: Children's Bureau. (2014). Issue Brief: Protective Factors Approaches in Child Welfare.

# ADVERSE CHILDHOOD EXPERIENCES (ACES) (2016) 

SOCIAL AND
Percentage of Delaware children age 0-17 who have experienced two or more ACEs

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


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

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

## PROTECTIVE FACTORS

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

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

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

## Individuals

Conflict Resolution, Positive Relationships, Culture


## Families

Role Models, Supportive Relationships, Health, Networks, Stability

## Communities

 Access to Services, School, Mentors, Neighborhood Safety

## PROTECTIVE FACTORS IN DELAWARE

Protective factors counter trauma and chronic stress and build resilience. Protective factors can be built and fostered within individuals, families, and communities, such as the examples below.

## INDIVIDUALS

| Students report they <br> are taught to...* | Elementary | Middle | High School |
| :---: | :---: | :---: | :---: |
| Feel responsible for how they act | $91 \%$ | $82 \%$ | $76 \%$ |
| Resolve conflicts | $87 \%$ | $64 \%$ | $49 \%$ |

## FAMILIES

|  | 5th Grade | 8th Grade | 11th Grade |
| :---: | :---: | :---: | :---: |
| Parents show they are proud* | $94 \%$ | $67 \%$ | $59 \%$ |
| Families work together <br> to solve problems | $0-5$ years | 6-11 years | 12-17 years |
|  | $55 \%$ | $47 \%$ | $38 \%$ |

## COMMUNITIES

| Communities offer... | Children ages 0-17 |
| :---: | :---: |
| Amenities such as parks, recreation <br> centers, sidewalks, or libraries | 51 percent of children live in neighborhoods <br> that contain two or more amenities |
| Support | 54 percent of children live in <br> supportive neighborhoods**** |

*Based on student survey responses.
**Based on children ages 0-17 who said that their families always work together to solve a problem when the family faces a problem.
***Based on respondents who reported somewhat or definitely agree to: "People in my neighborhood help each other out"; "We watch out for each other's children in this neighborhood"; and "When we encounter difficulties, we know where to go for help in our community."

Sources: University of Delaware. (2018). Kids Count in Delaware 2018 Fact Book. National Survey of Children's Health. (2016); University of Delaware. (2016). Delaware School Survey. University of Delaware (2017). Delaware School Survey. Delaware Department of Education. (2018). School Climate Survey. National Survey of Children's Health. (2016). Neighborhood Safety and Support.

# SCHOOL DISCIPLINE: STUDENT SUSPENSION (2017-18) 

SOCIAL AND
Demographics students who received out-of-school suspension

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


[^13]
# HEALTH: MEDICAL HOME CARE (2016) 

Percent of children (ages 0-17) with an adequate medical home
SOCIAL AND EMOTIONAL LEARNING

Medical home care* is considered to be accessible, family-centered, continuous, comprehensive, coordinated, compassionate and culturally effective care.

Comprehensive, family-centered medical care is linked to better performance in school and less risky behaviors. African American and Hispanic/Latino children are less likely to have access to adequate medical home care than their white peers.


[^14]
# Rodel 

A GREAT EDUCATION CHANGES EVERYTHING


[^0]:    **English learner special education, low-income, and immigrant percentages are taken from the English Learners Annual Report and reflect a snapshot of enrollment data from the end of the 2015-16 school year.

[^1]:    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 tested.

[^2]:    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 tested.

[^3]:    *10-Year Projected Growth and Replacement from 2014-2024

[^4]:    Note: The percentages noted above reflect students in grades nine through 12 who enrolled and earned credit in a pathways course. There are a total of 21 state-model career pathways. Agricultural Power \& Engineering, Agricultural Structures \& Engineering, Architectural Engineering \& Structures, Business Information Management, Early Childhood Teacher Academy, and Public \& Community Health launched in 2018-19 and do not currently have enrollment data. Data do not include local pathways.

[^5]:    * Dual enrollment participation data for students with disabilities has been suppressed by state for student privacy reasons due to low enrollment.

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

[^6]:    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.

[^7]:    Note: Remediation data includes Delaware public high school students from the Class of 2015 who enrolled in one of the following in-state colleges: University of Delaware, Delaware State University, Wilmington University, Goldey-Beacom College, Delaware Technical Community College, and Wesley College. Data is not provided for public school students who enroll in out-of-state colleges.

[^8]:    *Other minority includes Asian, Hawaiian, American Indian, and multi-racial.
    Note: Percentages may not total 100 due to rounding.
    Source: Department of Education. (2018). Educator Personnel Reports: Number of Full Time Teachers 2017-18.

[^9]:    **Multi-racial/other includes Asian, Hawaiian, American Indian, and multi-racial.
    Note: Data are for 545 full-time educators. School leader are defined as principals, assistant principals, superintendents, and assistant superintendents. Percentages may not total 100 due to rounding.

[^10]:    Notes: Source: United States Census. (2017). 2015 Annual Survey of School System Finances.; Education Commission of the States. (2018). Delaware School Funding

[^11]:    Notes: Figures above depict Delaware median hourly wage for occupations shown.
    Source: Center for the Study of Child Care Employment, University of California, Berkley. (2018). Early Childhood Workforce Index 2018: Delaware. Bureau of Labor Statistics. (2017). Occupational Employment Statistics.; Center for the Study of Child Care Employment, UC Berkely, COWS, UW Madison. (2018).At the Wage Floor: Covering Homecare and Early Care and Education Workers in the New Generation of Minimum Wage Laws.

[^12]:    Sources: CASEL. (2017). SEL Impact.; Belfield et. al., "The Economic Value of Social Emotional Learning." (2015).; Durlak et. al "Impact Enhancing Students' Social and Emotional Learning: A Meta-Analysis SchoolBased Universal Interventions." (2011). Jones et al. (2015). Early Social-Emotional Functioning and Public Health Relationship Between Kindergarten Social Competence and Future Wellness. Delaware Department of Education. (2017). Early Learner Survey Results.

[^13]:    *Other minority includes Asian, Hawaiian, American Indian, and multi-racial.
    Notes: Out-of-school suspension rate represents the percentage of students suspended within that particular subgroup. Total enrollment based on September 30th student count.

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

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

[^14]:    *The American Academy of Pediatrics specifies seven qualities essential to medical home care: accessible, family-centered, continuous, comprehensive, coordinated, compassionate and culturally effective care. Ideally, medical home care is delivered within the context of a trusting and collaborative relationship between the child's family and a competent health professional who is familiar with the child and family and the child's health history. To qualify as having a Medical Home, families must report the criteria for adequate care: personal doctor or nurse, usual source for care, and family-centered care.

    Source: Child and Adolescent Health Measurement Initiative. Data Resource Center for Child and Adolescent Health. 2016 National Survey of Children's Health (NSCH) data query. Retrieved from www.childhealthdata.org. CAHMI: www.cahmi.org.

